

Government of Ogun State
Ministry of Education, Science and Technology

June 2018

**Consultancy Services to Develop Institutional Development Plans for Eight
Model TVET Colleges in Ogun State**

Terms of Reference

1 Background

The Education sector is a top priority of the current Ogun State Government and about 20% of the state budget is spent on education. While Ogun is one of the states with the highest levels of literacy in the country, substantial challenges remain, which are being addressed in the *State Education Sector Plan (SESP)* up to 2030 and the *State Education Operational Plan (SEOP)* 2018 to 2020.

Of particular concern to the Government is also the poor performance of the state's skills development eco-system. The formal TVET sector requires a re-engineering and shift towards demand-orientation to meet the skills needs in the labour market. Overall, the public TVET institutions in the state provide a poor learning environment. Technical teachers are not sufficiently available and largely not conversant with up-to-date technologies and training methodologies. Industry linkages of public TVET institutions are weak, if at all existing. Non-formal training in the numerous training centres as well as informal learning in the traditional apprenticeship system also need improvement.

To address some of the multiple challenges related to skills, the Ogun State Government has requested support from the World Bank to overhaul the state's skills development system, specifically to increase access to skills training, to enhance the quality and market relevance of skills programs and to improve Science, Technology, Engineering and Mathematics teaching in secondary schools. Expected results of the planned interventions include:

- Industry is fully participating in the planning, management, monitoring, delivery and funding of skills development initiatives in the state
- Quality and market-relevance of skills development in Ogun State has increased, resulting in an increased rate of employment and self-employment among completers and graduates from skills development institutions (both formal and non-formal)
- An increasing number of young women access market-relevant skills development through both formal and non-formal education and training programs
- Access by vulnerable population groups, including people with disability, to employment-oriented skills development, based on local market needs, is steadily increasing

- Farmers are equipped with better foundational skills resulting in increased productivity of farm activities and agriculture-based value chains
- Youth undergoing apprenticeship training with mastercraftspersons in the informal sector benefit from improved training quality.
- Increased efficiency in the formal TVET provision, through an expansion of dual apprenticeship training and improved management of Technical Colleges
- Improved teaching of STEM subjects in schools encourages more youth to enrol in skills development programs in Technical Colleges and Polytechnics, and to study engineering subjects
- Better match between supply and demand of skills in the labour market as a result of a coherent policy framework and improved public management capacities

Among others, the envisaged skills program will substantially increase access to the labour market responsiveness of the public formal TVET supply by upgrading the eight public state Technical Colleges and transforming them in Model Technical Colleges (MTC). It is expected that each of the new Model Technical College will have a specific sector focus in any of the occupational areas of

- i. Mechanical Engineering/Mechatronics
- ii. Electrical Engineering (Industrial & Domestic)
- iii. Power Generation and Distribution
- iv. Information Technology, Electronics & Computers
- v. Maintenance of Farm Machinery
- vi. Woodwork, Carpentry and Quality Finishing
- vii. Civil Engineering (Land Drainage, Steel Concrete, etc.)/Construction
- viii. Culinary and Hospitality
- ix. Textile and Fashion

A new public-private partnership model will be introduced in the Model Technical Colleges with industry stakeholders assuming a key role in the management of the colleges and in training planning and delivery.

2 Objective of the Consultancy

The objective of this consultancy assignment is to support the Ogun Ministry of Education, Science and Technology in designing a concept for the Model Technical Colleges, identifying special sector-focus for each of the planned model colleges, and prepare detailed institutional development plans for each college including investment plan, identification of needed infrastructure development, specifications for equipment to be installed and a strategy for technical teachers development in the colleges, based on a needs assessment.

3 Specific Tasks

Specific tasks include:

- 1) Conducting a rapid labour market assessment based on available reports, key informant interviews with relevant public and private stakeholders and company visits to identify priority sectors for skills development;
- 2) Propose a feasible concept for the development of MTC, based on international good practice and iterative discussions with stakeholders, addressing at least the following:
 - a. Proposal and justification on whether a sector-focused approach (possibly centre of excellence approach) is feasible and adequate for Ogun State;
 - b. Identification of focal sectors and proposal on which MTC should focus on which sector(s);
 - c. Proposal for a governance and management structure for MTCs that strongly involves companies and other private sector representatives and ensures that skills needs in industry are effectively addressed in MTCs;
 - d. Proposal for a new funding structure of MTCs identifying major income sources and financial management principles;
- 3) Develop for each of the eight MTCs a five-year Institutional Development Plan (IDP), in close cooperation with the management and staff of the institutions and employers/companies which have committed themselves to a partnership with the MTC, the Ogun State Ministry of Education, Science and Technology and other relevant public and private stakeholders. Each IDP should include at least:
 - a. Identification of key private sector stakeholders and firms to get involved in the governance and management; including a description of roles and responsibilities in the activities of the MTCs;
 - b. Type of TVET programs to be developed and offered in the future, by specification, level, duration (short-/long-term);
 - c. Curriculum development needs;
 - d. Detailed list of staff required and staff capacity development needs;
 - e. Detailed description of infrastructure development needs;
 - f. Detailed specifications for equipment and other assets to be procured;
 - g. Details implementation schedule for the IDP;
 - h. IDP budget.

In all steps of the assignment, the consultant is expected to closely liaise with the relevant stakeholders, in particular management and staff of the Technical Colleges under consideration, relevant decision-makers and technical staff from the Ogun Ministry of Education, Science and Technology, private sector representatives, partner companies of the MTCs, as well as relevant development partners.

4 Deliverables

1. Inception report for each of the eight Technical Colleges, four weeks after commencement of work

2. Interim Report (report and presentation) on rapid labour market assessment suggesting sector focus and partnership arrangements for each of the Model Technical Colleges to be developed
3. Draft Institutional Development Plans for eight Model Technical College
4. Presentations of the draft plans at a stakeholder workshop
5. Final Institutional Development Plans for eight Model Technical College

5 Payment Schedule

The payment of the consultant will be based on sign off of deliverables by the Ogun State Ministry of Education, Science and Technology and following the payment schedule below:

Progress Target	Payment Percentage
Contract signature (mobilization)	15
Inception Report	10
Interim Report	20
Draft of final documents	40
Approval of final IDPs	15
Total	100

6 Time Frame

The deliverables of the assignment should be completed within Eight (8) calendar months. The estimated staff input is 24 person-months .

7 Organisational Reporting

The consultant will report to the Ogun State Ministry of Education, Science and Technology and will be supervised by a technical team to be appointed by the Honourable Commissioner of Education, Science and Technology of Ogun State. The Ministry will submit all relevant information available to the consultant. However, overall it remains the sole responsibility of the consultant to search for and collect all required information.

The consultant will organize all necessary travel and other resources by himself, subject to reimbursement as stipulated in the contract. Reimbursable expenses must be included in the proposal.

8 Expected Profile of the Consultant/consultancy Company

The internationally operating consultancy firm to be contracted must have a proven track record in developing modern TVET solutions and institutional capacity building based on market needs and in participation with industry partners. It is expected that the consultancy firm mobilizes a team of experienced experts headed by a team leader – in charge of the rapid labour market analyses and

concept development and overall coordination, and responsible for deliverables - and complemented by sector specialists for technical needs identification, IDP development and specifications for investment.

The following represents a tentative staffing schedule. However, the consultancy firm may suggest another staffing arrangement and quantity structure for key staff appropriate to accomplish the required tasks.

Position	Main tasks	Minimum qualification	Estimated person-months
Team Leader	<ul style="list-style-type: none"> • Rapid Labour Market Assessment • Concept Development for MTCs • Support to Subject Specialists • Team coordination • Liaison with State Government • Delivery of all expected outputs and reports 	Master's Degree in any discipline relevant to the assignment; At least 15 years of professional experience, including in team leading positions.	8
Technical sector experts and training development specialists in different disciplines relevant to the assignment	<ul style="list-style-type: none"> • Liaison with private sector firms identified for partnerships with MTCs • technical needs identification; • IDP development; • specifications for investment. 	Bachelor Degree in technical education, engineering or any other field relevant to this assignment; At least 10 years of professional experience	14
Supportive experts (engineers, architects)	<ul style="list-style-type: none"> • Assistance in identifying infrastructure development needs and equipment requirements 	Bachelor Degree in discipline (architecture, engineering, etc) relevant to this assignment; At least 6 years of professional experience.	2
Total			24

The consultancy firm must have experience in similar assignments in Africa, preferably in Nigeria..