

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

**Input Visit Report**

**Teacher Quality Improvement: Task Specialist Visit 5**

**Report Number: ESSPIN 329**

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**May 2011**



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## Report Distribution and Revision Sheet

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### Scope of Checking

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

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## Acronyms and Abbreviations

EMIS	Education Management Information Systems
ESSPIN	Education Sector Support Programme in Nigeria
ETF	Education Trust Fund
LPs	Learning Programmes
MTR	Mid Term Review
NCCE	National Commission for Colleges of Education
SMoE	State Ministry of Education, Science and Technology
SMT	Senior Management Team
ToRs	Terms of Reference
TPS	Teacher professional Standards

## Abstract

1. This is the final visit report in the contract. It covers further strengthening of leadership and management capacity and curriculum implementation at Gidan Waya College and an initial evaluation of the new NCCE accreditation process and instruments as applied to the pilot at Oro College.

## Executive Summary

2. The visit took place at the time of the DfID mid-term review.

### NCCE

3. The first pilot accreditation took place at Oro College May 23 – 26, enabling further assessor training and comprehensive evaluation of the new accreditation process and “tool-kit. The process identified several areas within the process and “tool-kit” that need to be developed before the second pilot at Gidan Waya College.

### Gidan Waya

4. The fifth and final workshop in this contract took place in Kafanchan, a town that suffered loss of life, homes and businesses during the recent election period. GW staff were obviously shaken by the situation.
5. The workshop covered an update on all outstanding tasks, change management, assessment models, student assessment, completion of the Institutional Plan, EMIS analysis of school census data, next steps and implications for the completion of a self- evaluation document. Further details of the programme can be found in ‘Achievement of ToRs’ below and Annex C.

### Oro College

6. Oro College underwent a substantial review during the NCCE pilot accreditation. The findings confirmed that the College has several key areas to address and develop if they are to gain full accreditation in the future. The rigour of the accreditation process also clearly identified the implications for awareness raising and training for all Colleges of Education.

## Purpose of the Consultancy

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

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

- a. the further strengthening of leadership capacity at Oro College;
- b. the further development of curriculum implementation at Oro college;
- c. the strengthening of leadership and curriculum at Gidan Waya College;
- d. the further strengthening of NCCE's accreditation procedures;
- e. the further development of a Teacher Career Path within Kwara State;
- f. 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)
<b>Oro College of Education</b>		
Support the development of leadership capacity within Oro college	<p><u>ERC</u> Refurbishment of the former library building has begun. It was unfortunate that Oro College missed the opportunity to highlight their plans for and use of the ERC to the assessors during the NCCE pilot accreditation; an indication of their perhaps, limited understanding of the reform process.</p> <p><u>Pilot accreditation</u> Right from the onset of the accreditation visit, it was stressed by the NCCE panel that this was a pilot and that the findings would have no official bearing for the College.</p> <p>Although the main purpose of the pilot accreditation was to evaluate and further develop the new accreditation process and “tool – kit” and offer further training to the NCCE panel, Oro College benefited substantially.</p> <p>Their full participation required them to:</p> <ul style="list-style-type: none"> <li>- complete and submit a self-evaluation document;</li> <li>- undergo several focused interviews;</li> </ul>	<p>The College need to utilize the support and expertise of Lea Knowles (VSO) in driving forward the setting up and running of the ERC. College management, staff and students must recognise the potential of the ERC in raising curriculum standards in line with the necessary criteria for full accreditation.</p> <p>Further support from ESSPIN will be required to follow – up the key areas of concern as identified from the pilot accreditation. Careful thought needs to be given as to how the present management can be helped to progress towards achieving full accreditation in the future.</p>
Support the implementation of curriculum planning including learning programmes;		
Support the implementation of quality assurance processes;		
Support the implementation of performance management processes at departmental and school level;		

	<ul style="list-style-type: none"> <li>- provide a wide range of documentation;</li> <li>- have lessons observed and graded;</li> <li>- host the NCCE panel in a far more formal and uncomfortable context than previously expected.</li> </ul> <p>The results from the accreditation found the College to be lacking in all areas. Had this not been a pilot, Oro would have been “denied accreditation” as they were judged as “failing” the two compulsory areas of ‘Leadership &amp; management’ and ‘Curriculum and organisation’ and gained “need to improve” in the other three.</p> <p>The findings were in line with the view of the consultants.</p> <p>The College is now faced with the serious challenge of (i) acknowledging the areas of concern as highlighted by the accreditation process (ii) accepting that they must now implement the training, planning and skills gained through ESSPIN and VSO involvement, if they are to be successful in achieving ‘full accreditation in the near future (iii) taking full advantage of future ESSPIN and VSO support and (iv) admitting to themselves that their success is not dependent upon external funding.</p> <p>The final feedback session from the Chair of the NCCE panel perhaps over exaggerated the strengths of the College allowing the concerns to be overlooked</p>	
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	slightly. During pre-feedback discussions the Chair had been very clear in his view that all concerns with the College could be solved internally and were not reliant upon Ministry funding. It was a shame that he felt unable to deliver this clear message to the Provost during his feedback.	
<b>Career Path</b>		
Support awareness raising and training to enhance understanding of the implications of career path reform for teachers;	NA	
Support understanding and implementation of teaching standards		
Support the building of in-service capacity at Oro College to respond to the implications of career path reform;	The findings from the NCCE pilot accreditation found Oro College to be lacking in all areas. The College, in a previous in-service meeting declared themselves as “in a position to deliver in-service without additional external support” The huge disparity between self-assessment and reality must be seriously considered before a quality in-service programme can be delivered by Oro staff. Apparently the NTI (National training Institution) are the only body with jurisdiction to upgrade a teacher from Grade 2 to NCE level. The possible implications for in-service will need to be explored.	<b>The Turn-around Task Team</b> need to be actively involved in all discussions and decisions relating to in-service provision.
Support linkages between Oro College and SSIT to facilitate effective implementation of career path reform;	NA	

