



For comments and suggestions ONLY

Government College Ughelli

VISION 2025

- Keep the Ship Sailing

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EXECUTIVE SUMMARY

The 1945 – 1961 periods in the life of Government College Ughelli (GCU) have been dubbed the glorious years of the College. That was the period of stewardship of the Founding Father, Mr. V.B.V.Powell, and his successor Principal, Mr. C.C.Carter. It was during that era that the sound, exemplary GCU cultures and norms were laid.

Since 1962, the excellent cultures and traditions for which the College was reputed have been significantly diluted with the entry of Nigerian Principals, failed State Government education policies and predatory military rule over many decades when education was, most unfortunately, given low priority and attention.

The alumni of the College who were beneficiaries of that glorious past have continually and consistently yearned for the restoration of that past for the present and future generations of students who will pass through the portals of that College. This Vision document captures the dreams of the Old Boys of the type of College they would like to see their Alma Mater become by 2025.

Chapter one succinctly presents this Vision and shared values which should form the bedrock of total educational excellence for which the College was and should be reputed.

The culture and traditions which made GCU an outstanding centre of educational excellence in the glorious era are documented in Chapter two while chapter three diagnoses the factors that brought the great College to a sorry pass that led to the pitiful decay of infrastructural facilities, cultures and norms of the College.

Chapter four X – rays the nature of restoration desired by the Old Boys of Lagos branch of GCUOBA in all facets of the College life, administration and management.

The seven objectives and associated strategies which should be pursued to restore the glorious past and position the college products for the 21st century are detailed in chapter five. The template for making the Vision happen and charting the path all stakeholders should tread to ensure that the great GCU becomes and remains the beacon to other secondary schools in Nigeria in the 21st Century and beyond is comprehensively provided in chapter six and annex four of this Vision document.

It is hoped that this Vision document will be a blueprint that would be used dedicatedly to channel the energies of the National Executive Council of GCUOBAs, branches of the Association world- wide and beyond all other stakeholders in pursuing the great dream that would not only restore the great College to its pristine glory but also position it to continue to be the bastion of educational excellence that would be second to none for all times.

The Ship must be kept sailing in calm and trouble – free waters.

CHAPTER 1

GOVERNMENT COLLEGE UGHELLI VISION 2025

INTRODUCTION

- The glorious years of Government College Ughelli (hereinafter called “the College”) were the Powell-Carter era (1945 – 61). It was in that period that the excellent cultures and traditions of the College were laid. Old Boys are immensely proud of those cultures and traditions. Unfortunately, those cultures and traditions have been significantly diluted since 1962 with the exit of the expatriate principals, the entry of Nigerian principals, failed state education policies and predatory military rule over several decades. Old Boys have been yearning nostalgically for the restoration of the glorious past.
- It is in realization of the Old Boys yearnings that GCUOBA (Government College Old Boys Association) Lagos Branch under the Presidency of Engineer (Chief) Joseph J. Akpieyi (1954 set) decided to produce a Vision 2025 document, a blue print of measures and actions, which when implemented will not only ensure the full and systematic restoration of the glorious past but also ensure that the College shall be comparable to the best international public schools of the 21st century.
- At the Lagos branch meeting of 27th November, 2006, held at the Federal Palace Hotels, Victoria Island, the personages in annex one was constituted into a Visioning Committee to ensure that view points and ideas were obtained from all representative groupings of the Old Boys. The unedited contributions of members to the vision of the College by 2025 are in annexure two.
- This draft visioning document has distilled the views and ideas canvassed at the aforesaid meeting. In a process of this nature, the important inputs are

the cultures and traditions which constituted the glorious past. These must be specifically identified so that when restored, the achievement can be recognized. Next most important is the determination of the current position of those cultures and traditions and why. Finally, what would the Old Boys like the College to look like (their collective vision) by 2025; and what strategies should be pursued to ensure that the College moves from its current state to the future state desired by the Old Boys? All these are considered in this Vision 2025 document.

VISION STATEMENT

- Our collective Vision statement for the College by the year 2025 is:
"To be the centre of educational excellence of first choice committed to providing total education of exceptional quality to all pupils to achieve the highest standards in character and learning as the beacon of excellence to other schools in Nigeria while being comparable to the best international public schools."
- The above final version of the Vision statement for the college by the year 2025 was crystallized at the General Meeting of the Lagos Branch held at 7 Deji Odunuga Street, Anthony Village, the residence of Professor John Moyibi Amoda, and at which many eminent and academic Old Boys were present. The list of those present is in annex three.
- From the above Vision Statement, our **shared values** would centre around
 - ✍ **centre of educational excellence,**
 - ✍ **college of first choice,**
 - ✍ **total education of exceptional quality,**
 - ✍ **highest standards in character and learning,**
 - ✍ **beacon of excellence to other schools, and**
 - ✍ **peer of best international public schools.**
- These shared values are those the Principals, the teachers, the pupils and all Old Boys Associations shall strive to hold sacrosanct and inviolate at all times

for they would constitute, henceforward, the character of the College. They would have to be extensively communicated to all concerned, placed in conspicuous areas in the College so that they can become the guiding lights in all that the Authorities of the College, pupils or Old Boys Associations do in and for the College. Any acts or behaviours that are not consistent with the attainment of, and respect for, the shared values would be improper and condemnable.

- In pursuit of the overarching Vision, the College must be committed to:
 - full boarding system;
 - the promotion of the highest forms of discipline in all facets of activities in the College;
 - freedom from all that are not ennobling;
 - sustaining the best cultures and traditions of the college in academics, sports and other extra curricular activities;
 - rewarding stellar performance by students, teachers and Old Boys; and
 - deliberately and consistently benchmarking worthy practices and methods of the best public schools world-wide.

CHAPTER 2

THE GLORIOUS PAST: THE POWELL – CARTER ERA

- The glorious past was the Powell – Carter era which spanned 1945 – 1961. Certain cultures and traditions which made GCU an outstanding centre of excellence were laid and evident during the period. It is those cultures and traditions that Old Boys yearn nostalgically for their restoration. So what were those traditions and cultures?

Funding

- During the glorious era, adequate funding of the college for infrastructural facilities, sporting equipment, meals and clothing came principally from the Ministry of Education of the Western Region Government and the fees collected from students. It is believed that adequate funds were provided because those in the Ministry had confidence in the *integrity* and vision of Powell and Carter who, in fact, in the Ministry hierarchy were also seniors to many of their colleagues in the Ministry at the time.

Entry into GCU

- All entries into GCU were by *competitive* Common Entrance Examination. The selection process was rigorous and only those who reached pre-determined standards in Arithmetic, English and General Knowledge were admitted strictly on *merit*.
- Up to 1951, only 24 students drawn from all over the Federation gained admission; thereafter the student population was increased to 48.
- The best six candidates in the Common Entrance Examination were given Western Region scholarships. The number of such scholars was increased in 1954.
- Only pupils who maintained high academic standards retained their scholarships. Scholarships were withdrawn when a pupil consistently performed below expected standards.

- Entry into the Higher School Certificate class was by competitive examination. Only class V students from GCU and students from sister Colleges like Edo College, St. Peter Clavers Aghalokpe, Urhobo College who passed the examination were admitted into the Lower Six class after the release of the Cambridge Secondary School Certificate Examination results.

Scholarships and bursaries

- By 1947, the College had a 'Government College Advisory Council' "to advise and control it, maintain Christian traditions and guarantee that grants – in - aid were well spent. This Council introduced the award of four scholarships to deserving students of the College.
- The Western Regional Government also awarded six scholarships annually to the best six candidates in the Common Entrance examination. In later years, the number was increased to ten. In addition, the Principal was empowered to waive school fees in *exceptional* circumstances where it had been established beyond doubt that the concerned candidates held high academic promise but would be unable to benefit from secondary school on grounds of *proven* indigence.
- The Native Authorities of Urhobo, Itsekiri, Western Ijaw and Aboh divisions provided one scholarship each every year to cover the tuition fees of indigent students who were adjudged to hold academic promise.
- In all, therefore, 10 – 14 scholarships were available for a student population of 48 maximum, which was a generous support financial scheme which made it possible for students from homes which could never have been able to support their children in the College to receive sound, quality education.

Organisation and Management

- The **boarding system** was made compulsory for *all* students, and new boarders were accommodated next to senior boarders in the dormitories in each house to ensure adequate process of guidance and induction into the College culture and norms.
- An exeat system was used to regulate the absence of the students from the College. Any student who left the College site without such an exeat faced severe disciplinary action, including flogging by the Principal or outright removal from the College.
- Boarders were adequately supervised by staff with specific boarding duties: House masters and House teachers were appointed for each house.
- Accommodation in the dormitories was primarily based on class groups with House Prefects attached to each dormitory in a House. Thus, boarders in classes I and II were in the same dormitory, class III in a dormitory and Classes IV and V in one dormitory. The arrangement enabled younger boarders to learn from the older ones, and promoted good communication across age groups.
- There were wide possible choices of sporting and other extra curricular activities to engage the interest of pupils: football, cricket, athletics, lawn tennis, music, soft ball, base ball, table tennis, draughts, Ludo, Snakes and Ladders, Lexicon, volley ball, basketball, tenniquoit, badminton and boxing.
- Other extra curricular activities occurred in Debating Society, Mock Parliament, and Dramatic society.
- A **dossier system** which captured all records of a student's school life – academic, sports, extra curricular performance, discipline, reports on character – was introduced at the onset of the College existence. This made the testimonials issued by the Principals at the end of a pupil's life in the College insightful, unique and reliable.

