Education Sector Support Programme in Nigeria (ESSPIN)

Input Visit Report

Coordination of Organisational Development Initiatives, Organisational Restructuring of KWSUBEB and LGEAs Phase II and Initiating support for LSUBEB

November 22-12 December

Report Number: ESSPIN 233

Bakhethisi Mlalazi
February 2010
Coordination of Organisational Development Initiatives, Organisational Restructuring of KWSUBEB and LGEAs Phase II and Initiating support for LSUBEB

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria
Code: 244333TA02
Report No.: ESSPIN 233
Report Title: Coordination of Organisational Development Initiatives, Organisational Restructuring of KWSUBEB and LGEAs Phase II and Initiating support for LSUBEB, November 22-12 December

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<tr>
<th>Rev No</th>
<th>Date of issue</th>
<th>Originator</th>
<th>Checker</th>
<th>Approver</th>
<th>Scope of checking</th>
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<tr>
<td>1</td>
<td>March 2010</td>
<td>John Gray</td>
<td>Nguyen Feese</td>
<td>Steve Baines</td>
<td>Formatting/Checking</td>
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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.

Distribution List

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<td>Human Development Programme Coordinator, DFID</td>
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<tr>
<td>Ian Attfield</td>
<td>Education Adviser, DFID Northern Nigeria Office</td>
</tr>
<tr>
<td>Roseline Onyemachi</td>
<td>Education Project Officer, DFID</td>
</tr>
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<td>ESSPIN</td>
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<tr>
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<td>Assistant Programme Manager</td>
</tr>
<tr>
<td>Steve Baines</td>
<td>Technical Team Coordinator</td>
</tr>
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</tr>
<tr>
<td>John Kay</td>
<td>Lead Specialist, Education Quality</td>
</tr>
<tr>
<td>Alero Ayida-Otobo</td>
<td>Lead Specialist, Policy and Planning -Federal Level</td>
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<tr>
<td>Fatima Aboki</td>
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</tr>
<tr>
<td>Nguyen Feese</td>
<td>Lead Specialist, Inst. Development and Education Mgt</td>
</tr>
<tr>
<td>Francis Watkins</td>
<td>Lead Specialist, Social Development</td>
</tr>
<tr>
<td>Manos Antoninis</td>
<td>Task Leader, Monitoring &amp; Evaluation</td>
</tr>
<tr>
<td>Pius Elumeze</td>
<td>Planning and Management Specialist, Kaduna</td>
</tr>
<tr>
<td>Olalekan Saidi</td>
<td>Planning and Management Specialist, Kano</td>
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<tr>
<td>Katherine Adegemi</td>
<td>Planning and Management Specialist, Kwara</td>
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<tr>
<td>Oluwafunmilayo Olalusi</td>
<td>Planning and Management Specialist, Lagos</td>
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Coordination of Organisational Development Initiatives, Organisational Restructuring of KWSUBEB and LGEAs Phase II and Initiating support for LSUBEB

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Note on Documentary Series
A series of documents has been produced by Cambridge Education Consultants in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria. All ESSPIN reports are accessible from the ESSPIN website
http://www.esspin.org/resources/reports

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)
ESSPIN 5-- Information Management Reports and Documents

Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:
JG Jigawa
KD Kaduna
KN Kano
KW Kwara
LG Lagos
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**Acronyms and Abbreviations**