<b>Gidan Waya College of Education</b>		
Review current practice and support the development of curriculum planning and monitoring, including learning programmes;	<p>The fifth and final workshop in this contract was successfully presented in conjunction with HT and Alh Woru. The Director of Higher Education was again in attendance and contributed effectively to management and curriculum sessions. Disappointingly the Provost had other engagements, the DP although on ground, was mainly absent and several academic staff had exam invigilation duties.</p> <p>Progress in the areas of ‘management’ and ‘curriculum’ was disappointing. The College had taken little action between the end of the last workshop and the start of the violence incurred by Kafanchan, post-election. Deans and HoD had not completed their own lesson planning and were therefore unable to train the staff in the schools and departments. Disappointingly the training materials that the consultant had emailed to several staff had not been downloaded and distributed for use. However, the involvement and effort from the 40 – 50 participants throughout the workshop was excellent and good progress was made.</p> <p>The workshop was successful in achieving:</p> <ul style="list-style-type: none"> <li>i. completion of an institutional plan</li> <li>ii. progress towards an effective quality assurance process;</li> <li>iii. consolidation of the curriculum planning process;</li> </ul>	<p>GW staff have openly agreed to participate in a TDNA. This is a brave move and should be supported by ESSPIN if TA time and resources are available.</p> <p>The information gathered from such an exercise could (i) enable the college to be more specific during future recruitment exercises (ii) provide excellent tasks to be included in the College’s interviewing process (iii) help consultants and college management to identify key people capable of becoming trainers of trainers</p>
Review current practice and support the development of student assessment processes;		
Review current practice and support the development of quality assurance processes;		
Review and support the development of the roles and responsibilities of deans and heads of departments;		

	<p>iv. development of on-going student assessment (CA);</p> <p>v. further clarification of the leadership and management roles of Deans and HoDs.</p> <p><u>Leadership and management</u></p> <p>An interesting session on ‘Change Management’ was held with the Academic Board and continued in the first curriculum session. There was agreement on the responsibilities and action needed by Mgt. Deans and HoDs to (i) raise awareness of the reform process in all staff (ii) develop in staff the necessary skills to enable effective change and (iii) provide a united front when delivering the reasons and motivation for reform.</p> <p><u>Curriculum planning</u></p> <p>The main focus for curriculum development was student assessment. The group explored the theory and practical implications of Continuous Assessment (CA) and began to formulate some examples of effective CA linked to NCE course content.</p> <p>The challenge now facing the Deans and HoDs is to:</p> <ul style="list-style-type: none"> <li>- plan effective CA throughout the NCE programmes offered</li> <li>- train staff in schools/departments in the principals and practice of creating effective student assessment</li> <li>- evaluate the impact of the reformed CA</li> </ul>	<p>HoDs to manage their staff. Concerns regarding the effectiveness of these procedures were discussed in the previous workshop and guarantees were given to improving the impact of the process.</p> <p>It remains for the Mgt. to review the current systems and practices available to Deans and</p> <p>To ensure further progress the Deans and HODs must now (i) ensure completion of their own learning programmes and (ii) hold workshops to train staff in the process of improved planning,</p>
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	<p>It is fair to say that in order to meet this challenge the staff would need some additional support and guidance from ESSPIN.</p> <p>NCCCE invited two members of GW staff to attend the pilot accreditation at Oro. The College responded positively, sending the DP and the Public Relations Officer. The PRO used the opportunity to the full, making extensive notes to support his feedback to management at GW.</p>	<p>using the agreed standardised format. They are aware of the importance of finishing this task before requesting the same commitment from the staff in their departments and schools</p> <p>Members of the Academic Board considered ‘next steps’ to enable further development and implementation of the input received during the 5 workshops.</p> <p>See annex E</p>
<b>NCCCE</b>		
<p>Support the development of the accreditation “Toolkit” including self-assessment documentation for institutions.</p>	<p>The first NCCCE pilot accreditation took place at Oro College during May 23 – 26. The purpose of the visit was to (i) offer further training and experience to NCCCE staff in the process and use of the “tool – kit” (ii) evaluate the success of the new programme and instruments and (iii) identify further improvements and training. The whole exercise proved to be a great success.</p>	<p>Due to the success of the pilot accreditation Sustainable progress is likely to be gained from continued support from ESSPIN to NCCCE and the accreditation process.</p>
<p>Support the training of NCCCE assessors in the new procedures.</p>	<p>Throughout the four day ‘visit’ the NCCCE panel worked solidly as a team displaying a depth of understanding of the whole process and commitment to professionalism not often experienced in such situations.</p> <p>During the four days the team were able to discuss in</p>	<p>Date and arrangements for the second pilot at Gidan Waya college need to be agreed.</p>