- The **prefect system** which existed in the Houses and in the College was very well defined. Guidelines for behaviours which were considered punishable were also available to Prefects, House Masters and pupils. The system inculcated in pupils the character of respecting the rules and regulations established by the College Authorities. Later in life, Old Boys were known to be law abiding in whatever department of life they found themselves.
- The **House Tutor system** provided opportunities for boarders to take up their personal or academic problems for resolution.

College Emblem, College Uniform, College Colours, Badge & Brooch

- The **College emblem** is the ship, while the college uniform was shorts and shirts of grey colour.
- **College colour** was red over yellow, and the badge which carried the College emblem was emblazoned in the College colour.
- **House colours** were: yellow for School House, red for Warri House, deep blue for Forcados House, green for Sapele House and light blue for Ashaka House.
- Each boarder was supplied with two pairs of black shorts, two pairs of uniforms, two house singlets and one badge and brooch with College emblem and College colours.

Welfare policies

- Bullying and flogging by senior students were forbidden. A Head of School was dethroned in 1953 for behaviour considered as heartless bullying when the victim reported the matter to his Housemaster!
- Breakfast was not served until after the first two class lessons must have been completed. Students moved from the classroom blocks to the dining hall and returned to classes without daring to visit the houses.

- In the dining hall, boarders from all classes were assigned to tables headed by a School Prefect or very senior boarder. The younger boarders learnt table manners from their seniors.
- An infirmary supervised by a full time trained nurse was available to all boarders at all times to ensure access to medical services as required.
- Medical staff were available during sporting events to deal with any emergencies.
- At the beginning of each College term, boarders were medically checked to ensure that any health problems were promptly identified and managed appropriately.
- Meals provided to boarders were adequate in quantity and quality; and special dinner consisting of rice, peas, baked beans and beef was served before students went away on Xmas break.
- Boarders had access to:
 - drinking water from water dispensers in the boarding areas and the dining hall;
 - information about events outside the school as newspapers were supplied daily to the Library; and
 - House Tutors for the resolution of personal, academic or private problems.
- A 'prep' system existed in which younger boarders were seated next to older boarders who could quietly offer assistance/guidance to help resolve academic problems. Whereas the boarders in classes one and two retired to bed at 9:00pm after evening prayers, the senior boarders retired at 11:00pm.
- A College and House prefect system which gave prefects appropriate specific duties and responsibilities existed, and was well known to all pupils. The College prefects held meetings from time to time and their activities were duly reported to the Principal. The Head of School prepared "School Notes" to record the key events and activities during a school year.

- To avert jealousies or show off wealth, boarders were required to wear only apparels supplied by the College; traditional wrapper and jumper were worn in the evenings irrespective of the ethnic origin of the pupils.
- Laundry facilities existed for the washing and ironing of clothes of all boarders. Records of clothes sent for washing and ironing were kept in note books. Identification marks were inserted on the collars of shirts and flaps of shorts to facilitate the distribution of laundered apparels. Houses assigned responsibilities to nominated individuals to collect dirty clothes from and distribute ironed clothes to dormitories. This not only ensured that boarders were smartly dressed at all times but also inculcated in them the culture of personal cleanliness. All were expected to tuck in their shirts as to do otherwise was considered bad dressing and poor manners.
- Shower system existed in each wing of a house for boarders to wash themselves in the mornings, after events or manual work and in the evenings. No hot water was available in the system, and hence having showers in the harmattan season was a dreaded experience! Dormitories and bathing areas were used for changing.
- Water-closets with flushing system were in all houses. Adequate privacy existed for whoever was using the toilet facility.
- A gymnasium existed where physical exercises were conducted to achieve healthy minds in healthy bodies.
- Tuck-shops were allowed within the vicinity of the dining hall to enable boarders purchase little chops should they so desire.
- Students were forbidden from using underpants ostensibly for medical reasons.
- Daily compound and dormitory cleaning and Saturday House inspections were instituted to ensure that boarders lived in a decent and clean environment. This system also inculcated in boarders the dignity of labour.

- A period was set aside as siesta to ensure that students had adequate rest before embarking on house work and/or sporting events to achieve 'balanced self renewal.'

Rules and regulations

- Students were forbidden, except with the permission of the House Master or the House Tutor, from returning to the dormitories once in the Administration and Library areas of the College.
- Punctuality to all activities was emphasized; late coming was deprecated and punished.
- Speaking of vernacular language was strictly forbidden to inculcate in students strong sense of nationalism, enable them eschew tribal tendencies and to promote understanding and good neighbourliness among students from diverse ethnic and cultural backgrounds.
- Crossing of lawns was strictly forbidden, and offenders were punished with detention which involved grass cutting of a given portion of land by the School Prefect on duty while other students were having their siesta.
- Pealing of bells was used to announce changes in class lessons and for students to proceed orderly to their next classes without feet shuffling or noise making along the corridors. All pupils were expected to be on their seats before the lesson teacher arrived.
- All students were required to stand up when a teacher enters a classroom, and were to sit only when asked to do so by the teacher concerned.
- A detention system was operated. Any boarder detained thrice in a term was flogged by the Principal in his residence.
- 'Lights out' was rigidly enforced and 'ghosting' (reading after lights out) was severely punished. House Prefects caught ghosting lost their prefectorial status and were never considered for the position of a School Prefect.

- Boarders were forbidden to bring any item of food into dormitories to forestall the unhealthy habit of eating between meals or showing off to less privileged students.

Premises

- Dormitories were appropriately lit, ventilated and supplied with wooden beds on threstles which were suitably furnished with linen sheets, blankets and mosquito nets supplied by boarders. Each boarder had a wooden locker in which he stowed away his apparels.
- Houses were adequately maintained and planting of flowers in flower beds and hedges along walk ways added considerable ambience and serenity to the environment of each house.
- Saturday inspections and competition for the Unity cup with effect from 1955 raised the tone of cleanliness and competition in all the five boarding houses and students' striving for academic excellence. Cleanliness of each house and the academic performance of the boarders in them constituted the key criteria used in choosing the winner of the Unity Cup.
- All boarders had steel lockers in a prep hall adequately furnished with suitable desks and benches (the Head of House had a leathered chair) where organized and private study took place.
- Safe recreational areas, both indoors and outdoors, were available in each house.
- A power station that was well maintained and which functioned efficiently came on with regularity at 7pm and was promptly shut down at 12 midnight.

Staffing

- The College had a good number of expatriate teachers (8 -10 between 1954 and 1959) who were either graduates from Oxford and Cambridge or who had military (Sandhurst) training.
- The student-staff ratio was 8:1 between 1954 and 1961.

- Nigerian graduate teachers were also available, with all Science teachers being Nigerians.

Teaching Methods

- Each teacher developed his own teaching style; some were so innovative by using musical approach in teaching the Latin declensions and some were very boring by asking students to take turns in reading aloud Physics materials in class without being able to give helpful explanations thereafter.
- In science subjects, key points were driven home through practical experiments in well equipped laboratories.
- Student were encouraged to use the library to research topics taught in classes; and most teachers were excited to no end when they saw evidence of researched materials in the answer scripts of students.
- All teachers used the chalk and black board facilities.

The Library

- The Founding Fathers were well aware that an attractive library is vital to education, fosters learning and knowledge acquisition, academic attainment and hence provided for adequate space for a library which was well stocked and had well laid out tables and chairs that facilitated research and leisure reading.
- The excellent library which housed numerous collections of novels, complete set of encyclopedia, periodicals, magazines, newspapers was supervised by a College prefect to reflect the importance the College Authorities attached to the library as a key resource for achieving high quality of students' and teachers' effectiveness.
- Students were encouraged to borrow novels to read during siesta and other times for this was considered the best way to acquire good writing style and vocabulary and cultivate good command of the English language.

Academic Performance

- During the Carter era, a failure in the English language sounded the death knell for the Student as failure in English meant failure in the entire Cambridge School Certificate examination!
- Available information shows that apart from the disastrous Cambridge School Certificate examination results in 1956 on account of massive failures in the English language subject, the College consistently recorded very good to excellent academic results on international benchmark in the Powell – Carter era. Percentage passes of candidates entered for the examination ranged from 82 to 100 per-cent.
- Passes at the Cambridge Higher School Certificate examination results during the era ranged from 80 percent in 1954 to 88 percent in 1961, the best result in the Carter regime. On an international benchmark the results also laid within the range of very good to excellent academic performance.
- Considering that all the examinations were international Cambridge examinations, the academic performance of the pupils of Government College Ughelli at the school certificate and higher school certificate levels was indeed laudable, a true reflection on the caliber of the teaching staff and students who passed through the college at the time.
- In all examinations, strict supervision was observed. In 1959 when a student changed his seat because the rays of the sun were obstructing his vision, without the prior permission of the Principal who was the supervisor of that particular paper, the Principal, Mr. C.C.Carter, was extremely angry at the audacity of the student concerned; and the behaviour of the student was reported to the Cambridge Authorities by reflecting the behaviour on the answer sheet of the student! That was how strict the supervisors could be. Coming into the examination hall with prepared script was unthinkable.

Report Cards

- Report cards were sent to the parents of pupils at the end of each term to inform them about their wards academic performance, fees payable for the following term and recommended textbooks which should be purchased.
- Each teacher made comments on the academic performance and conduct of each pupil in the subjects they taught.