AME  
Agency for Mass Education

CSC  
Civil Service Commission

CUBE  
Capacity Building for Universal Basic Education

DFID  
Department for International Development

EMIS  
Education Management Information System

ES  
Executive Secretary; Education Secretary

ESP  
Education Strategic Plan

ESSPIN  
Education Sector Support Programme in Nigeria

HC  
Honourable Commissioner

HOS  
Head of Section

HR  
Human Resources

HRD  
Human Resources Development

HRM  
Human Resources Management

HRMIS  
Human Resources Information System

IBRG  
Institution Building Reform Group

ICT  
Information Communication and Technology

KWSUBEB  
Kwara State Universal Basic Education Board

LGEA  
Local Government Education Authority

LSS  
Local Schools Supervisor

LSUBEB  
Lagos State Universal Basic Education Board

MDA  
Ministry, Department and Agency

MoEST  
Ministry of Education Science and Technology

MoU  
Memorandum of Understanding

MTSS  
Medium Term Sector Strategy

OD  
Organisational Development

ODM  
Organisational Development and Management

OHOS  
Office of the Head of Service

PRS  
Planning Research and Statistics

PS  
Permanent Secretary

QAB  
Quality Assurance Bureau

SESP  
State Education Support Project

SPARC  
State Partnership for Accountability Responsiveness and Capability

SUBEB  
State Universal Basic Education Board

TA  
Technical Assistance

TRAPCO  
Teacher Recruitment and Promotion Committee

TSC  
Teaching Service Commission
Abstract

1. Given the expanding activity in Output 2 and progress with ESSPIN, it was necessary to hold a meeting to update Output 2 consultants, coordinate technical assistance in order to align inputs and promote greater synergies. With the appointment of a further international OD specialist and the appointment of state-based ODM specialist in most ESSPIN states, it was also necessary to initiate a process of coordination of institutional/OD inputs. While providing ongoing support to Kwara State in its institutional/organisational reform programme, it is now necessary to respond to the need for TA support in other ESSPIN states that are beginning to address institutional/organisational reforms.

Executive Summary

2. One of the purposes of the visit was to attend the technical team meeting on Output 2, to promote coordination and alignment of input streams within the Output and between Output 2 and other ESSPIN Outputs.

3. During the visit, the opportunity was utilised to discuss and agree priority areas for OD support to the states, and support for state-based ODM specialists, provide continuing OD support to Kwara State for the restructuring of SUBEB and LGEAs, and broaden OD support to engagement with Lagos State SUBEB, which has indicated the intention to carry out organisational reform.

4. Discussions with SUBEB Administration staff revealed the disturbing issues around deployment of staff which has the potential to undermine efforts to strengthen organisational restructuring of the department to improve its operations.

5. Discussions with Finance and Supply and Internal Audit staff reinforced the fact that urgent steps need to be taken to improve the functioning of these key structures. The steps will include review of systems, staff reallocation and capacity building. Technical support is being provided through ESSPIN to strengthen financial management systems.

6. During their induction retreat, Education Secretaries identified a number of key issues and priorities, which should form the base for support action from SUBEB and the Institution Building Reform Group.

7. Final revisions to the education sector MoU were made, and it is now ready for presentation to stakeholders before signing. However there is still need to resolve disquiet in SUBEB and the TSC over the proposed role of the Teacher Recruitment and Promotion Committee (TRAPCO).
Coordination of Organisational Development Initiatives, Organisational Restructuring of KWSUBEB and LGEAs Phase II and Initiating support for LSUBEB

8. Following the meeting with the Executive Chairman, Lagos SUBEB, it is recommended that TA support be provided to LSUBEB in carrying out institutional/organisational reform.

Purpose of the Consultancy

9. The first purpose of the visit was to attend the technical team meeting on Output 2, to promote coordination and alignment of input streams within the Output and between Output 2 and other ESSPIN. The meeting also presented an opportunity to discuss and agree priority areas for OD support to the states, and support for state-based ODM specialists.

10. The second purpose was to continue OD support to Kwara State for the restructuring of SUBEB and LGEAs.

11. The third purpose was to broaden OD support to the states, with initial engagement with Lagos State SUBEB, which has indicated the intention to carry out organisational reform.
### Achievement of the terms of reference

The following tasks were tasks were carried out during the visit:

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Progress made and agreements reached (with whom)</th>
<th>Proposed/agreed follow up (by whom and when)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend coordination Technical Team meeting on ESSPIN Output 2</td>
<td>Attended two day TT meeting on Output 2, and meetings with national and state-based OD consultants</td>
<td>Possible OD priorities were developed and State OD specialists will discuss these with STLs and the states to firm up possible interventions. A meeting with all 5 state-based ODM specialists is scheduled for week beginning 25 January to coordinate OD approaches and finalise OD interventions for Feb-June 2009.</td>
</tr>
<tr>
<td>Conduct meetings on roles and responsibilities with the remaining KWSUBEB departments</td>
<td>Meetings were held with KWSUBEB PRS, Administration, Finance and Supply departments and the Internal Audit Unit</td>
<td>Meetings with KWSUBEB departments are completed. New organisational structures will be developed and presented to KWSUBEB for approval. Following approval of new structures, new job descriptions. Similar meetings are planned with LGEA HoS in subsequent visits, followed by new structures and job descriptions.</td>
</tr>
<tr>
<td>Hold meetings with the Institution Building Reform Group</td>
<td>Revisions were made to the MoU in the light of comments and suggestions submitted by the Head of MDAs. The Group’s action plan was revised.</td>
<td>Another stakeholder meeting is planned, hopefully in January 2010, after which the MoU will be signed. Ongoing support will be provided to the Institution Building Reform Group</td>
</tr>
</tbody>
</table>
### Tasks