	<p>some detail their thoughts on the way forward. They discussed the need :</p> <ol style="list-style-type: none"> <li>i. to make further improvements to the process and documentation</li> <li>ii. to experience a second pilot at GW</li> <li>iii. to complete a third pilot with a college having received no external support</li> <li>iv. to train future assessors;</li> <li>v. for an examination and qualification for future assessors;</li> <li>vi. to formulate a process for assessor selection;</li> <li>vii. for NCCE management to embrace; wholeheartedly the new accreditation process;</li> <li>viii. for NCCE management to realise and plan for the far reaching implications of the accreditation process for all colleges of education.</li> </ol> <p>The NCCE accreditation team met with members of the DfID MTR, giving feedback on:</p> <ul style="list-style-type: none"> <li>- the pilot accreditation process and tool-kit;</li> <li>- further improvements to the process and instrument;</li> <li>- awareness raising and training for colleges of education;</li> <li>- the need to enhancing the understanding and support from NCCE management.</li> </ul>	<p>A written report of the findings must now be sent to the Provost Oro college</p>
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Support the process of pilot accreditations and subsequent evaluation.	The pilot with Oro College	
<b>Other</b>		
Monitor college transformation and career path developments with a view to supporting mutually beneficial developments at institutional state and federal levels	Working with the Director of Higher Education during the GW training programme.	
Undertake such other tasks as may, from time to time, be agreed.	<p><u>DfID</u> HT/AT and Alh. Woru met with two members of the DfID MTR team and outlined progress with and possible next steps for:</p> <ul style="list-style-type: none"> <li>- career Path</li> <li>- NCCE</li> <li>- Oro College(including in-service provision)</li> <li>- Gidan Waya College</li> <li>- CoE in ESSPIN states</li> </ul> <p><u>Experiences paper</u> A draft of the curriculum experience was shared with the consultant. Quotes, introductions and a case study had been obtained and added. It is a shame that ESSPIN do not have any photos of Oro College to include in the paper.</p>	

## **Background**

8. The visit was undertaken during the period 15 May – 28 May 2011 and represented the final input under the present one year contract.
9. As the visit duration was only two weeks, there was no direct input into the areas of Career Path, curriculum/ capacity development at Oro College and in-service, although discussions were held to explore possible next steps.

## **Findings and Issues Arising**

10. These have been covered in 'Achievement of the Terms of Reference' above and previous reports.

## **Options and Next Steps**

11. See previous reports and annex E

## Annex A: Terms of Reference

### Title of assignment: Teacher Quality Improvement

#### Areas of work:

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

**Consultant:** Education Development Specialist

**Main Places of Work:** Abuja, Kaduna and Kwara

#### Indicative duration and dates

Up to 90 days between 1 September 2010 and 31 July 2011.

#### Background

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

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

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

### Kwara State

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

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

### Kaduna State

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

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

### **Objectives of the assignment**

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

1. the further strengthening of leadership capacity and curriculum implementation at Oro College;
2. the strengthening of leadership capacity and curriculum implementation at Gidan Waya College;
3. the further strengthening of NCCE's accreditation procedures;
4. the further development of a Teacher Career Path within Kwara State;
5. such other Federal and State initiatives on transformation as might be agreed.

## Tasks

### Oro College

1. support the development of leadership capacity within the College;
2. support the implementation of curriculum planning including learning programmes;
3. support the implementation of quality assurance processes;
4. support the implementation of performance management processes at departmental and school level;

### Gidan Waya College (indicative work plan is attached)

1. review current practice and support the development of curriculum planning and monitoring, including learning programmes;
2. review current practice and support the development of student assessment processes;
3. review current practice and support the development of quality assurance processes;
4. review and support the development of the roles and responsibilities of deans and heads of departments;

### NCCE

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

### Teacher Career Path

1. support awareness raising and training to enhance understanding of the implications of career path reform for teachers;
2. support understanding and implementation of teaching standards;
3. support the building of in-service capacity at Oro College to respond to the implications of career path reform;
4. support linkages between Oro College and SSIT to facilitate effective implementation of career path reform;

### Other

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

## Outputs

1. Leadership capacity and curriculum implementation at Oro College strengthened;
2. Leadership capacity and curriculum implementation at Gidan Waya College strengthened;
3. NCCE’s accreditation procedures strengthened;

4. The Teacher Career Path within Kwara State further developed;
5. A brief visit report, after each visit, which lists progress against these terms of reference.

### **Institutional/administrative arrangements**

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

### **Competencies**

#### Qualifications/experience

1. A minimum of a degree in education and 10 years' experience of working at a senior level in an education institution.
2. Extensive practical experience of leadership, management, quality assurance and curriculum implementation in the education sector.
3. Successful record of change management in an education setting.
4. Experience of institutional reform and providing professional inputs in development assistance programmes.
5. Experience of working with Nigerian government and parastatal officials.