Religious Life

- Boarders with Anglican Communion background worshipped on Sundays in the College Chapel (the floor above the College Library), while Roman Catholics were permitted to trek orderly in a group to a Catholic Church located in Ughelli town under the watchful eyes of a Prefect or a senior student. Other religious groups like the God's Kingdom Society were allowed similar freedom to pursue their religious beliefs.
- Roman Catholic Priests were allowed into the School at predetermined times to celebrate Mass or give courses of instructions on the Catholic Catechism to students to prepare them for baptism and confirmation.
- During morning assemblies, boarders sang songs from hymnals with a pianist playing. The Principal said the morning prayers before students dispersed to their classes for their first lessons.
- All the above were designed to meet the spiritual needs of boarders, foster mutual tolerance among students with varying religious background and promote the achievement of excellence in moral values.

CHAPTER 3

POST POWELL – CARTER ERA SITUATION AND WHY

Introduction

- The rapid deterioration in the high quality cultures and traditions of our Alma Mater coincided with the exit of Mr. C.C.Carter in 1961. It is important, therefore, to establish the situation post that era and to determine why the situation came about so that positive strategies can be considered to halt such decline in the future. Each factor that contributed to the making of the glorious years is considered to determine which factors deteriorated, which ones remained the same and why.

Funding

- The excellent infrastructural facilities provided from the onset of the college have deteriorated to abysmal levels. The pitiful decay of the administration building, houses, gymnasium, dining hall, administration and library blocks, pavilion and power station is evidence of poor funding of the College by past governments who were and are the primary fund providers.
- Old Boys have had to raise funds from themselves and friends of the college which have been used essentially for refurbishment and maintenance of existing infrastructural facilities. Recent lobbies of the Bendel State Governor by the President-General of the GCUOBA world-wide has led to on-going massive refurbishment efforts to restore the Houses to decent livable state.
- Fees paid by students remain a source of minimal fund generation for the college.

Entry into GCU

- The merit system for entry into the college, which was established from inception by Mr. V.B.V Powell and continued by Mr. C.C Carter, was jettisoned with the entry of earlier Nigerian Principals, the Neighbourhood school policy

introduced by professor Ambrose Ali's Bendel state Government and the 6-3-3-4 system of the education which permitted the automatic transfer of students who passed primary six examination and were within five kilometers to the college. This new system completely denied the college any opportunity to select student on merit from the usual common entrance examination and internal performance, a practice which had to be discontinued.

- The Nigerian 'big man' syndrome became prominent immediately after the Nigeria civil war. Highly placed Nigerians who were desirous to secure a place in GCU, being a recognized center of educational excellence, pressurized officials of the Ministry of Education who in turn pressurized the Nigerian principals to admit their children into the college. Not only did this result in student population explosion but also worsened staff – student ratio to 1:50 from 1:8 known in the Carter era, and led to the setting aside of the merit criterion.
- The common entrance examination and vigorous interviewing process have recently been re-established following stringent lobbies of the Delta state Government by Old Boys for the restoration of the merit standard so that the college can continue to live up to the ideals of its being the lighthouse to other secondary schools.
- The challenge would be for Old boys to ensure that this merit system for selecting students is never again jettisoned on the altar of ill thought out government policies such as 9-3-4 system being envisaged

Scholarships & Bursaries

- The Bendel State government no longer gives scholarships to deserving students. The focus of their scholarship awards is now the tertiary institutions.
- The scholarships that now exist are those recently awarded by Dr. O. O. Omatete (53 set) or that being contemplated by the 59 – 60 set of Old Boys.

Shell Petroleum Development Company also awards some scholarships to candidates from the communities in which they operate.

Organization and Management

- The **boarding system** completely disappeared in 1986 when the Neighbourhood School policy was introduced. Although the boarding system has been restored, it is no longer 100 per-cent. About one per-cent of students live off the College premises. These crops of students are affiliated to the eight existing Houses only for sporting events purpose. Such students are denied the benefit of growing up in a well structured and disciplined environment.
- There is overcrowding in the houses with student population reaching up to 120 students in Houses which held not more 50 students at the inception of the College.
- **Discipline** in the boarding system deteriorated substantially from 1962 as evidenced by numerous incidents in which students openly challenged the authority of Games Masters; insulting referees on sporting fields, or even cheating by sponsoring over aged students. Principals lacking in stature to command the respects of their colleagues in the Ministry of Education as in the Powell- Carter era; class consciousness on the part of students because they now supply their own clothing and augment their meals by being allowed to bring in food items to the dormitories were other factors which were known to have led to deterioration in discipline.
- The complete disappearance of the sports and football and unusable state of the pavilion which denied students channels for constructive engagement of their energies have also contributed to the decline in discipline among the boarders.
- The punctuality culture which was sacrosanct in the formative years of the College has gone to the dogs. It is now common place for staff and students to be late to functions or planned activities.

- Crossing of lawns is no longer an offence; and it is doubtful if a detention system still exists to curb this unacceptable conduct.
- The Prefect and Housemaster system with well defined responsibilities still exists, and the culture of Saturday inspections have been recently revived.
- The House Tutor position was abolished in 1986 and has remained abolished since then.
- Boarders are still supervised by staff through only the Housemaster system following the unfortunate abolition in 1986 of the House Tutor tradition which had provided invaluable opportunities for boarders to resolve their personal or academic problems.
- Accommodation arrangement is now based on the junior and senior secondary structure. All students in junior secondary school are accommodated in houses different from those in the senior secondary school. The promotion of communication across age groups typical of the arrangement in yester years is seemingly no longer considered desirable.
- Scrupulous and painstaking record keeping which characterized the stewardship periods of Powell-Carter has become a real weakness. The dossier system for students which enabled the Principals to write insightful testimonials on pupils at the end of their College life or the 'Notes' which the Head Prefects wrote to document milestone events in the life of the college are now maintained by fits and starts. Considerable gaps in the chronicle of events in the College have been noted.
- Sporting and football choices are no longer available to students as the sporting and football fields have been swallowed by thick thickets. Recently, however, through the intervention of the home branch of the Old Boys Association, efforts are now on-going to reclaim the sporting and football fields. The solid pavilion structure is still very much intact but the edifice is in dire need of maintenance to restore it to its 'majestic' status.

- Other extra-curricular activities are carried out more in the breach than in the observance, what with paucity of funds or support from external sources.

College emblem, uniform, colours, badges & brooch

- The Ship continues to be the College emblem, thanks to the activities of the Associations of Old Boys. The College uniform ceased to be the unique grey colour since 1963 because of the reported difficulty in sourcing that brand of uniform.
- With the abolition of the boarding system during the Neighbourhood School policy of Bendel State and the addition of five new houses to the five that existed during the Powell- Carter era, the House colours were altered to:
 - School House -
 - Warri House -
 - Forcados House -
 - Sapele House-
 - Ashaka House -
 - Oleh House -
 - Orerokpe House -
 - Obiaruku House -
 - Power Hall -
- Boarders are still supplied with black shorts and house singlets. The College badges and brooches still exist, except that the badges are now sewn onto the pockets of the 'white' shirts instead of being affixed into three point holes in the shirts at the inception of the college.

Welfare Policies

- Bullying of younger students from well-to-do homes by senior students who are not equally endowed increased when, because of inadequate meal quantity and quality, the senior students began to share or outrightly confiscate the provisions brought in by some juniors.

- The infirmary that was established to cater for less than 300 students in the 50s is now a shadow of its glorious past. It has never been expanded or well maintained. The facility, to all intents and purposes, no longer exists. It would appear to have been converted to living quarters.
- Medical checks are no longer conducted at the beginning of School term. The health conditions of students are no longer a priority matter.
- Boarders are now separated in Houses on the basis of their class groups. Even the dining hall has an 'iron curtain' in which senior students are segregated from junior students! The previous tradition in which junior students developed healthy table manners under the guidance and direction of their more senior colleagues has died.
- Meals are inadequate in quantity and quality, and students are now allowed to supplement College provisions from their own sources. Special Xmas dinner for students is now a fairy tale.
- Water dispensers still exist in the Houses to provide access to drinking water in the boarding areas.
- Information about events outside the College are now available at the touch of the button as the College now has a well-equipped *Cyber Café*.
- The prep system where younger boarders were seated next to older colleagues to receive assistance/guidance on academic problem no longer exists. None-the-less, the continuing good records of academics after the glorious years must be proof that students still accord priority to their studies and help one another as necessary.
- Laundry facilities are now extinct. Students are left to their own devices to wear washed clothes and be smartly dressed.
- Water-closets with flushing system still exists in all the houses but their maintenance remains a major problem.
- Tuckshops do not exist and under wears are not forbidden. Infact, it is now the norm to wear them.

Rules and regulations

- The rules and regulations where they exist at all, have been considerably relaxed, leading to lowering of discipline generally.

Premises

- Poor and irregular funding together with the lack of maintenance of facilities over many years combined to make the excellent infrastructures that were put in place by the Founding Fathers to lie prostrate with dilapidation. However, in recent times, the state government has begun massive restoration efforts as a result of the nudging it received from the Association of Old Boys led by its President-General World-wide.
- The culture of Saturday inspection has crept back and most houses now keep their premises clean. The demarcating hedges still exist and sleeping beds which are well laid in white linen sheets can be found in dormitories.
- There are traces of steel lockers from the past strewn in corridors but students no longer use such facilities for the storage of their books.