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Progress made and agreements reached (with whom)</th>
<th>Proposed/agreed follow up (by whom and when)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate an Induction retreat for LGEA Education Secretaries</td>
<td>A two-day induction retreat for Education Secretaries was held. The retreat was also attended by members of the IBRG. A number of priorities were identified by the participants, and each ES was required to submit a six-month work plan for addressing priorities in their areas.</td>
<td>The IBRG and SUBEB will follow-up and support ESs in implementing their work plans.</td>
</tr>
<tr>
<td>Participate in meetings on Career Path for teachers with IBRG and Career Path Task Teams</td>
<td>Two meetings were held to coordinate the work of the Career Path Task teams, and the IBRG responsibility for institutional reforms, including HRM systems. A new Task Team combining members of Task Team A and Band IBRG tasked with responsibility for finalising proposals on teacher recruitment, probation, assessment and promotion.</td>
<td>The new task team intends to produce a revised Career Path in January 2010, for submission to stakeholders.</td>
</tr>
<tr>
<td>Hold a meeting on possible institutional/organisational reform support with Lagos SUBEB</td>
<td>A meeting was held with the LSUBEB Executive Chairman. Also in attendance were the Senior Special Assistant, to the Executive Governor on Basic Education and Board Secretary.</td>
<td>An institutional/organisational review is planned during the January/February visit.</td>
</tr>
<tr>
<td>Hold debriefing meetings with ESSPIN and MoEST</td>
<td>Held several debriefing and planning meetings with Kwara ESSPIN.</td>
<td>Completed.</td>
</tr>
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</table>
Background

12. 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 and 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).

13. A principal objective of the programme is to strengthen the planning and management functions of the target States in order to facilitate improvements in education provision. Hitherto, OD support focused on Kwara State, which has a clearly defied reform programme. However, other states now require OD support. Lagos State SUBEB has indicated a strong intention to carry out organisational reform, hence initial discussions were held with the Executive Chairman.

Findings and Issues Arising

14. Participating in the technical team meeting on Output 2 was necessary for facilitating update on progress, exchange of ideas and coordinating work. An indicative OD work plan was developed, identifying areas of possible support to the states. State based ODM specialist will use the work plan to discuss future work with STLs and the states.

15. State ODM Specialists have different backgrounds, and their states are at different stages of institutional/organisational reforms. Capacity building for the specialists will be critical for future success. It will be necessary to provide job-based training and provide platforms for formal and informal sharing of experiences.

16. The Kwara education sector MoU has gone through several revisions and discussions with stakeholders and is now about to be signed. Submissions by the heads of MDAs suggest that there is still some disquiet over the proposed role of the Teacher Recruitment and Promotion Committee (TRAPCO). SUBEB and TSC feel that the proposed body will undermine their roles in these key issues of education management. Further discussion is still required on this proposed body.

17. The retreat for Education Secretaries was deemed to be a success by the participants and the IBRG. Key issues and priorities were agreed by the participants, and they will be the
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focus of action by the Education Secretaries. In addition, each Education Secretary has developed a work plan for improving effectiveness in his/her local area. The work plans will be submitted to SUBEB and IBRG who will monitor progress and provide support to the ESs. Issues identified are attached as Annex 2.

18. Continuing meetings with KWSUBEB highlighted a number of organisational issues. The meeting with the PRS Department highlighted the need to restructure the Research and Statistics Unit, and strengthen ICT capability. The meeting with the Administration Department staff highlighted some issues of concern relation to staff movement. The department of Administration has two Assistant Directors. Not only is this a case of overstaffing at the top, it will also generate dysfunctional conflict.