#### Knowledge

1. Practical knowledge of educational development issues in Nigeria.
2. Knowledge of Nigerian Government and parastatal structures and systems.
3. 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

### Andrea Togher, May 2011

STL = Emma Williams, IW = Alh. Woru, HT = Dr. Harold Thomas, DP = Deputy Provost, GW = Gidan Waya,

ERC= Education Resource, Centre MTR=Mid- term Review

DFID=Department For International Development

Date	Activities
May 15	Travel from UK to Abuja
16	Met with HT to discuss GW workshop & outline forthcoming meeting with NCCE Met HT / IW discuss Oro update Met with NCCE pilot accreditation team HT / IW
17	Travelled to Kafanchan and began Workshop 5 at GW College with HT and Alh. Woru
18	Day 2 of workshop
19	Day 3 (including feedback from EMIS members to Academic Board)
20	Day 4 – then travelled from Kafanchan to Abuja
21	Travelled to Kwara. Preparation for NCCE pilot accreditation at Oro.
22	<b>Read SE document from Oro. Travelled to Oro, met with NCCE accreditation team</b>
23-25	Facilitated days 1 – 3 of NCCE pilot accreditation at Oro
26	Facilitated final day of pilot accreditation. NCCE feedback to Oro SMT Met with 2 members of DFID MTR team. Feedback from NCCE accreditation team to ES / Perm Sec./ ESSPIN
27	Travelled to Abuja Documentation / preparation for improvements to accreditation processes and "tool-kit"
28	Return to UK Documentation

## Annex C: Gidan Waya College of Education and ESSPIN Collaboration – Programme

17-20 May 2011

### PROGRAMME

Institutional Plan	Quality Assurance	Activity ← Activities feed into development of Institutional Plan and Quality assurance processes
Objectives Strategic context Management support Financial implications Priorities Data Performance indicators	NCCE requirements  Improving quality  Performance indicators	<p><b>Tuesday, 17 May, 2011</b></p> <p>Opening remarks</p> <p>Update since last workshop</p> <ul style="list-style-type: none"> <li>• Strategic linkages with SMOE / SUBEB             <ul style="list-style-type: none"> <li>– Report on School Census analyses</li> <li>– Implications for the College</li> </ul> </li> <li>• Restructuring             <ul style="list-style-type: none"> <li>– Decisions from the meeting of the Academic Board</li> <li>– Staff allocation to Schools</li> </ul> </li> <li>• Curriculum planning             <ul style="list-style-type: none"> <li>– Completion of learning programmes</li> <li>– Application of assessment for learning programmes</li> <li>– Training at School and Department level</li> <li>– Implications for:                 <ul style="list-style-type: none"> <li>○ the self-evaluation document</li> <li>○ the institutional plan</li> </ul> </li> </ul> </li> <li>• Organisational development – progress reports on:             <ul style="list-style-type: none"> <li>– Induction programmes</li> <li>– Job descriptions</li> <li>– Disciplinary procedure for staff</li> <li>– Institutional Plan</li> <li>– Implications for:                 <ul style="list-style-type: none"> <li>○ the Institutional Plan</li> <li>○ the self-evaluation document</li> </ul> </li> </ul> </li> </ul> <p>Management of change            What? - Why? – How?</p>

Institutional Plan	Quality Assurance	Activity ← Activities feed into development of Institutional Plan and Quality assurance processes	
		<b>Wednesday, 18 May, 2011</b>	
		<b>Management</b>	<b>Curriculum Planning</b>
		<u>Institutional Plan</u> <ul style="list-style-type: none"> <li>- Review of progress</li> <li>- Review of the current draft</li> <li>- Drafting the management sections of the plan:               <ul style="list-style-type: none"> <li>o Registry (staff and student numbers)</li> <li>o Bursar (income and expenditure)</li> <li>o Director of Works (Estates strategy)</li> <li>o Other</li> </ul> </li> </ul>	<u>Consolidation of change management</u> Agree actions to move reform process forward by: <ul style="list-style-type: none"> <li>- raising awareness of staff</li> <li>- developing necessary skills in all staff</li> <li>- providing sound and unified reasoning for the need to change</li> </ul> <u>Assessment</u> <ul style="list-style-type: none"> <li>- identify purpose of summative, diagnostic and formative assessment</li> <li>- explore the practical application of each method</li> <li>- devise a range of meaningful assignments and assessments relevant to subject content in LPs</li> </ul>
Objectives Strategic context Management support Priorities Data Performance	NCCE accreditation Requirements Curriculum planning and delivery Performance indicators	<b>Thursday, 19 May, 2011</b> <u>Strategic interface with SMOE</u> <ul style="list-style-type: none"> <li>- Presentation from SMOE EMIS staff on analysis of School Census data</li> <li>- Discussion on implications for the College</li> <li>- Next steps</li> </ul> <u>Review of progress during the workshop series</u>	