Staffing

- There are 56 graduates teachers, some with Masters Degrees, employed full time in the College. With a student population of 1000, the student-teacher ratio is approximately 18:1, a far cry from global best practice ratio of 8:1. Global best practice requires that the staffing situation be markedly improved to 125 full-time teaching staff or student population reduced by about 50% to achieve higher quality of education.

Teaching Methods

- The teaching methods are very much the same as at the foundation of the College. Although a *Cyber Café* established by Schlumberger and our Warri branch now gives staff and students access to the Internet, the teaching methods are not yet computer-based; and a College Intranet system does not yet exist. The chalk and blackboard is still very much the vogue. The tradition

of buttressing theoretical science topics with practical experiments in well equipped laboratories still exists. So too is the culture of encouraging pupils to augment teachers' work with research.

The Library

- The College library still exists. B.J.E. Itsueli on page 290 of the book *A cradle of Excellence, A History of Government College Ughelli (1945 – 1990)* reported that by 1976, the College library had developed into the largest and best equipped in the Midwest State. It was reported to have a total collection of 11,967 volumes, about 50 different types of periodicals and five national newspapers.
- By 2006, however, the library is unattractive and poorly stocked a clear indication that its management leaves much to be desired. A lot of important legacies that are treasure-trove of fascinating achievements in the life of the College have deteriorated, covered with dust and left uncared for in the library. Cobwebs dominate almost every corner leaving any visitor to wonder what has become of the culture of cleanliness which is next to godliness that was emphasized in the glorious past.

Academics

- Despite the extremely poor physical environment in which students of the college have had to operate since 1968 the academic record of the students remain seemingly as good as those of their predecessors : between 1968 and 1987, for instance, the number of passes at the school certificate examination ranged from 77 percent to 99 percent. The current principals have claimed that over 80 percent of student who enter for the secondary school certificate examination score five credits and above.
- The quality of education is guaranteed by the commitment of teachers, the industry of students and the physical environment in which they operate. Since the physical environment has become deplorable, the only sensible inference that can be made is that the tradition of industry for which past old

boys are known has been sustained and the teachers give considerable support and assistance to students to ensure they do well in their academics.

- Recently, the College has introduced the award of bursaries to students of proven intellectual ability to prevent finances from becoming obstacle to their tertiary education. It is evident that the scholarship links between the College, the local communities and the state government have been severed. Scholarship links between Old Boys Associations and the College are also conspicuously missing.

Report cards

- The report card system is still very much in use. The same types of information that were conveyed to parents to enable them determine the performances of their wards are still being provided. Unlike in the past when external examination results were pasted on College notice boards for all staff and students of the College to learn about the performance of the students presented for those examinations, results are now only conveyed to individual students. The motivational and challenging aspects of students performance to succeeding students has consequentially been lost.

Religious Life

- The religious life of the College for the spiritual well-being of the students is still very much in existence. However, singing at morning assembly from hymnals with a pianist from the Musical Society playing no longer takes place. The Assembly hall cannot hold the population of students and staff, and hence assembly takes place on a *lawn* in front of the Science block! Praise worship followed by prayers by an appointed teacher is now the vogue.

CHAPTER 4

WHERE WE WOULD LIKE TO BE

Funding

- The glorious past was possible because the Ministry of Education of the defunct Western Regional Government provided adequate grants – in - aid to the College under the administration of two expatriates who were trusted. The inglorious years were a product of inadequate funding first by the newly created Mid-west Government and the successor government, the Bendel State Government. Poor funding, ill-digested and failed policies of state Governments and the period of the militarization of the nation in which education was given a low priority are the root causes of the erosion of past glorious culture and tradition of the College.
- The restoration, maintenance and continual improvement of the glorious past will only be possible if adequate funding becomes the norm for our Alma Mater and well – considered, pragmatic education policies of state governments are pursued. The international public schools which have existed for over five and half centuries have been able to sustain and build on their cultures and traditions because they are **independently** funded.
- The real challenge of GCUOBA is being able to generate financial resources from independent sources so that the Association can manage the College in a public/private partnership initiative where adequate grants – in –aid are available as of yore from the state government. The GCUOBAs as a private partner would generate funds from Old Boys and friends of the College to augment shortfalls in grants. Such an arrangement would give the OBAs significant voice in the management of, and deciding the strategic direction for the College.

Entry into Government College Ughelli

- Entry into Government College Ughelli shall be by competitive Common Entrance Examination, and interview and students shall be selected strictly on merit, free from any external influences.
- Entry shall be available to *all* Nigerians of around age 11 from *all* states of the Federation but with some priority being accorded the children of Old Boys and the candidates from the old Warri Province as GCU was established by the Founding Fathers primarily to cater for the interests of that Province. Entry to candidates from all other states shall foster the national *esprit de corps* in the students of GCU and make them detribalized Nigerians.
- The population of the School at any one time shall be established and maintained in accordance with global best practices for public schools.
- The College shall remain an all boys' school. To establish a strong umbilical cord between Old Boys and the College, the Old Boys shall have the privilege of registering their male children at birth for entry into the College provided they pass the Common Entrance examination and interview.

Organisation and Management

- At the inception of the School, an Advisory Council, the equivalent of a Board of Trustees, existed to provide advice on the governance of the School and to ensure accountability of grants received from the Western Regional Government. It is desirable that such a body be re-established for good corporate governance of our Alma Mater. Membership of the Board of Trustees could be drawn from the State Ministry of Education and representatives from the National Executive Council of Government College Ughelli chosen on the basis of their managerial and leadership experience.
- The Board of Trustees of the College shall annually articulate well thought out **development plans** to ensure that facilities are not stretched to beyond their limits; and that adequate accommodation is provided at all times to boarders.

- On the basis of global best practice, GCU requires no less than 11 additional houses to provide decent accommodation that is not over-crowded for the current student population of 1000 pupils. Alternatively, the student population could be reduced to 500. **GCUOBAs should set the example by building a House that is equipped with modern state-of-the-art facilities to be called Old Boys Association (OBA) House.**
- A forward looking, visionary management with clear commitment to the institutionalization of the culture and traditions of the College shall be required at all times, and the GCUOBA as a partner in the management of the school shall ensure that any Principal that shall provide leadership will have the required attributes.
- There is need to reinstate the House Tutor system, which was abolished by State Government policy in 1986, to give invaluable opportunities to boarders to seek personal guidance or resolve personal problems on any issue.
- The prefect system with clearly defined responsibilities, checks and balances to prevent abuse as existed at the inception of the College should be sustained and entrenched.
- A strong *Independent Inspectorate* body shall be constituted for the setting and maintenance of *international* standards in the management of GCU and the pursuit of continual improvement policies and strategies.
- The function of the Independent Inspectorate body shall include the examination of the infrastructural conditions of the school, its services and other physical features.
- The quality of teaching, the academic performance of the pupils, their behaviour, attendance at lessons, extra-curricular activities, maintenance of students' dossiers, and the quality of the curriculum shall be issues that will come under the ambit of responsibilities for the Independent Inspectorate Body (IIB).

- Other issues that IIB shall cover shall be: evaluation of the resources available for learning, the condition of the library, premises and accommodation, links with parents and the broader communities of the College.

The Boarding System

- Boarding shall be compulsory for *all* students. The boarding system provides tremendous advantage in giving students well rounded development of mind, body and spirit in a disciplined, well structured and managed environment.
- Sleeping accommodation and dining halls arrangement shall *not* be based on year groups as of now, rather, the boarders of the JSS and SSS shall be reintegrated across age ranges to promote good relationships between pupils regardless of age.
- Adequate number of additional houses shall be built to avert over crowding and keep the student population per house to not more than 50, in accordance with international norms; or student in- take reduced to match the number of existing houses to achieve international standards.
- Sporting, football activities including extra-curricular activities as have existed over the life of the College shall be vigorously revived and sustained to provide wide choices to the boarders for their all-round education of mind, body and spirit.
- Boarders being the customers of the school system shall have a feedback system to contribute their views and opinions to the operation of the boarding system to enable management and the Board of Trustees pursue continual improvement of services and facilities provided.
- The **College emblem, uniform, colours, badge and brooch** shall be preserved throughout the centuries.

Welfare Policies

- The houses, administration, library, gymnasium, and science buildings were outstanding in their time. For the future, GCU should boast of buildings which

will be pace setting that will offer very good accommodation, educational and recreational facilities to the students.

- The premises shall be well kept using latest labour saving devices.

Rules and Regulations

As an abiding principle, the rules and regulations of the College in all ramifications shall be documented, published, disseminated, enforced and continually improved through out all the ages.

Scholarships and bursaries

- 20 per-cent of the student population at any given time should have scholarships/bursaries to encourage scholastic achievement.
- Extensive set of academic prizes shall be available to encourage and motivate staff as well as students.
- Travel grants to enable the students explore the world outside of Ughelli and the Delta State shall be instituted to deepen the knowledge of students of the wider world.

Staffing

Every effort shall be made to observe international best practice in terms of student teacher ratio of one lecturer to eight students.

Teaching Methods

- Teachers will continue to be encouraged to develop the style best suited to them in which they are effective. However the teaching methods shall migrate to the use of modern technology away from chalk and blackboard to white boards, the use of digital projectors, staff laptops, and desktops or laptops for students for use in the class-room.
- It would become compulsory for all students of the college to have their own computers and for teachers to be provided with a laptop computer. Teaching would, therefore, be computer-based teaching methods, and the schools

intranet system shall provide a rich supply of materials as well as links to the world-wide web.