19. The meeting with the Finance and Supply Department and Internal Audit staff highlighted the urgent need to establish system integrity in the finance and audit functions through instituting management controls, appointment of qualified staff, and capacity building. Notes on the meetings with KWSUBEB are attached as Annex 3.

20. Based on the discussions held with the Executive Chairman of Lagos SUBEB, it is recommended that ESSPIN should commence OD support to the organisation as the leadership shows commitment to organisational transformation in order to improve effectiveness. Summary notes from the meeting are attached as Annex 4.

**Summary of progress so far**

**Achievements**

21. Through commitment to change by the Honourable Commissioner for Education, the responsiveness of the Kwara ESSPIN office, the good relations established with the MoEST, sustained institutional development and OD support, has resulted in significant progress in Kwara State’s push for education reforms.

22. Progress is being made in the realignment of roles and responsibilities within the education sector. The education sector MoU has been agreed by all stakeholders and is ready for signing in December. The MoU not only spells out roles and responsibilities, but also stresses accountability of MDAs. Thereafter, it will be ready for implementation. Proposals for a new education reform law and amendments to existing laws, especially those establishing SUBEB and the TSC, have been drafted and are now in the process of being piloted through the legislative process. Through this process the MoEST is establishing its apex role of policy making and oversight in the sector.

23. The SUBEB role in the delivery of education has been redefined. Up to now SUBEB has seen its role as that of intervening at the school and community level. This has tended to sideline LGAEs, and also resulted in inefficient delivery of service. The new role now positions SUBEB as a provider of support to LGEAs – in the form of planning and
Coordination of Organisational Development Initiatives, Organisational Restructuring of KWSUBEB and LGEAs Phase II and Initiating support for LSUBEB coordination, capacity building and periodic monitoring. Actual implementation will be done by the LGEAs and school management. Over time, this will in effect promote decentralisation of authority to LGEAs and schools. The role has been accepted by the executive Board members, but it has to be sold to SUBEB management and staff.

24. Recommendations for the restructuring of SUBEB functions have been accepted by the Board and have been discussed with all staff on a department-by-department basis. The restructuring process is being pursued further, with the design of new organisational structures and job descriptions and the redeployment of staff.

25. With the appointment of the new Executive Secretary, SUBEB is now a willing and active participant in its own restructuring and in the implementation of educational reform. With this development, implementing changes in SUBEB is likely to be much speedier than it has been so far.

26. Following disclosure of financial irregularities in SUBEB, ESPPIN provided the support of a Financial Management consultant to review SUBEB financial systems. The meetings with the Finance and Supply department were co-facilitated with the Financial Management consultant. The co-facilitation of the meetings ensured that both technical and organisational issues were addressed. New organisational restructuring proposals have prioritised changes in Finance and Supply.

27. Following the suspension of Education Secretaries, the Institution Building Reform Group has coordinated the selection of new ESs in an open and transparent process—state-wide advertisements, tests and interviews—that has resulted in the selection of candidates on merit instead of political affinity. These new appointees are being supported through capacity building and monitoring, to focus on improving service delivery in their LGAs.

28. Ongoing support has been provided to strengthen the Institution Building Reform Group. The support has included clarifying their mandate, selection of effective members, developing and monitoring work plans, training in team building and change management. The reform group has been able to champion significant institutional reform, and is well regarded for the work it has done.

What remains to be done

29. The restructuring of SUBEB is not yet complete. New organisational structures will be developed based on the proposed departmental functions. Thereafter, new job descriptions will be developed to rationalise duties. In preparation for the review of job descriptions, which will be time intensive, SUBEB heads of department have been requested to compile job descriptions for current jobs, based on guidelines and a framework provided. The ESPPIN Kwara State OD consultant will support that process.
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30. Continued support will need to be provided to ensure that SUBEB management takes ownership of necessary transformation of the organisation. So far the drive is provided by the new Executive Secretary. It will be necessary to win over the permanent members of the Board, and to appoint Directors who will be pro-change and have the capacity to champion changes in their areas of responsibility.

31. Priority in strengthening HR management system will start with developing new recruitment, deployment and promotion for teachers. The joint Task Team set up by the Teacher Development and Institution Building reform groups will formulate proposals for a new career path for teachers to incorporate these systems.