Institutional Plan	Quality Assurance	<b>Activity</b> ← Activities feed into development of Institutional Plan and Quality assurance processes	
indicators		<b>Management</b>	<b>Curriculum Planning</b>
		<u>Institutional Plan</u> - Continue from previous day - Finalise the draft institutional plan and consider next steps	<u>Listening and interpreting skills</u> - explore importance of these skills in teaching and learning  <u>Institutional plan</u> - revisit the initial input from the curriculum group - consider recent thinking, developments and goals; update IP as appropriate
		<b>Friday, 20 May, 2011</b>	
		Review of the Draft Institutional Plan  Next steps  Conclusion	

**Annex D: Gidan Waya College of Education: Draft Institutional Plan**

**KADUNA STATE COLLEGE OF EDUCATION, GIDAN  
WAYA**

**DRAFT**

**Institutional plan**

**2011-14**

## **1. Foreword – a message from the Provost**

## **2. Introduction**

### **2.1 Mission statement**

To be the flagship for producing quality professional teachers for basic education through well designed pre-service and in-service programmes.

### **2.2 Values**

Everything we do must be guided by the following values:

#### **Honesty**

We value honesty as the best policy in all our activities within the College and with all our stakeholders.

#### **Quality**

Our objective is to focus on high quality in all that we do leading to the production of high quality teachers

#### **Professionalism**

We shall adopt a professional approach in all that we do to produce professional teachers.

#### **Efficiency and effectiveness**

We shall be efficient and effective in the delivery of all programmes that we implement in achieving our mission.

#### **Transparency**

We shall be transparent with our stakeholders in the discharge of all our activities

#### **Integrity**

We shall maintain integrity in all our activities.

#### **Equity**

We shall offer equal opportunities to all students and members of staff to access their full potential without discrimination on the grounds of gender, religion, ethnicity, etc. However, we shall not tolerate cult related activities.

#### **Accountability**

We shall be accountable in all our activities in the College.

## Commitment

We expect full commitment to all the activities we carry out.

### 2.3 Challenges facing the college

The key challenges facing the College are:

#### 1. Funding

Currently the College is underfunded by the State government. We shall:

i. Engage with government for upward review of government subvention;

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. Provost to instigate</li> <li>2. Governing Council to support</li> </ol> |
|--|

ii. Focus on increasing internally generated revenue by:

a) Consultancy services, including the farm, shops, transportation services, workshops / seminars, establishment of a College book shop and other initiatives

General Manager to draft action plan for consideration and implementation by the Board of Directors
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b) Increases in registration fees

Provost to propose to Council
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c) Upward review of sales of forms

Provost to propose to SMT
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d) ETF interventions

Deputy Provost to liaise with desk officers to formulate proposals for SMT drawing upon the Institutional Plan
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e) Public / private partnerships

PRO to initiate through the Provost
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f) Donations from individuals and organisations

Deans, Heads of Departments, Public Relations Officer through the Provost
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g) Expand part-time programmes consistent with the College's mission

Dean, School of Continuing Education and Co-ordinator to initiate and co-ordinate proposals
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- h) Encourage schools and departments with revenue generation potential to build upon their strengths by developing income generation plans consistent with the mission of the college

Deans and Heads of Departments to initiate proposals for SMT

**2. Curriculum reform and restructuring**

The College is faced with delivering new curricula developed by NCCE. This will imply restructuring of the College. We shall:

- (i) to start with, establish the Schools of ECCE, Primary, Junior Secondary and Adult and Non-formal. This builds upon current activities.
- (ii) deploy current staff between the various Schools.
- (iii) when funding and staffing become available, consider establishing a School of Special Education.

Provost to propose to Academic Board and Council

**3. Shift the focus from lecturing to teacher training**

The College needs to adopt new teaching methodologies based upon a learner centred approach. We shall:

- (i) plan and deliver learner-centred lessons
- (ii) provide stimulating and appropriate field trips
- (iii) raise awareness amongst all staff;
- (iv) utilise Gidan Waya consultancy and SSIT experience;

all academic staff  
GW consultancy, SSIT, AB to monitor

**4. Staffing**

The College is currently understaffed because:

- (i) Staff vacancies have not been filled – all vacancies have to be approved at State level and this has not been forthcoming;
- (ii) Non-academic staff numbers are grossly insufficient

We shall:

- i) Take account of the numbers of academic staff in determining the number of students that can be accepted.
- j) Continue to press government for adequate staffing provision.
- k) Use accelerated promotion to fill vacancies where appropriate and subject to funding.

Provost to propose  
Council / SMOE to approve

## 5. **Shift towards pro-active management rather than passive administration**

The College needs to build upon recent workshops to further develop strategic capacity of management including deans and heads of department.

We shall:

- (i) Finalise draft job descriptions;
- (ii) Enhance monitoring capability;
- (iii) Production and distribution of training manuals for deans and heads of departments;
- (iv) Hold periodic workshops to support capacity building

Deputy Provost, SMT, deans and HoDs Council to monitor
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### 2.4 **Key objectives**

The key objectives of the College are:

1. To deliver high quality, well-designed pre-service programmes for basic education
2. To develop and deliver relevant high quality in-service programmes for basic education
3. Support continuing professional development for staff
4. Ensure efficient and effective management.