- The school would carry out a survey to obtain parents views on the quality of education their children receive and the quality of boarding life. This stakeholder Customer Satisfaction survey will provide input for the implementation of continual improvement policy of the college.
- Lessons shall be well planned, and departments shall increasingly set homework on web-based resources, and pupils shall be encouraged to use the Internet for their assignments.

Library

- Libraries inspire scholarships. Therefore, the library of our dream shall provide, as of old, excellent resources for study. In line with modern trends, the GCU library of the immediate future shall have a comprehensive stock of contemporary books, CD ROMs, Cassettes and CDs together with a network of PCs to meet not only their academic needs but their leisure reading and listening.
- Departmental libraries which shall be more specialized shall be encouraged.
- The College web-site which shall feature the history of the College, list of famous Old Boys, greatest supporters of the College (Old Boys as well as friends of the College), library facilities, what it takes to study at GCU, etc shall be available at the library.

An e – library portal with links to the e – library of internationally renowned public schools shall be developed soonest

Academic Performance

- High academic performance is achieved as a result of the availability of first-class, well educated teachers, adequate facilities and environment conducive to learning, congenial working conditions and freedom to act promptly in the best interest of the school.

- Over the years since inception, GCU has maintained a record of high academic standards even in circumstances that could hardly be construed as congenial. This situation has occurred because of the tradition of students helping one another in studies and never neglecting their studies. These traditions shall continue to be sustained and entrenched as part of the College value system.
- Arrangements shall be made by Societies of the College to have distinguished Old Boys and Nigerians visit the College to speak on range of issues to foster skills and enthusiasm of students.
- In-service training opportunities shall be made available to teachers to ensure their career growth.
- Part-time teachers with special expertise and practical working experience of the real world would be sourced to flesh up knowledge skills and abilities of students gained from the class-room.
- Student tours to sister government colleges, state or federal, shall be reinstated to give GCU students new experiences that will intensify the depth of knowledge of other circumstances vis-à-vis those in Ughelli.

Report Cards

- The quality of pupils' academic learning, attitudes and behaviour to teachers and contemporaries shall be reflected in students' report cards, apart from the issues that may relate to payment of fees etc.

Religious Life

- Religious life is one of the strengths of the College and will be built upon to continue to provide excellent pupil care to enable the students develop sound morals on their understanding of Christian, Muslim and other world faiths and philosophies to become responsible citizens with the fear of God in their hearts.

Vocational Disciplines

- As part of the strategy of GCU to provide total education to its products, vocational shops –woodwork, metal work, welding, bricklaying, automobile trades etc - shall be revived and sustained.

Entrepreneurial Studies

- The curriculum of the new GCU shall include entrepreneurial studies to prepare the products of the College for the real world to be self sustaining and employers of labour

CHAPTER 5

HOW TO GET THERE

- This section contains the objectives and strategies GCUOBAs should pursue to actualize our collective Vision and aspirations for the College so that our Alma Mater can produce internationally competitive students as of yore to meet the needs of the 21st Century.

Objective 1: To restore the past glories of the College in all ramifications.

Strategies

- 1.1 Build and sustain a virile National Executive Council for GCUOBAs.
- 1.2 Constitute the National Executive Council (NEC) of GCUOBAs into a powerful lobby group to influence government policies on education in Delta State but particularly GCU.
- 1.3 NEC to influence the state government to benchmark and promote the 'Adopt – a - Public – School' and the 'Community Accountability and Transparency Initiative (CATI)' new policies of the Federal government
- 1.4 NEC to influence the State government to recognize the unique, historical nature of GCU as a Centre of Educational Excellence and to post respectable, competent Principals to the College.
- 1.5 Rehabilitate and modernize infrastructures that have decayed through application of GCUOBAs and State Government financial resources.
- 1.6 Set up a "Maintenance Support Initiative" to which select group of high net worth Old Boys will make monthly contributions for the maintenance of the infrastructural facilities at the College.
- 1.7 Document, print and disseminate in pamphlet form all past traditions and cultures laid down by V. B. V. Powell and Carter, the Founding Fathers of the College.

- 1.8 Induct all new Principals, teachers, fresh and older students in the cultures and traditions.
- 1.9 Make pamphlets on culture and traditions as part of welcome pack to all new boarders and teachers.
- 1.10 Promote the posting of Old Boys to the school as Principals and teachers.
- 1.11 NEC of GCUOBAs submits position papers to Delta State Government in the formulation of education budgets to have positive impact on GCU.
- 1.12 Revive and sustain the culture of efficient and effective record keeping by House masters, House tutors and Heads of School/ Houses.
- 1.13 Promote the creation of pleasant surroundings of yore by instituting a 'Powell – Carter Cup' competition vice the Unity cup competition among Houses.
- 1.14 Sustain the Prefect system with clearly defined responsibilities, checks and balances.
- 1.15 NEC to persuade the state government to resuscitate Board of Trustees to manage the College.
- 1.16 NEC of GCUOBA to sponsor a draft legislature that shall require any state government to allocate a minimum of 26% of its annual budget to education in accordance with UNESCO's standards; and to compel the state legislative House to ensure strict compliance with the level of funding for secondary school education. The draft law shall also contain provisions forbidding ministries and politicians from interfering with the management and policies of secondary schools.

Objective 2: To form partnership with the State Government for the Management of the College

Strategies

2.1 Revive the government policy of grants – in – aid to secondary schools which shall be linked to performance, governance quality and extra curricular activities related.

2.2 Generate significant funds (target N500 million) from GCUOBA high net worth individuals and friends of the College to position the Association to negotiate authoritatively with the state Authorities as a private partner in the management of the College.

2.3 Set up a '*GCU Foundation for Education*' for funds generation and receipt of legacies created in the Wills of Old Boys and friends of the College who would like to be immortalized as contributors to the sustenance of GCU educational excellence.

2.4 Develop effective development plans for discussion with State Ministry of Education.

Objective 3: To become the centre of educational excellence of first choice, the beacon of excellence to other schools and be comparable to renowned international public schools.

Strategies

3.1 Publish & disseminate the college vision & shared values.

3.2 Strive to achieve a pupil-staff ratio of 8:1 continuously.

3.3 Strictly enforce the competitive examination system based on merit in selection of pupils for entry into the College.

- 3.4 Promote the policy of not less than 20 per-cent of the student population at any time shall be on scholarship/bursaries.
- 3.5 Document and enforce code of conduct for staff and pupils.
- 3.6 Benchmark worthy school and boarding practices and methodology of best public schools world-wide.
- 3.7 Set school fees at quality education levels.
- 3.8 Establish an active, strong and Independent Inspectorate Body for the setting and the maintenance of international standards and the improvement of the quality of total education available to students in GCU.
- 3.9 Ensure audio – visual and ICT resources provided for teaching are of excellent quality.
- 3.10 NEC to influence deployment of high quality and very well qualified staff, preferably Old Boys, to the School.
- 3.11 Entrench policies of induction, training, professional development and appraisal for staff.
- 3.12 Ensure school rooms are well equipped: with whiteboards, digital projectors and staff laptops to modernize teaching methods.
- 3.13 Plan curriculum of different strata in school to be of high quality to suit contemporary needs.
- 3.14 Apply state-of-the-art methods for assessing and recording pupils achievements and needs.
- 3.15 Equip the College, department and house libraries to provide excellent, readily accessible resources for study to promote the development of pupils' study skills and provide exceptional support to the College curricula by making contacts with Foundations such as the MTN Nigeria Foundation Limited.

- 3.16 Recognise academic excellence in three best students at all levels of the College.
- 3.17 Introduce 'GCUOBA Scholars' scheme to six best students at the competitive entrance examination as of old.
- 3.18 Maintain the Report Cards system to inform parents/guardians about their children/wards performance.
- 3.19 Maintain physical environment in which pupils study at highest quality level by seeking support of relevant Foundations and Education Trust Fund that are set up to assist in areas of infrastructure.
- 3.20 Promote the availability of extensive set of prizes for stellar academic achievements of staff and students.
- 3.21 Encourage GCU students to participate in international intellectual tournaments such as the Pan Africa Mathematics Olympiad (PAMO) sponsored by the National Mathematics Centre.
- 3.22 Encourage visitation by distinguished Old Boys to speak on germane topics that will facilitate educational performance and exposure to real world-situations.
- 3.23 Encourage part-time teaching by distinguished, brilliant Old Boys to stimulate enthusiasm for the physical sciences.
- 3.24 Identify all local and international sources which can provide opportunities for teachers to improve their teaching and learning capacity in the physical sciences – mathematics, physics, chemistry and biology.
- 3.25 Develop a College web-site and establish an e-library for the College to give them access to the knowledge resources of international public schools.
- 3.26 Sponsor student tours to sister government colleges to give them new experiences.
- 3.27 Sponsor best students in SSS111 to university of first choice.

