

**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**

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**February 2010**

**esspin**  
Education Sector  
Support Programme  
in Nigeria

**DFID** Department for  
International  
Development  
A Programme funded by DFID

## 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

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
1	March 2010	John Gray	Nguyan Feese	Steve Baines	Formatting/Checking

### 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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- 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

## Contents

Report Distribution and Revision Sheet.....	ii
Disclaimer .....	iii
Note on Documentary Series.....	iii
Acronyms and Abbreviations.....	v
Abstract.....	1
Executive Summary .....	1
Purpose of the Consultancy.....	2
Achievement of the terms of reference .....	3
Background .....	5
Findings and Issues Arising .....	5
Summary of progress so far.....	6
Options and next steps .....	8
Annex 1: Consultancy tasks for the visit .....	9
Annex 2: Issues and priorities identified by Education Secretaries during the retreat held on 3-4 December 2009.....	10
Annex 3: Capacity building needs for SUBEB departments identified during meetings with staff ..	11
Annex 4: Notes on Meeting with LSUBEB Executive Chairman.....	17

## 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).

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 carried out during the visit:

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Attend coordination Technical Team meeting on ESSPIN Output 2	Attended two day TT meeting on Output 2, and meetings with national and state-based OD consultants	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.
Conduct meetings on roles and responsibilities with the remaining KWSUBEB departments	Meetings were held with KWSUBEB PRS, Administration, Finance and Supply departments and the Internal Audit Unit	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.
Hold meetings with the Institution Building Reform Group	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.	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



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

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Facilitate an Induction retreat for LGEA Education Secretaries	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.	The IBRG and SUBEB will follow-up and support ESs in implementing their work plans.
Participate in meetings on Career Path for teachers with IBRG and Career Path Task Teams	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.	The new task team intends to produce a revised Career Path in January 2010, for submission to stakeholders.
Hold a meeting on possible institutional/organisational reform support with Lagos SUBEB	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 .	An institutional/organisational review is planned during the January/February visit.
Hold debriefing meetings with ESSPIN and MoEST	Held several debriefing and planning meetings with Kwara ESSPIN.	Completed .

## 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 defined 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

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 LGEAs, 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, 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 ESSPIN Kwara State OD consultant will support that process.

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

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 identified 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:

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

## Annex 1: Consultancy tasks for the visit

### ESSPIN

#### Draft Activity Plan for November-December Visit

22 November -12 December

HRD Specialist

<b>Week 1(22-28 November 2009)</b>		
<b>Date</b>	<b>Activity</b>	<b>Days</b>
22 November	Arrive in Lagos. Travel to Abuja	6 days
23-25 November	Participate in TT meeting	
26 -27 November	Discuss with specialist, EMIS, Finance – plans for meetings with SUBEB departments	
28 November	Travel to Ilorin	
<b>Week 2 (29 November – 2 December 2009) KWARA STATE</b>		
30 November	Meeting with SUBEB Executive Secretary and Permanent members	6 days
1-4 December	Meetings/workshops with PRS, Finance and Supply, Internal Audit and Administration	
5 December	Compile summary of issues from meetings	
<b>Week 3 (7-12 December 2009) KWARA STATE</b>		
7 December	Preparation for Change management workshop for SUBEB executive and management	6 days
8-10 December	Change management workshop, SUBEB	
11 December	Debrief with ESSPIN Debrief with HC Travel to Lagos and Johannesburg	
12 December	Compile consultancy visit report	
16 December	Submit report	<b>18 days</b>

## **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.



- 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

### **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

- 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

### *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

*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.