Strategies for implementing each of these objectives are outlined below.

### 3. Pre-service programmes

Student numbers over the last four years are shown in the following table.

	2007-08		2008-09		2009-10		2010-11	
	Normal progression	Spill-over	Normal progression	Spill-over	Normal progression	Spill-over	Normal progression	Spill-over
Year 1								
Year 2								
Year 3								
Total								
GRAND TOTAL								
Male								
Female								
Indigenes								
Non-indigenes								

The number of staff over the last four years is shown in the following table.

	2007-08	2008-09	2009-10	2010-11
Academic				
Non-academic				
TOTAL				

To achieve its objective of delivering **high quality, well-designed pre-service programmes for basic education**, the College will pursue the following strategies.

### 3.1 Aim to meet the needs of the State in terms of student numbers

- (i) to maintain a constructive dialogue with SMoE and SUBEB to ensure an appropriate supply of well trained teachers
- (ii) to ensure an equitable distribution of students between schools and departments consistent with the needs of the State and the nation
- (iii) ADD after SMoE/SUBEB advice

### 3.2 Admit students of high quality who are motivated to be teachers

The College will admit only those students who have achieved the JAMB minimum requirements. In addition, the College will apply its own screening exercise to ensure the academic quality of students and their motivation to be teachers.

The college will resist undue outside influence in the admission process.

The College suffers from the delay in the piecemeal releases of the admission list by JAMB. As a consequence the session starts late. Otherwise the college would have insufficient enrolment. The College recognises that JAMB is operating a new policy and will (i) write a memo to the Policy committee of JAMB to ensure that JAMB procedures are changed to ensure that admission lists are sent out in good time before the start of each session; (ii) discuss a common approach with other colleges of education through the Provosts' and Registrars' meetings.

The College will also keep under review its internal procedures to ensure that admission is conducted as efficiently and effectively as possible.

### 3.3 Deliver effectively the NCCE curriculum

Central to the mission of the College is to provide quality teachers for Basic Education. To achieve this goal the College will be required to design well planned courses that are effectively resourced, delivered, monitored and evaluated, in a school structure reflective of Basic Education priorities.

The College is at present engaged in:

1. restructuring the existing schools and departments
2. allocating staff to populate the new structure
3. producing comprehensive planning for all NCE programmes
4. introducing agreed assessment criteria to ensure high quality learning programmes
5. incorporating varied and effective CA for all students
6. becoming familiar with and linking Professional Teacher Standards to learning programmes

#### Learning Programmes

The new planning will:

- (i) ensure learning is centred around the student and relevant to basic education;
- (ii) ensure activities encourage the student to think and behave like a teacher;
- (iii) provide a stimulating learning environment;
- (iv) be linked to Professional Teacher Standards;

- (v) develop the professional competencies of teacher trainers
- (vi) encourage and inspire students to become professional teachers

Well delivered, quality programmes will:

- (i) create a positive impact on all curriculum experiences offered to students;
- (ii) provide more knowledgeable, confident and professional teachers; capable of planning and teaching more effectively;
- (iii) improve the long-term quality of basic education in Kaduna State.

### **Learning materials**

Quality learning materials will include: written materials, posters, charts, photographs and a range of improvised and technical equipment.

Teaching and learning materials will be available, appropriate to course content and used effectively. Teacher trainers will aim to be innovative in the making and use of teaching and learning materials

### **Quality assurance**

- (i) The College recognises that NCCE's accreditation requirements will assess colleges under the headings of:

- Leadership, management and organisation
- Curriculum organisation and implementation
- Infrastructure and learning resources
- Assessment and evaluation
- Student support and progression

The College will complete and keep up to date the NCCE's self-evaluation form to:

- (a) record progress;
  - (b) identify areas of further improvement;
  - (c) inform the NCCE accreditation process.
- (ii) The College has formulated an assessment instrument to evaluate the quality of all learning programmes. Heads of department will apply this assessment to all learning programmes in their department. Deans will assess a random selection of learning programmes from their School. All staff will receive comprehensive feedback on the quality of their planning.

### **Staff development**

- (i) increased knowledge, understanding and application of current educational thinking and teaching methodology
- (ii) improved understanding and application of assessment
- (iii) increased confidence in the role of Teacher Trainer

### 3.4 Restructure its Schools to deliver the curriculum effectively

New NCCE curricula are specific to NCCE, Primary, Junior Secondary, Special Education and Adult and Non-formal Education. In line with NCCE's recommendation, the College will restructure its Schools to be consistent with the new curricula.

**ADD** after AB

### 3.5 Improve student support and services

To improve support and services to students, the College will address the following issues. The list is in order of priority for funding.