Objective 4: Accord priority attention to welfare policies of the College

Strategies

- 4.1 Build, equip and staff a suitable infirmary to cater for the health needs of boarders and staff.
- 4.2 Carry out medical check up for all boarders at the beginning of every term.
- 4.3 Provide laundry equipment for the washing and ironing of the clothes of all boarders; recruit appropriate personnel to man the laundry.
- 4.4 Build a new dining hall or expand the existing hall to provide adequate accommodation for boarders during meals.
- 4.5 Provide adequate quantity and quality of meals to students.
- 4.6 Reinstate House Tutor system to afford opportunities for students to have access to staff to resolve personal problems, academic or private.
- 4.7 Provide at least two water dispensers in each House to give students access to portable water.
- 4.8 Maintain student population per House at 50 in accordance with international best practice.
- 4.9 Build an 'OBA House' equipped with modern state-of-the-art facilities.
- 4.10 Modernize water-closets in all Houses, science, administration, classrooms and library blocks.
- 4.11 Modernize shower system to permit the flow of cold and hot water.
- 4.12 Supply College wears and enforce the traditions of wearing only traditional wear in the evenings and forbidding students bringing food to dormitories.
- 4.13 Communicate policy forbidding bullying and fagging to all students and enforce severe disciplinary actions for flouters of the policy.

Objective 5: To provide total education of exceptional quality to all pupils.

Strategies

- 5.1 Provide resources – equipment, buildings and staff – for the training of students at JSS levels on vocational and entrepreneurial courses.
- 5.2 Provide sporting fields and courts, associated equipment and facilities and vigorously revive all games.
- 5.3 Restore the use of Games masters and trained coaches for all sports, and introduce achievement awards for them.
- 5.4 Revive and sustain the award of College colours and *Victor Ludorum* for sports.
- 5.5 Provide medical staff during all sporting events to deal with emergencies.
- 5.6 Promote the religious lives of all students.
- 5.7 Encourage the pursuit of extra-curricular activities by students, and introduce a reward system for the best three clubs who add greatest values in their chosen activities.
- 5.8 Revive and sustain the publication of '*The Ship*' and give awards for the best three publications in a year.
- 5.9 Encourage the formation of Chapters of GCUOBAs at the College and University levels.
- 5.10 Publish GCUOBA quarterly e –Newsletter to contain news on the activities of branches world – wide, students' chapters and employment opportunities.
- 5.11 Institute 'character and learning' awardss for JSS111 and SSS111 students.
- 5.12 Encourage 'Mock Assembly' activities to develop students' political awareness and growth.

Objective 6: To institutionalize world-class organization and management systems in the functioning of the School.

Strategies

- 6.1 Re-establish Board of Trustees to provide advice on governance of the school and to ensure accountability of financial resources expended on the College by the state government.
- 6.2 Restore *full* boarding system; and accommodation across age groups.
- 6.3 Restore prep system in which younger boarders are seated next to older boarders to facilitate resolution of academic problems.
- 6.4 Build on the prefect system to enforce discipline and control.
- 6.5 Restore fully the Housemasters and House Tutors system to provide adequate supervision of student by staff.
- 6.6 Scrupulously maintain dossier system for students and the keeping of records including the enforcement of the preparation of School Notes by Head Prefects, House Masters and House Tutors.
- 6.7 Produce annually development plans to ensure that sufficient buildings and facilities to meet boarders' needs are adequately planned for.
- 6.8 Outline role model behaviours for *all* staff and the Independent Inspectorate Body (IIB) to assess and report performance to the Board of Trustees.
- 6.9 Sponsor Principals and outstanding teachers to reputable international public schools for benchmarking and continual improvement.
- 6.10 Institutionalize Total Quality Management principles in the organization and management of the College.
- 6.11 Introduce bottom-up appraisal system to enable students give feedback on staff in pursuit of the policy of continual improvement.

Objective 7: Generate financial resources for the College and enhance its image.

Strategies

- 7.1 Build a GCU Museum to house all past relics of the College; document and tell the history of the college for posterity and as tourist attraction.
- 7.2 Build a General Purpose Hall for entertainment, wedding ceremonies etc.
- 7.3 Make functional the existing swimming pool for hire.
- 7.4 Equip the gymnasium adequately for hire.
- 7.5 Revive the 'Marine Dance' Band.
- 7.6 Produce and sell biographical sketches (GCU WHO IS WHO) of *all* past Old Boys.
- 7.7 Create Honour Roll of Old Boys, parents, teachers and community members who have made extraordinary contributions of money, time expertise and gifts to the College in strategic locations in the college and in the museum.
- 7.8 Publicly, through advertisement, or award of plaques, recognize Old Boys, parents, teachers and Community members for their service and support to the College.
- 7.9 Grow membership in all branches of the Associations to targeted levels and raise revenue from membership dues.
- 7.10 NEC to institute competitive activities among branches of the Association based on well defined criteria which will be revenue generation, membership growth etc driven.
- 7.11 Continue the production of cuff links, calendars, diaries for sale to Old Boys.
- 7.12 Organise Annual Conferences and solicit for donations from organizations and friends of the College.

7.13 NEC to form a standing GCUOBA Fund Raising Committee to raise funds for specific projects in the college. Membership shall be restricted to Old Boys who have the skill and ability to attract non- governmental funds to augment grants provided by the State Government.

CHAPTER 6

IMPLEMENTATION ACTION PLAN

Making the Vision Happen

1. Chapters one to four have addressed our glorious years, the post Powell-Carter era, where we would like to be and what objectives and strategies we should pursue to realize our vision of:

"To be the centre of educational excellence of first choice committed to providing total education of exceptional quality to all pupils to achieve the highest standards in character and learning as the beacon of excellence to other secondary schools in Nigeria while being comparable to the best international public schools."

2. Implementation of our collective vision is crucial if we are to restore the glorious past of our Alma Mater and chart a path that would ensure that our great school remains a beacon in the 21st century.
3. Annex 4, the Action Plan for realizing the Vision, contains the identified strategies for each objective, the stakeholder(s) charged with bringing them about and the time-line envisaged for achieving the strategies.

CONCLUSION

- It is hoped that this Vision document will be a blueprint that will focus the energies of the National Executive Council (NEC) of Government College Ughelli Old Boys Association and the satellite branches world-wide to constructive and far reaching actions that will not only restore our Alma Mater's glorious past but also position our great College to continue to be the bastion of educational excellence that would be second to none well into the 21st Century and beyond.
- Let us keep the ship sailing in calm and trouble free waters!

APPENDICES

**NAMES OF GCU OLD BOYS AT VISIONING MEETING HELD ON
27 NOVEMBER 2006 AT THE FEDERAL PALACE HOTELS,
VICTORIA ISLAND**

1.	Mr. G. T. S. Adokpaye	Past President	'48 set
2.	Chief J. J. Akpieyi	Facilitator & President	'54
3.	Dr. Jerry Nwankwo		'54
4.	Dr. Felix Akpe		'56
5.	Mr. Mac Ofurhie		'59
6.	Dr. Taiwo Idemudia	Vice President	'60
7.	Mr. Andrew Ohiwerei		'64
8.	Mr. Femi Agoro		'64
9.	Mr. Victor Eromosele		'67
10.	Mr. J. O. Denedo		'67
11.	Mr. Ekpagha Onoriode Edgar		'68
12.	Mr. Manny Edu		'70
13.	Mr. Cliff Akorah	Publicity Secretary	'70
14.	Mr. Alfred Okoigun	Treasurer	'70
15.	Mr. Ben Ogbogbaidi		'73
16.	Mr. Kesi Erezi Wilson		'74
17.	Mr. Austin Ejuomah		'74
18.	Mr. Eferakeya Demuvi		'74
19.	Mr. John Ulanmo		'75
20.	Mr. Omoh Podi Akpo		'80
21.	Mr. Mike Iron Bar		'76

22.	Mr. Zaccheaus Kanuhor		'82 set
23.	Mr. Onosode Omoefe		'79
24.	Mr. Ovie Esiri		'79
25.	Mr. Ikenna Onugbolu		'79
26.	Mr. Ture Ahweyevu		'79
27.	Mr. Okusubide Mozimo	Secretary & Rapporteur	'79
28.	Mr. Ejemita G. Wuyep		'84
29.	Mr. Edafiovo O. Onoriode		'84
30.	Mr. Christain Okreghe		'86
31.	Mr. Oshiojum Prince Chuks		'88
32.	Mr. Efetobo Awhana		'89
33.	Mr. Nwabueze Chinwendum		'93

UNEDITED COMPONENTS OF VISION 2025 CONTRIBUTED BY MEMBERS

1. Conceive an approach.
2. Restore past structures/glory.
3. School activities to be showcased on a website.
4. 80 – 90% of teaching staff to be old boys.
5. A school of discipline, high tradition and high values, well staffed, and well maintained structures.
6. The school to be run in partnership with government/private individuals.
7. Excellence in academic/sports, up to date in ICT.
8. Endowment fund to run the school.
9. To benchmark GCU with other schools like ETON to which it was modeled after.
10. School is the light house to the very best in the country – a centre of educational and sports excellence in Nigeria.
11. A GCU where old boys would to send their wards.
12. Focus on building a school that would drive science education in the country.
13. Need for a new entrepreneurial culture.
14. A school where cultism does not exist.
15. Depict the architectural layout of what the school used to be in the past and work out modalities on getting it back to that state.
16. To be an international reputable school that is non-tribal.
17. A GCU in which the architecture, sanitation and physical structures are revived and sustained.