32. Support will continue to be provided to Education Secretaries to address priorities identifies during the induction retreat.

**Options and next steps**

33. Based on activities and discussion during this visit, the following are planned activities for January to May 2010:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
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<tbody>
<tr>
<td>Planning and induction meeting with State Based OD Specialist</td>
<td>Jan 2010</td>
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<tr>
<td>Developing organisational structures for Kwara SUBEB and obtaining management agreement</td>
<td>Jan/Feb 2010</td>
</tr>
<tr>
<td>Meetings on roles and responsibilities for LGEA Heads of Sections</td>
<td>Feb 2010</td>
</tr>
<tr>
<td>Change management workshop with Reform Groups: Kwara</td>
<td>Feb 2010</td>
</tr>
<tr>
<td>Organisation review for Lagos</td>
<td>Feb 2010</td>
</tr>
<tr>
<td>Visioning and Change Management for Kwara SUBEB</td>
<td>April 2010</td>
</tr>
<tr>
<td>Visioning workshops with Jigawa, Lagos, Kaduna and Kano SUBEBs</td>
<td>April 2010</td>
</tr>
<tr>
<td>Develop organisational structure for Kwara LGEA</td>
<td>April 2010</td>
</tr>
<tr>
<td>Work with Lagos following on implementing OD recommendations</td>
<td>April/May 2010</td>
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Annex 1: Consultancy tasks for the visit

**ESSPIN**

*Draft Activity Plan for November-December Visit*

*22 November -12 December*

**HRD Specialist**

<table>
<thead>
<tr>
<th>Week 1 (22-28 November 2009)</th>
<th>Date</th>
<th>Activity</th>
<th>Days</th>
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</thead>
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<tr>
<td></td>
<td>22 November</td>
<td>Arrive in Lagos. Travel to Abuja</td>
<td>6 days</td>
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<td></td>
<td>23-25 November</td>
<td>Participate in TT meeting</td>
<td></td>
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<td></td>
<td>26-27 November</td>
<td>Discuss with specialist, EMIS, Finance – plans for meetings with SUBEB departments</td>
<td></td>
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<tr>
<td></td>
<td>28 November</td>
<td>Travel to Ilorin</td>
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**Week 2 (29 November – 2 December 2009) KWARA STATE**

<table>
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<th>Date</th>
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</tr>
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<tbody>
<tr>
<td>30 November</td>
<td>Meeting with SUBEB Executive Secretary and Permanent members</td>
<td>6 days</td>
</tr>
<tr>
<td>1-4 December</td>
<td>Meetings/workshops with PRS, Finance and Supply, Internal Audit and Administration</td>
<td></td>
</tr>
<tr>
<td>5 December</td>
<td>Compile summary of issues from meetings</td>
<td></td>
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</tbody>
</table>

**Week 3 (7-12 December 2009) KWARA STATE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 December</td>
<td>Preparation for Change management workshop for SUBEB executive and management</td>
<td>6 days</td>
</tr>
<tr>
<td>8-10 December</td>
<td>Change management workshop, SUBEB</td>
<td></td>
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<tr>
<td>11 December</td>
<td>Debrief with ESSPIN</td>
<td></td>
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<tr>
<td></td>
<td>Debrief with HC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Travel to Lagos and Johannesburg</td>
<td></td>
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<tr>
<td>12 December</td>
<td>Compile consultancy visit report</td>
<td></td>
</tr>
<tr>
<td>16 December</td>
<td>Submit report</td>
<td>18 days</td>
</tr>
</tbody>
</table>
Annex 2: Issues and priorities identified by Education Secretaries during the retreat held on 3-4 December 2009

Some Issues Raised by Discussion Groups

1. Improve planning at the LGEA level
   - LGEA plans
   - Section plans
   - Individual plans
2. Capacity building for Education Secretaries
3. Ensuring that teachers have the training to deliver quality education
4. Need to enforce discipline (teachers not pitching for work, absenteeism at LGEAs)
5. Process promotions that are currently in the system
6. Release of running costs and LSS allowances
7. Constraints
   - Funding
   - Mobility
   - Poor infrastructure and equipment
   - Political interference
   - Slow process of decision making
8. Re-deployment of non-teaching at LGEA HQ staff who have no work to do
9. Establishment of working relationships with LGA, and community and other stakeholders
10. Balanced deployment of teachers
11. Acquire required reference documents
12. Recruitment of teachers for schools in need

