

**Government of Ogun State**  
**Ministry of Education, Science and Technology**  
**June 2018**

**Consultancy Services to Support the Preparation of the Ogun State Skills Plan (Process consultant)**

**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 enroll 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

World Bank support to the Ogun Skills Program will focus on five intervention areas:

1. Reforming colleges and technical colleges into **Model Technical Colleges** governed with strong conceptual and operational influence of industry, focusing on selected priority economic sectors (centre of excellence approach), and involving advanced and innovative teaching and learning (e.g. dual training, introduction of technology-enabled teaching and learning, integration of academic (literacy and math) education in TVET programs, etc). Existing Technical Colleges would be rehabilitated and revitalized to become Model Technical Colleges.
2. Development of **apprenticeship training** in Ogun State, scaling up the successful pilot project by ABIOCCIMA to include more companies and occupations, and starting a pilot project to enhance the training quality in the informal sector.
3. Strengthening and expanding **demand-driven community-based skills training**, including literacy programs for farmers. The reform area would be strongly focusing on skills development of vulnerable populations and women. To ensure demand-orientation, the establishment of a competitively accessible funding facility would be considered to support market-oriented training provided by different public and private providers in the state.
4. Driving a **reform of the state's TVET** system, including systems for strong private-sector involvement, sustainable financing mechanisms, technical teachers training and further development, monitoring and evaluation and other fields. The formulation of an Ogun State TVET Strategy and the (re-)appointment of a private sector-driven State TVET Board would be important first steps in the reform process.
5. Strengthening the knowledge and practices of **secondary school STEM teachers** through introduction of an innovative and proven teaching program that utilizes interactive technology in the classroom and an enhanced delivery of content, as well as the development and implementation of a Science, Technology, Engineering and Mathematics (STEM) teacher network for Continuous Professional Development (CPD) to provide support and school based continuous professional development opportunities to teachers.

## **2 Objective of the Consultancy**

The objective of this consultancy assignment is to assist the Ogun Ministry of Education, Science and Technology in the preparation of the World Bank – funded skills programs by providing technical support and coordination for all necessary steps to be accomplished before the start of the full project. This also includes defining a new governing structure for Technical State Colleges and a policy framework for the implementation of the State TVET Board to be appointed.

## **3 Specific Tasks**

Specific tasks include:

### **In preparation of the planned expansion of dual vocational training under Results Area 2 (Apprenticeship Training)**

- Liaise with the Ogun Chamber of Commerce, Industry, Mining and Agriculture (OGUNCCIMA), the Abeokuta Chamber of Commerce, Industry, Mining and Agriculture (AbeoCCIMA) and other chambers in the States about all activities in preparation of scaling up of the dual vocational training (DVT) project;
- Organize meetings, stakeholder workshops and other suitable events to discuss options for the expansion of DVT, involving companies, business organizations (chambers and others), training providers, MoEST, and relevant development partners;
- Facilitate the development - together with OGUNCCIMA and other partners – of a draft Road Map and Concept for the upscaling of DVT in Ogun state. The road map should provide a clear guideline for further action, including at least:
  - Identification of new trades to be included;
  - Identification of companies and training providers participating;
  - Identification of preparatory requirements such as curriculum development, development of teaching and learning material, and others
  - Identification of capacity building needs of company staff, teachers/instructors in participating training institutions, staff in chamber and/or other business association, staff in MoEST, and others depending on concept design;
  - Outline of management structure of planned DVT interventions under the result area. It is expected that the OGUNCCIMA or a similar organization will assume a critical role in the implementation of all DVT activities;
  - Development of financing model and identification of funding requirements and budget for the plan period;
  - Activity schedule for the introduction of DVT over the plan period
  - Identification of M&E Framework including smart indicators, means of measurement and verification.
- Organize a stakeholder workshop to discuss the draft Road Map and concept, and facilitate acceptance of the Road Map by the Ogun MoEST

**In preparation of the planned grant funding facility for employment-oriented skills training under Result Area 3 (Demand-driven community-based skills training):**

This task shall start only after the baseline survey of non-formal skills development providers (under another consultancy assignment) is accomplished. The aim is to develop a competitively accessible grant funding facility (grant fund) for non-formal skills training targeting various groups in need of training, but specifically unemployed youth, vulnerable people and farmers. The facility will potentially address all public (federal, state and community-owned) and private (for profit and non-profit) training providers that meet specified criteria and should be designed in a way that it is demand-driven, i.e. the funding facility will not develop curricula by itself and fund schools to implement this pre-defined training, but rather invite training providers to come up with needs-based training programs in accordance with local labour market needs.

- For preparation: Evaluate the findings of the baseline survey of non—formal skills training providers in Ogun State, discuss options for a competitive funding facility with stakeholders and analyze other comparable grant funds in Nigeria (e.g. Lagos) and abroad (Mozambique, Pakistan, etc);
- Through interviews, discussions and workshops with stakeholders propose a concept for the grant funding facility, which will clarify issues such as:
  - Which training providers are eligible to participate? Any eligibility criteria with respect to age, size, location, ownership, etc.?
  - What will the grant fund be funding in principle: Development cost for new programs, or running costs of training? What will be specifically funded (eligible expenses)? Any grant ceiling? How will the grant ceiling be determined (number of trainees; anticipated costs; other)?
  - Selection process of grantees, including selection criteria, roles and responsibilities in the selection process, selection instruments, etc...
  - Management of the grant fund? Who is responsible for selection, grant disbursement, monitoring of grants, etc.
  - Disbursement procedures: reimbursement of expenditure or lump sum contracts? Milestone-based/results-based disbursement?
  - Any other issue that requires clarification before the guidelines can be drafted
- Draft guidelines for the implementation of the grant fund that includes all descriptions of conditions and procedures; including general objectives and principles, eligibility conditions, application process, selection process, monitoring and evaluation, grant management and financial management, auditing, etc.
- Draft all instruments needed to implement the grant fund, including application forms, selection forms, selection rubrics, standard contract form, reporting forms, financial reporting forms, etc.
- Outline an awareness creation strategy for the grant fund, and prepare necessary information material
- Any other activity that is needed to prepare the grant fund for implementation.