**NAMES OF GCUOBA OLD BOYS PRESENT AT THE BRANCH
MEETING HELD ON SUNDAY 18TH FEBRUARY 2007 AT 7 DEJI
ODUNUGA STREET, ANTHONY VILLAGE HOSTED BY
DR. TAIWO IDEMUDIA**

1.	Mr. G.T.S. Adokpaye	Past President	'48 set
2.	Dr. Titus Okereke		'51
3.	Prof. E. Uvieghara		'51
4.	Mr. Eddy Agbahor,		'51
5.	Chief (Engr.) J.J. Akpieyi	Facilitator & President	'54
6.	Prof Itse Sagay.(SAN)		'54
7.	Prof John Amoda		'54
8.	Mr. Eddie Udogu		'56
9.	Prof. Oyewale Tomori		'58
10.	Mr John Ope Johnson (From London branch)		'59
11.	Mr. Mac Ofurhie		'59
12.	Dr. Taiwo Idemudia	Vice President	'60
13.	Engr. Taiwo Ajayi		'60
14.	Mr.Andrew Ohiwerei		'64
15.	Col. O.J. Binitie (rtd)		'65
16.	Mr. Enita Okeme	Past Secretary-General	'66
17.	Mr. Sylvester Oputa		'67
18.	M.S.B. Mahmud		'68
19.	Mr. Ekpagah Edgar		'68
20.	Mr. T.O. Ekoko		'70

21.	Mr. Cliff Akorah	Publicity Secretary	'70 set
22.	Mr. Dennis Ayisire		'70
23.	Mr. Ben Olih		'72
24.	Mr. Gordons Egbedi		'73
25.	Mr. Paul Karika		'73
26.	Mr. Asoroh A.I.		'73
27.	Mr. Oweh Mba-Sam		'74
28.	Mr. Ejemuta Gabriel Wuyep		'75
29.	Mr. Paul Ejukorlem		'75
30.	Mr. Johnny Esike		'76
31.	Mr. Napps Agumor		'76
32.	Mr. Ovemeso Ogege		'76
33.	Mr. Bernard Okumagba		'77
34.	Mr. Clement Djebah		'77
35.	Dr. Nkem Onyekpe		'77
36.	Mr. Kim Gbubetni Jamgbadi		'78
37.	Mr. Michael Otunumeruke		'78
38.	Mr. Okosubide Mozimo	Secretary & Rapporteur	'79
39.	Mr. Monday Ovuede		'79
40.	Mr. Danie Chokor		'79
41.	Mr. Ovie Esiri		'79
42.	Mr. Igho Esemitodje		'79
43.	Mr. Lucky Goldstone Uveruve		'80
44.	Mr. Awhotu Igho Clement		'84
45.	Mr. Stephen Ighofose		'85
46.	Mr. Akeju Aike		'86

47.	Mr. Agbavwe Greg		'88 set
48.	Mr. Echigeme Theophilus		'88
49.	Mr. Efetobo Awhana		'89
50.	Mr. Tadafe Morris Ogaga		'89
51.	Mr. Ejobwoke Okeme		'91
52.	Mr. Owem Oghenebrorhie		'91
53.	Mr. Owem Peter Oniovosa		'92
54.	Mr. Morris Etadafe		

ACTION PLAN DETAILS

Objective 1: To restore the past glories of GCU in all ramifications.

S/NO	STRATEGIES	ACTION BY	TIME-LINE
1.1	Build and sustain a virile National Executive Council for GCUOBAs	NEC/OBA branches world-wide	Immediate
1.2	Constitute the National Executive Council (NEC) of GCUOBAs into a powerful lobby group to influence government policies on education in Delta State but particularly GCU.	NEC/All branches	Immediate
1.3	Influence the state government to benchmark and promote the 'Adopt – a - Public – School' and the 'Community Accountability and Transparency Initiative' (CATI) new policies of the Federal government	Board of Trustees (BOT)/NEC/Lagos Branch	December 2008
1.4	Influence the State government to recognize the unique, historical nature of GCU as a Centre of Educational Excellence and to post respectable, competent Principals to the College.	BOT/NEC/Home branch/Principals	December 2008
1.5	Rehabilitate and modernize infrastructures that have decayed through application of GCUOBAs and State Government financial resources.	BOT/NEC/all branches	Immediate & continuous

1.6	Set up a "Maintenance Support Initiative" to which select group of high net worth Old Boys will make monthly contributions for the maintenance of the infrastructural facilities at the College.	NEC	Immediate
1.7	Document, print and disseminate in pamphlet form all past traditions and cultures laid down by V. B. V. Powell and Carter, the Founding Fathers of the College.	NEC	Mid 2008
1.8	Induct all new Principals, teachers, fresh and older students in the cultures and traditions.	NEC	Continuous
1.9	Make pamphlets on culture and traditions as part of welcome pack to all new boarders and teachers.	NEC	Continuous
1.10	Promote the posting of Old Boys to the school as Principals and teachers.	BOT/NEC	Continuous
1.11	Submit position papers to Delta State Government in the formulation of education budgets to have positive impact on GCU.	NEC	September 2007 & continuous
1.12	Revive and sustain the culture of efficient and effective record keeping by House masters, House tutors and Heads of School/ Houses.	BOT/IIB/NEC	Immediate
1.13	Promote the creation of pleasant surroundings of yore by instituting a	BOT/NEC	January 2008

	'Powell – Carter Cup' competition among Houses.		
1.14	Sustain the Prefect system with clearly defined responsibilities, checks and balances.	BOT/Principals	Continuous
1.15	Persuade the state government to resuscitate Board of Trustees to manage the College.	NEC	Immediate
1.16	Sponsor a draft legislature that shall require any state government to allocate a minimum of 26% of its annual budget to education in accordance with UNESCO's standards; and to compel the state legislative House to ensure strict compliance with the level of funding for secondary school education. The draft law shall also contain provisions forbidding ministries and politicians from interfering with the management and policies of secondary schools.	NEC/all branches	August 2008

Objective 2: To form partnership with the Bendel State Government for the management of GCU

S/NO	STRATEGIES	ACTION BY	TIME-LINE
2.1	Revive the government policy of grants – in – aid to secondary schools which shall be linked to performance, governance quality and extra curricular activities related.	BOT/NEC	Immediate
2.2	Generate significant funds (target ₦500 million) from GCUOBA high net worth individuals and friends of the College to position the Association to negotiate authoritatively with the state Authorities as a private partner in the management of the College.	NEC/all branches	Annually for 3 years
2.3	Set up a ' <i>GCU Foundation for Education</i> ' for funds generation and receipt of legacies created in the Wills of Old Boys and friends of the College who would like to be immortalized as contributors to the sustenance of GCU educational excellence.	NEC	Immediate
2.4	Develop effective development plans for discussion with State Ministry of Education	BOT/NEC	September 2007

Objective 3: To become the centre of educational excellence of first choice, the beacon of excellence to other schools and be comparable to renowned international public schools.

S/NO	STRATEGIES	ACTION BY	TIME-LINE
3.1	Publicize the Vision statement and shared values	BOT/NEC/All branches/Principals	2008
3.2	Strive to achieve a pupil-staff ratio of 8:1 continuously.	Board of Governors/NEC	Immediate
3.3	Strictly enforce the competitive examination system based on merit in selection of pupils for entry into the College.	Board of Governors/Principals/NEC	Immediate
3.4	Promote the policy of not less than 20 per-cent of the student population at any time shall be on scholarship/busaries.	NEC/Board of Governors/all branches	Immediate
3.5	Document and enforce code of conduct for staff and pupils.	BOT/Principals	Immediate
3.6	Benchmark worthy school and boarding practices and methodology of best public schools world-wide.	BOT/NEC	Continuous
3.7	Set school fees at quality education levels	BOT	Continuous
3.8	Establish an active, strong and	BOT/State Education	Immediate

	Independent Inspectorate Body for the setting and the maintenance of international standards and the improvement of the quality of total education available to students in GCU.	Ministry (SEM)	
3.9	Ensure audio – visual and ICT resources provided for teaching are of excellent quality.	BOT/NEC/all branches	December 2010/2011
3.10	Influence deployment of high quality and very well qualified staff, preferably Old Boys, to the School.	BOT/NEC	Continuous
3.11	Entrench policies of induction, training, professional development and appraisal for staff.	BOT/NEC/Principals	Continuous
3.12	Ensure school rooms are well equipped: with whiteboards, digital projectors and staff laptops to modernize teaching methods.	BOT/NEC/All branches	December 2009 and early 2010
3.13	Plan curriculum of different strata in school to be of high quality to suit contemporary needs.	BOT/NEC	Continuous
3.14	Apply state-of-the-art methods for assessing and recording pupils achievements and needs.	BOT/NEC/Principals	August 2008
3.15	Equip the College, department and house libraries to provide excellent, readily accessible resources for study to promote the development	NEC/BOT/All branches	2010/2011

	of pupils' study skills and provide exceptional support to the College curricula by making contacts with Foundations such as the MTN Nigeria Foundation Limited.		
3.16	Recognise academic excellence in three best students at all levels of the College.	NEC/All branches	Immediate
3.17	Introduce 'GCUOBA Scholars' scheme to six best students at the competitive entrance examination as of old.	NEC/All branches	Immediate
3.18	Maintain the Report Cards system to inform parents/guardians about their children/wards performance.	BOT/NEC	Immediate
3.19	Maintain physical environment in which pupils study at highest quality level by seeking support of relevant Foundations and Education Trust Fund that are set up to assist in areas of infrastructure.	BOT/NEC	Immediate
3.20	Promote the availability of extensive set of prizes for stellar academic achievements of staff and students.	BOT/NBEC	December 2008
3.21	Encourage GCU students to participate in international intellectual tournaments such as the Pan Africa Mathematics	BOT/NEC/Principals	Immediate