Priorities from Group and Plenary Discussions

1. Coordinate annual school census 7-11 December
2. Develop Action (Operational) Plans for 2010
3. Compile budgets (estimates of expenditure) for next budgeting cycle
4. Tackle financial management issues at the LGEA (current status, audits, monthly reports) and follow up requests for overhead and allowances for LSS
5. Develop proposal for rationalization of non-teaching staff and re-organising offices
6. Develop proposals for redistribution of teachers to balance teacher-pupil ration across the LGEA
7. Address the issue of indiscipline and non-attendance at schools and LGEA
8. Establish communication and develop working relationships with LGAs
9. Institute regular staff meetings to co-ordinate work
10. Follow-up promotion recommendations
Annex 3: Capacity building needs for SUBEB departments identified during meetings with staff

SUBEB PLANNING RESEARCH AND STATISTICS DEPARTMENT

Research and Statistics

What do we do?

- Develop instruments for collecting data
- Coordinate School Census
- Create EMIS data bank for SUBEB
- Coordinate UBE school computerization programme and JET and maths competition and teaching
- Coordinate and update SUBEB and LGEA seniority list

What do we need to improve?

- Develop a comprehensive data base
- Training on data base management and hardware and software maintenance
- Procurement of more computers
- Liaise better with Supply on specs for ICT equipment
- Inspect ICT equipment on delivery

Planning

What do we do?

- Prepare action plan for state UBE programme and projects in the MTSS process
- Prepare framework for M&E
- Generate framework for data collection
- Participate in book reviews
- Visit newly approved schools

What do we need to improve?

- Planning should be secretariat to the Tender Board
- Technical input into tender process
- More integration with LGEAs and joint planning, implementation, monitoring, and evaluation
- Collaborate better with other departments

Projects

What do we do?

- Carry out conditions survey of schools
- Prepare designs and specifications
- Prepare bills of quantity and bidding documents
- Prepare recommendations for bidding
- Supervision, monitoring and approval of construction projects

What do we need to improve?

- Institute routine conditions surveys
- Enforce standards and specs.
Coordination of Organisational Development Initiatives, Organisational Restructuring of KWSUBEB and LGEAs Phase II and Initiating support for LSUBEB

- Contracts based on merit
- Capacity to monitor projects should be improved
- Logistics to carry out responsibilities
- Capacity building

**Knowledge Skills and Attitudes required**

**Knowledge**

**Projects**
- Kwara reforms
- Project management
- Construction management

**Research and Statistics**
- Data analysis
- Database management
- Information needs of users
- Report application
- Strategic planning
- Project management
- Networking

**Planning**
- Developing MTSS
- Kwara ESP
- Organisational planning

**Skills**

**Projects**
- ICT-AutoCAD
- Construction
- Project management
- Procurement

**Research and Statistics**
- Basic computer skills
- Logical file management
- Database management
- Database management
- Communication

**Planning**
- Computer skills
- Strategic planning
- Coordination
- Activity-based planning and budgeting
- Developing work plans
Coordination of Organisational Development Initiatives, Organisational Restructuring of KWSUBEB and LGEAs Phase II and Initiating support for LSUBEB

**Attitude**
- Self motivation
- Team work
- Thirst for knowledge
- Human relations/ networking
- Professional ethics, honesty
- Commitment to work

**Capacity building**

**Projects**
- AutoCAD training
- Costing
- Procurement
- Contract management
- Project management

**Research and Statistics**
- Time management
- ICT training

**Planning**
- Computer training
- Budgeting
- Organisational planning
- Budget preparation

**SUBEB FINANCE AND SUPPLY AND INTERNAL AUDIT**

**Finance and Supply**

**UBE**
- Raising Contractor payment vouchers
- Recording contractors’ names in the register
- Bank reconciliations
- Forwarding contractors’ payment schedule to the Bank
- Posting Cashbook

**Educational Trust Fund**
- Prepare the payment voucher
- Prepare the cash book
- Bank reconciliations
- Returns of VAT and withholding tax
- Release the contractors cheques