### **In preparation of the re-establishment of the Ogun State TVET Board under Result Area 4 (Reform of the State's TVET System)**

- Facilitate a process of discussion and agreement on the TORs for the re-establish Ogun State TVET Board among major public and private stakeholders (Draft TOR and profile of members to be discussed is already available)
- Develop a policy for the establishment of the Ogun State Technical and Vocational Education Board (OGTVSB)
- Support the Ogun Government in the identification of suitable nominees for the State TVET Board
- Support the Ogun Government in all steps necessary that lead to the appointment of the members of the State TVET Board
- Develop a framework for the governing councils for Technical College, in accordance with the OGTVSB Bill, and taking into consideration the findings of the consultancy to develop institutional development plans for Model Colleges
- Support the Ogun Government in all steps necessary to prepare the appointment of new governing councils for the planned Model Colleges

### **To build capacities for the management of skills development, in preparation of the implementation of activities under Result Area 4 (Reform of the State's TVET System)**

- Conduct a training needs assessment of MoEST officers in charge of any functions in technical and vocational education and training (TVET) with a view to capacitating these officers in the fields of:
  - Modern paradigms in TVET development
  - Modern TVET management models and tools
  - Implementation modalities of the Ogun State Skills Plan
  - Monitoring and evaluation
- Conduct a rapid training needs assessment for newly appointed members of the Ogun State TVET Board on the same topics as above;
- Draft a training and capacity building plan tailor-made for MoEST TVET officers and members of the State TVET Board taking potential time and travel constraints into considerations;
- Identify suitable training providers for the identified courses and modules. If needed also identify outside training capacities (e.g. ILO Turino, or others)
- Facilitate the implementation of the capacity building activities according to plan.

## **4 Deliverables**

1. Bi-monthly (twice every month) progress reports on all activities
2. Draft and final road maps for the expansion of dual vocational training
3. Design brief of the grant fund for community-based skills development to be presented and discussed with stakeholders

4. Guidelines for the implementation of the grant fund for community-based skills development, including all instruments and forms as described
5. Final set of TOR and Profiles of Members of the Ogun State TVET Board
6. Capacity building plan for state TVET officers and State TVET Board members
7. Implementation and monitoring report of the capacity building
8. Final activity report

## 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:

<b>Progress Target</b>	<b>Payment Percentage</b>
Contract signature (mobilization)	10
TOR & Profiles for TVET Board	10
Draft Road Map for DVT, Grant funding	20
Capacity Building Exercise	40
Approval of final activity reports	15
<b>Total</b>	<b>100</b>

## 6 Duration and Estimated Staff Input

The assignment is estimated to be completed in 10 months. A staff input of 18 person-months is estimated.

## 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.

## 8 Expected Profile of the Consultant/consultancy Company

Consultancy firms are invited to submit proposals that have a strong and proven track record in supporting TVET development and designing unconventional TVET support projects (such as grant funds and public-private partnership models).

In the proposal, the consultancy should present the suggested key staff and personnel concept for the combined assignment. It is expected that the team combines expertise in the following fields:

- Strong and in-depth knowledge about modern approaches to skills development
- Good knowledge of the Nigerian and regional TVET resource network
- Several years of experience in supporting TVET development, preferably in Nigeria
- Familiar with TVET landscape in Ogun State
- Conducting training needs analyses of public officers and board members, and formulating capacity development plans
- Experience with designing and/or implementing competitive grant funding facilities
- Good knowledge of public sector financial management
- Experience in dealing with private sector stakeholders and designing public/private partnerships
- Very good report writing, communication and presentation skills

Position	Main tasks	Minimum qualification	Estimated person-months
Team Leader/Key consultant	<ul style="list-style-type: none"> <li>• Coordination of the entire assignment</li> <li>• Communication with and reporting to the reference group and Ogun's State MoEST</li> <li>• Implementation of all activities related to the sub-assignment "Preparation of the (re-)establishment of Ogun State Skills Board</li> <li>• Implementation of all activities related to the sub-assignment "Capacity Building for the Management of Skills Development"</li> </ul>	Master's Degree in any discipline relevant to the assignment; At least 10 years of professional experience, including in team leading positions.	10
Dual training expert	<ul style="list-style-type: none"> <li>• Implementation of all activities related to the assignment "preparation of the expansion of dual vocational training"</li> </ul>	Bachelor Degree in management, education, engineering or any other field relevant to this assignment; At least 10 years of professional experience; Experience in working in the private sector	4
Grant Fund specialist	<ul style="list-style-type: none"> <li>• Implementation of all activities related to the assignment "preparation of the planned grant</li> </ul>	Bachelor Degree in business management or any other field	4

	funding facility for employment-oriented skills training”	relevant to this assignment; At least 10 years of professional experience; Prior experience working with grant funding instruments.	
Total			18

The staffing schedule above is tentative, and the consultant may suggest another staffing arrangement for key staff appropriate to accomplish the required tasks.