	Olympiad (PAMO) sponsored by the National Mathematics Centre.		
3.22	Encourage visitation by distinguished Old Boys to speak on germane topics that will facilitate educational performance and exposure to real world-situations.	NEC/GCU clubs/Principal	June 2008
3.23	Encourage part-time teaching by distinguished, brilliant Old Boys to stimulate enthusiasm for the physical sciences.	BOT/NEC/Principal	Immediate
3.24	Identify all local and international sources which can provide opportunities for teachers to improve their teaching and learning capacity in the physical sciences – mathematics, physics, chemistry and biology.	BOT/Principals	Immediate
3.25	Develop a College web-site and establish an e-library for the College to give them access to the knowledge resources of international public schools.	NEC/All branches	December 2009
3.26	Sponsor student tours to sister government colleges to give them new experiences.	BOT/NEC/All branches/Principals	2010 & continuous
3.27	Sponsor best students in SSS111 to University of first choice.	NEC/All branches	Immediate

Objective 4: Accord priority attention to welfare policies of the College

S/NO	STRATEGIES	ACTION BY	TIME-LINE
4.1	Build, equip and staff a suitable infirmary to cater for the health needs of boarders and staff.	BOT/SEM/NEC	Immediate
4.2	Carry out medical check up for all boarders at the beginning of every term.	Principals	2009
4.3	Provide laundry equipment for the washing and ironing of the clothes of all boarders; recruit appropriate personnel to man the laundry.	BOT/SEM	2008
4.4	Build a new dining hall or expand the existing hall to provide adequate accommodation for boarders during meals.	BOT/SEM/NEC	2009
4.5	Provide adequate quantity and quality of meals to students.	BOT/SEM	Immediate
4.6	Reinstate House Tutor system to afford opportunities for students to have access to staff to resolve personal problems, academic or private.	BOT/SEM	Immediate
4.7	Provide at least two water dispensers in each House to give students access to	NEC/All branches	Immediate

	portable water.		
4.8	Maintain student population per House at 50 in accordance with international best practice	BOT/SEM/NEC	2008/2009
4.9	Build an 'OBA House' equipped with modern state – of – the – art facilities.	NEC/All branches	2010/2011
4.10	Modernize water-closets in all Houses, science, administration, class-rooms and library blocks.	BOT/SEM/NEC/All branches	2009/2010
4.11	Modernize shower system to permit the flow of cold and hot water.	BOT/SEM/NEC/All branches	2009/2010
4.12	Supply College wears and enforce the traditions of wearing only traditional wear in the evenings and forbidding students bringing food to dormitories.	BOT/SEM/Principals	2008/2009 & Continuous
4.13	Communicate policy forbidding bullying and fagging to all students and enforce severe disciplinary actions for flouters of the policy.	BOT/Principals	Immediate

Objective 5: To provide total education of exceptional quality to all pupils.

S/NO	STRATEGIES	ACTION BY	TIME-LINE
5.1	Provide resources – equipment, buildings and staff – for the training of students at JSS levels on vocational and entrepreneurial courses.	BOT/SEM/NEC	2008/2009
5.2	Provide sporting fields and courts, associated equipment and facilities and vigorously revive all games.	BOT/SEM/All branches	Immediate
5.3	Restore the use of Games masters and trained coaches for all sports, and introduce achievement awards for them.	BOT/SEM/NEC/All branches	Immediate
5.4	Buy two games' van for the College	BOT/SEM/NEC/All branches	2008
5.5	Revive and sustain the award of College colours and <i>Victor Ludorum</i> for sports.	BOT/NEC/All branches	Immediate
5.6	Provide medical staff during all sporting events to deal with emergencies	BOT/Principals	Immediate
5.7	Promote the religious lives of all students	Principals	Immediate
5.8	Encourage the pursuit of extra-curricular activities by students, and introduce a reward system for the best three clubs who add greatest values in their chosen activities.	Principals	Immediate
5.9	Revive and sustain the publication of <i>The</i>	BOT/NEC/All	Immediate

	<i>Ship'</i> and give awards for the best three publications in a year.	branches	
5.10	Encourage the formation of Chapters of GCUOBAs at the College and University levels	NEC/All branches	Immediate
5.11	Publish GCUOBA quarterly e –Newsletter to contain news on the activities of branches world – wide, students' chapters and employment opportunities.	NEC/All branches	2008
5.12	Institute character and learning award for JSS111 and SSS111 students	NEC/All branches	2008
5.13	Encourage 'Mock Assembly' activities to develop students' political awareness and growth.	BOT/Principals	2008

Objective 6: To institutionalize world-class organization and management systems in the functioning of the School.

S/NO	STRATEGIES	ACTION BY	TIME-LINE
6.1	Re-establish Board of Governors to provide advice on governance of the school and to ensure accountability of financial resources expended on the College by the state government.	BOT/SEM/NEC	2008
6.2	Restore <i>full</i> boarding system; and accommodation across age groups.	BOT/SEM/NEC	2008
6.3	Restore prep system in which younger boarders are seated next to older boarders to facilitate resolution of academic problems.	BOT/NEC/Principals	2008
6.4	Build on the prefect system to enforce discipline and control.	BOT/Principals	Immediate
6.5	Restore fully the Housemasters and House Tutors system to provide adequate supervision of student by staff.	BOT/SEM/NEC	2008/2009
6.6	Scrupulously maintain dossier system for students and the keeping of records including the enforcement of the preparation of School Notes	BOT/IIB/NEC	Immediate

	by Head Prefects.		
6.7	Produce annually development plans to ensure that sufficient buildings and facilities to meet boarders' needs are adequately planned for.	BOT/NEC/Principals	Continuous
6.8	Outline role model behaviours for <i>all</i> staff and the Independent Inspectorate Body (IIB) to assess and report performance to the Board of Trustees.	BOT/NEC/IIB/Principals	2008
6.9	Sponsor Principals and outstanding teachers to reputable international public schools for benchmarking and continual improvement.	BOT/SEM/NEC/All branches	2009 and continuous thereafter
6.10	Institutionalize Total Quality Management principles in the organization and management of the College.	BOT/NEC/Principals	2009 and continuous
6.11	Introduce bottom-up appraisal system to enable students give feedback on staff in pursuit of the policy of continual improvement.	BOT/IIB/Principals	2009 and continuous

Objective 7: Generate financial resources for the College and enhance its image.

S/NO	STRATEGIES	ACTION BY	TIME-LINE
7.1	Build a GCU Museum to house all past relics of the College; document and tell the history of the college for posterity and as tourist attraction.	BOT/SEM/NEC/All branches	2010/2011
7.2	Build a General Purpose Hall for entertainment, wedding ceremonies etc.	BOT/SEM/NEC/All branches	2012/2013
7.3	Make functional the existing swimming pool for hire.	BOT/SEM/NEC/All branches	2008/2009
7.4	Equip the gymnasium adequately for hire.	BOT/SEM/NEC	2009/2010
7.5	Revive the 'Marine Dance' Band.	BOT/NEC/All branches	2009/2008
7.6	Produce and sell biographical sketches (GCU WHO IS WHO) of <i>all</i> past Old Boys.	NEC/All branches	2008
7.7	Create Honour Roll of Old Boys, parents, teachers and community members who have made extraordinary contributions of money, time expertise and gifts to the College in strategic locations in the college and in the museum.	NEC/All branches	2008
7.8	Publicly, through advertisement, or award of plaques, recognize Old Boys, parents, teachers and Community members for their service and support to	NEC/All branches	2008/2009 Re-union & continuous

	the College		
7.9	Grow membership in all branches of the Associations to targeted levels and raise revenue from membership dues.	NEC/All branches	Immediate
7.10	NEC to institute competitive activities among branches of the Association based on well defined criteria which will be revenue generation, membership growth etc driven	NEC/All branches	2008 Re-union & continuous
7.11	Continue the production of cuff links, calendars, diaries for sale to Old Boys	NEC/All branches	Immediate
7.12	Organise Annual Conferences and solicit for donations from organizations and friends of the College	NEC/All branches	Annually
7.13	Form a standing GCUOBA Fund Raising Committee to raise funds for specific projects in the college.	NEC/All branches	Immediate

ACKNOWLEDGEMENTS

- The book, *A Cradle of Excellence – A History of Government College Ughelli (1945 – 1990)* by B.J.E. Itsueli was quite a useful reference source in the preparation of this Vision document. For the students who were at Government College Ughelli (GCU) from 1954 – 1961, the years Mr. Itsueli has dubbed the glorious years of GCU, the book was useful in jogging memories of the traditions and cultures in which they were key players and witnesses.
- The book was also quite useful in providing invaluable insights into the events which shaped GCU in its formative years and practices which underscored the style and tone of the leadership of Mr. C.C. Carter's era.
- The Website of Eton College was useful in providing information about how this five and a half centuries old, reputed school has maintained its cultures and traditions and yet continues to improve on its past legacies. If GCU is to be the College of first choice in Nigeria and comparable to the best international public schools, there is a lot to be gained from benchmarking this educational institution whose fame is second to none. This vision document has done so in a manner appropriate to Nigeria's and GCU circumstances.