**Salaries (for HQ Staff)**

(AVP prepared by ADMIN)
- Prepare individual salaries based on AVP (new/variations)
- Calculate payroll (Excel spreadsheet) deductions
- Prepare bank payment schedule, payroll and vouchers
Coordination of Organisational Development Initiatives, Organisational Restructuring of KWSUBEB and LGEAs Phase II and Initiating support for LSUBEB

- Send to internal audit for verification
- Send payment schedule (paper based) to banks

Cash (internal staff payments)
- Make payments based on approval by authorized signatory
- Preparation of payment voucher and send to internal audit for verification
- Send voucher to DFS for authorization
- Send to cheque clerk to raise cheque
- Obtain 2 of 3 authorized signatories
- Prepare cashbook daily
- Monthly reconciliation

Budget
- Participation in budget committee
- Collating budget estimates
- Presentation of budget to the Board
- Defending budget to MoFED
- Circulation of approved budget to Units and LGEAs

Supplies
- Procurement of instructional materials (Capital and recurrent expd.)
- Receiving materials from suppliers
- Inspection and verification of goods received
- Issuing out LPOs and Job Orders to suppliers
- Issuing materials to the LGEAS
- Ensuring proper safety of the inventory
- Keeping proper records of the inventory (inventory system)
- Quarterly and annual Stock taking

Internal Audit Unit

Activities
- Verification of Salaries and other payment vouchers
- Site visitation of UBE and ETF projects
- Pre-audit of payment vouchers; both contract and other charges vouchers
- Periodic checking of revenue collections
- Checking of leave bonus payment vouchers and sub receipts
- Stores verification
- Auditing of staff salaries of HQ
- Quarterly auditing of records of accounts
- Yearly auditing of LGEA Accounts
- Recording of files and payment vouchers

Group Discussions on Financial Control

Control Environment
- Audit is not pre-auditing but rather post auditing
- Internal control systems are not effective and efficient
- The integrity and ethical values and competence of the staff should be improved.
- Motivation and staff morale is poor.
- Welfare packages are restricted to the senior officers/ management
Coordination of Organisational Development Initiatives, Organisational Restructuring of KWSUBEB and LGEAs Phase II and Initiating support for LSUBEB

Risk Factors

Internal Risk factors
- Job security
- Discrimination
- Victimization
- Stigmatization
- Conditions of service

Control Activities
- Breaking down of duties
- Management review of staff skills
- Improve the effectiveness and efficiency in sector planning

Communication
- Communication is not effective
- Information flow between Management and staff is deficient
- As a result of untimely preparation of reports, the management finds it difficult to take good decisions

Monitoring
- Monitoring is not effective due to shortage of funds
- Lack of independence of the internal auditor
- Management overriding internal controls

What Skills Are Required
- Computer literacy
- Communication (Reporting) skills
- Auditing and accounting skills
- Analytical skills

Capacity Building Required
- Training in computer literacy
- Training on effective financial management
- Modern auditing techniques and store verification
- Detection of fraud and management of internal control systems
- Leadership and management skills
- Professional self development

SUBEB ADMINISTRATION DEPARTMENT

Personnel

What do we do?
- Process salary payments for HQ staff
- Payment of salaries for teachers
- Compile recommendations for promotion and transfers
- Process retirements
- Process discipline
Coordination of Organisational Development Initiatives, Organisational Restructuring of KWSUBEB and LGEAs Phase II and Initiating support for LSUBEB

What could we do better?
- Make recommendations for training
- Reduce errors and complaints in salary payments
- Provide more support to LGEAs
- Revise personnel systems

General Administration

What do we do?
- Maintain files
- Secretariat services to the Board – minute to committees
- Registry
- Correspondence
- Provide transport- including drivers
- Security for premises

What could we do better?
- Improve filing system, including computerisation
- Better maintenance of facilities
- Provide better facilities for staff

Knowledge Skills and Attitudes

Knowledge
- Functions of administration officers
- Human resources management
- Service rules
- On-the-job training
- General management

Skills
- Computer operations
- Minuting skills
- Writing memos and speeches
- Communication

Attitudes
- Tolerance/patience
- Commitment to work
- Fairness, honesty
- Keeping confidence (maintaining secrets)
- Accuracy, meticulous attention to detail