#### 1. Library

- (i) Continue to develop e-library services by acquiring up to 150 laptops for use by staff and students
- (ii) Development of departmental libraries consistent with the new school structure
- (iii) The need to update library stocks in line with the new curricula
- (iv) The need to expand journal acquisition
- (v) The need to develop facilities for bindery unit including personnel
- (vi) Determining priorities for ETF library intervention

Librarian to initiate; SMT to monitor

#### 2. Student hostels

- (vii) There are four student hostels accommodating 1,832 students (916 male; 916 female). In fact far more students are located in the hostels – they are grossly over-occupied. Most students live off-campus.
- (viii) Effort has been put in place to increase the number of hostels through public/private partnership. An MOU has been signed to build, operate and transfer (BOT) 6 new hostels accommodating 1,200 students (600male; 600 female)
- (ix) Need to renovate existing four hostels.

Director of Works to initiate and supervise

#### 3. Medical Centre

The current budget has provision for construction of increased facilities.

Progress to be monitored by the Director of Works, Bursar and Senior Medical Officer.

#### 4. Counselling Centre

Establish a Counselling Unit within the Student Affairs Division of the Registry including staff, building and facilities

- a. Currently the only counselling available is through the Department of Psychology

Student Affairs Officer to develop a plan for submission to SMT; Registrar to monitor

**5. Education Resource Centre**

- (i) Currently there is an Education Technology Centre within the Department of Curriculum and Instruction within the School of Education
- (ii) There is an identifiable need to expand the concept to education resource centre serving the needs of the College as a whole.
- (iii) Centre needs to be established and guidelines formulated. Structure will be considered in line with the new school structure.

Co-ordinator of the Education Technology Centre to develop proposals for submission to AB  
Dean School of Education to monitor

**6. Language Laboratory**

- (i) The current language laboratory is in need of updating in terms of equipment and infrastructure.

Dean School of Languages to formulate a plan in consultation with HoDs  
Deputy Provost to monitor

**7. Computer Centre**

Build on current strengths

**8. Sports facilities**

Expansion required to cater both for academic requirements of the physical and Health Education Department and for recreational activities. In particular there are no facilities for lawn tennis and there is no gymnasium.

Sports Co-ordinator and HoD PHE to co-ordinate and plan for report to SMT

**9. Students Union Government (SUG)**

The College supports the concept of an SUG and will continue to foster cordial relationships.

**10. Places of worship**

The College supports the places of worship for Protestants, Catholics and Muslims on campus as approved by government and will continue to foster cordial relationships with the various faiths.

#### 4. In-service programmes

The College offers:

- (i) a part-time NCE programme for serving teachers during long vacation over five years (contact) and maximum of seven years

	2008-09	2009-10	2010-11
Student numbers			

- (ii) A part-time Professional Diploma in Education (PDE) for graduates without a teaching qualification at weekends over two semesters.

	2008-09	2009-10	2010-11
Student numbers			

- (iii) Periodic workshops / seminars / conferences

To achieve its objective of delivering **high quality, well-designed in-service programmes for basic education**, the College will pursue the following strategies.

##### 4.1 Current provision

The College will strengthen and sustain its efforts in all current areas.

##### 4.2 Unqualified teachers

In recognition that there are a large number of unqualified teachers in schools in Kaduna State, the College will explore ways in which it can contribute to the training of such teachers either through entry to the full-time NCE programme or NCE part-time programme. The College will explore with SMoE / SUBEB opportunities for development.

Deputy Provost to initiate for report to SMT
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##### 4.3 Degree programmes

The College is considering the establishment of degree programmes in education for qualified teachers consistent with its basic education mission. Efforts will be made to sign an MOU with the University of Jos and/or other universities as appropriate.

Provost to initiate
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#### 4.4 Utilise new teaching methodologies

The College is developing new approaches to teaching in its pre-service programmes. These new approaches will be used to develop in-service provision

### 5. Supporting strategies

#### 5.1 Staff development

##### (i) Induction programme

The College intends to provide induction programmes for all new staff and to commence the process by offering the programme to all staff in the College. There are 24 components which are being developed. Resource persons have been identified. It is intended to commence the programme from May 2011. Thereafter the programme will be run regularly.

Staff Training and Development officer to organise;  
Registrar to monitor for report to SMT

##### (ii) Sponsoring staff to attend workshops/seminars/conferences

In place and to be sustained with support from ETF and the College

Provost to facilitate

##### (iii) Sponsoring staff for higher degrees

In place and to be sustained with support from ETF and the College

Provost to facilitate

##### (iv) Mentoring

Deans and HoDs should become familiar with the scheme of service to ensure that arrangements are in place for efficient and effective mentoring of new staff.

HoDs to implement;  
Deans to monitor

##### (v) Awareness raising and training

Deans and HOD will organise in-house training to raise awareness of the reform process and provide opportunities for staff to develop the necessary skills to plan and deliver an effective NCE curriculum.

HOD will hold weekly briefings to maintain a focus on the reform goals.

The College will provide quality training handbooks to support in-house workshops.

All members of the Academic Board will present unified reasoning and motivational statements in support of the reform process.

## 5.2 Management and administration

In order to support its academic and professional activities, the College will aim to provide efficient and effective management. To do this the College will:

- (i) Recognise that staff are its most valuable resource and will endeavour to support their induction, training and development. Consequently, a staff development programme is being developed and will commence during the current academic session;
- (ii) ensure prompt commencement of lectures at the beginning of each semester. This will be implemented by deans and heads of departments and monitored by SMT and Academic Board
- (iii) Review the way in which student records are collected, recorded, analysed and disseminated. In particular the registration process to ensure consistency between central and departmental records and linkages between the Registrar's Office and the Bursary.