Capacity building required
- ICT training
- Communication skills
- Planning retreats
- Professional workshops
- Human resources
Annex 4: Notes on Meeting with LSUBEB Executive Chairman

Notes on Meeting with Lagos SUBEB Executive Chairman
Friday 11 December 2009

In attendance
- Mrs Gbolahan Daudu, LSUBEB Executive Chairman
- Mrs Abisola Olatunji, Senior Special Assistant, to the Executive Governor, on Basic Education
- Mrs Idayat Olusheye, Board Secretary
- Gboyega Ilusanya, Lagos ESSPIN STL

Purpose of the meeting
The meeting was arranged at the request of the Executive Chairman, Lagos SUBEB, who is concerned about the performance of LSUBEB and is seeking assistance from ESSPIN in effecting institutional changes that will result in improved performance.

The Chairman believes that the core obligation of LSUBEB is to impact positively on teachers and schools and that SUBEB was not meeting its obligation well. She is dissatisfied with the organisation’s effectiveness and efficiency in meeting its obligations, and feels that the causes may lie in structure, coordination, staff capacity and management.

Background
LSUBEB has 12 departments, some of which are made up of only a few employees, which raises issues of whether they should be department, or units within department. Most of the employees are former teachers, and they have not received much training, so they are not effective as administrators. There is great demand for employment in SUBEB, and the selection of new employees has not always focused on job needs.

There is overlap of roles and responsibilities of department, especially School Services, Primary School Affairs, Secondary School Affairs, and Social Mobilisation; and PRS and Projects. In addition, LSUBEB is top heavy. There are not enough middle managers to do work.

Issues raised
In addition to the background issues outlined above, other issues of concern raised during the discussion include the following:

- Too many decisions are pushed up to the Executive Chairman – despite the fact that there are senior managers, including the Board Secretary and Directors.
- Employees, including staff at Director level, produce low quality work – even for simple task such as correspondence with outside bodies.
- Officers are slow in tackling important issues – deadlines are routinely missed – and spend too much time on unimportant work.
- Managers are not managing well
Some low performing staff have been transferred to LGEAs, but that is compounding the problem, as it is likely to mean that LGEAs are weakened by non-performing staff.

There appears to be a shortage of technically qualified and experienced staff in the Projects Department.

It is possible that some officers are overloaded – the same names keep coming up when new initiatives are introduced.

There is limited communication from senior managers to their subordinates, with the result that lower level staff are not well informed about SUBEB’s work.

It is doubtful that Departments are clear what their key responsibilities are.

There is a tendency to personalise work – individuals tend to do work for their own benefit, and they do not communicate with colleagues. As a result when an employee is not available, hardly anyone else in the Department knows about what they are working on.

Record keeping is poor – it is difficult to track decisions and continuity is compromised.

Changes envisaged

The changes envisaged by the Executive Chairman are broad, including:

- Restructuring of departments and jobs
- Strategic refocus – examining LSUBEBs orientation in relation to its mandate, and developing strategies to improve effectiveness
- Improving management – including personal effectiveness of managers, delegation, more effective supervision, enforcing decisions etc.
- Capacity building
- Improving systems and processes, including HRM systems, financial management and operations.

Assessment and recommendation

It is my assessment that LSUBEB is ready to embark on significant organisational transformation. This is based, inter alia, on the following observations:

- The Executive Chairman is committed to and passionate about implementing changes that will impact directly on schools, and the other leaders present at the meeting are also committed to see transformation.
- The leaders interviewed are talking in terms of instituting reforms and restructuring, not just about making cosmetic changes.
- The MoE is happy for ESSPIN to engage with LSUBEB in relation to reforms.
- The Executive Chairman has the mandate from the Executive Governor carry out reform.
- LSUBEB is keen to work with ESSPIN in the transformation.

Way forward

It was agreed that the next step will be to carry out an institutional/organisational review of LSUBEB during the January/February 2010 visit. The review will include institutional issues such as legal/policy mandates, functioning of the Board, relations with MoE and LGEAs; and organisational issues outlined above.

The findings and recommendations of the review will be presented to LSUBEB leadership. Decisions on the recommendations will form the platform for subsequent interventions.