Deputy Registrar (Academics) to initiate;  
Registrar and Bursar to monitor for report to SMT

- (iv) support Deans and Heads of Department to carry out effectively their management role, including:
  - a. capacity building in terms of principles and policies relating to the job; record keeping;
  - b. mentoring by SMT;
  - c. clear job descriptions including roles and responsibilities;
  - d. clear setting of targets and monitoring of achievement;
  - e. a review of the 13 steps required in implementing disciplinary procedures;
- (v) ensure effective communication including dissemination of information including financial information;
- (vi) continue to support the work of the Organisational Development (OD) group and will implement proposals to ensure effective structures and procedures.

## 5.3 Estate strategy

### (i) Current situation

In terms of capital requirements, the College will seek funding from the State, from the ETF and from other sources as appropriate. The current list for capital development is:

- Extension of the College Library
- Supply of books for the College Library
- Construction of ECCE Centre
- Construction of classrooms
- Construction of administrative block
- Supply of office equipment and furniture
- Supply of classroom furniture
- Supply of equipment, machine and tools for technical education
- Supply of science equipment and instructional materials
- Construction of sports fields and supply of sports equipment

- Construction of gymnasium
- Construction of Fine & Applied arts complex
- Construction of Technical education complex
- Renovation of Science laboratories
- Purchase of vehicles
- Electricity extension and distribution
- Extension of water supply
- Renovation of classrooms / lecture halls
- Construction of hospitals / health clinics
- Construction and rehabilitation of student hostels
- Construction of Open Air Theatre
- Construction of roads
- Expansion of College farm and supply of farm machinery, equipment, tools and implements
- Construction of School of Education complex

Future revisions for capital expenditure will be consistent with the College's academic and professional priorities (see previous sections).

**(ii) Transportation system**

Review of transport system needs to be undertaken in the context of student and staff efficiency and effectiveness since a number of vehicles are in disrepair.

Director of Works to review; Provost to monitor

**(iii) Security and the College environment**

The College is conscious of the need to enhance security and will continue to request the Ministry for adequate funding to improve the current situation.

Director of Works to review; Provost to monitor

## 5.4 Finance

The challenges facing the College are outlined in section 2.3 (1). The following table summarises the current and projected income and expenditure.

### Financial forecasts

**Table: Indicative recurrent income and expenditure estimates (Nm)**

	2011	2012	2013
<b>INCOME</b>			
Government subvention	1,259	1,386	1,499
School fees	82	91	127
Other proceeds	25	26	27
<b>TOTAL</b>	<b>1,366</b>	<b>1,503</b>	<b>1,653</b>
<b>EXPENDITURE</b>			
<b>Staff expenditure</b>			
Academic staff	615	676	744
Non-academic staff	571	628	691
<b>Total staff</b>	<b>1,186</b>	<b>1,304</b>	<b>1,435</b>
<b>Wages/NYSC allowance</b>	<b>7</b>	<b>7</b>	<b>8</b>
<b>Non-staff expenditure</b>	<b>174</b>	<b>191</b>	<b>211</b>
<b>TOTAL RECURRENT EXPENDITURE</b>	<b>1,366</b>	<b>1,503</b>	<b>1,653</b>

## 6. Monitoring and Evaluation

- (i) The Plan will be reviewed at least annually to monitor progress by:
  - HoDs for report to Deans
  - Deans for report to the SMT and Academic Board as appropriate
  - SMT for report to the Academic Board and Council.
- (ii) It is planned to appoint a Director of Academic Planning who will play a major co-ordinating role in the planning process.
- (iii) The Plan will be revised at the end of the three year period.

## Annex E: Gidan Waya College of Education – Next Steps

### CHANGE MANAGEMENT

#### Motivation / reasoning

- National initiative
- Improved quality of teachers
- Improved quality of basic education
- Job satisfaction
- Improved organisational performance

#### Awareness raising

- HOD will hold weekly briefings
- Deans / HOD will hold 1 workshop per semester
- All staff will complete lesson planning
- College will produce and distribute handbooks (training materials)
- Notice boards will be used effectively

#### Development of skills

- Monitor and evaluate lesson planning
- Observe lessons
- Hold regular training workshops

### STRATEGIC LINKS WITH SMOE

- Consider implications of School Census analysis
- Determine supply of and demand for teachers
- Advice on student numbers

### MANAGEMENT

#### Institutional Plan

- **Complete data tables in Institutional Plan**
- Formalise restructuring of Schools through Academic Board and Council
- Insert sections after advice from SMoE
- Plan to be considered by School Boards, Academic Board and Council
- Foreword to be completed by Provost
- Plan to be IMPLEMENTED

#### Other

- Introduce focus on quality in student selection
- Finalise job descriptions for senior staff, dean, HoDs
- Roll-out induction / staff development programmes
- Review staff disciplinary procedures
- Continue and implement work of OD group on procedures and structures