

**Education Sector Support Programme in Nigeria
(ESSPIN)**

**Report of the Nigerian Study Tour to China
Gansu Province and Beijing**

Report Number 015

Alero Ayida-Otobo
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The documents include:

ESSPIN 001	ESSPIN 1 st Quarterly Report
ESSPIN 002	MTSS Strategy
ESSPIN 003	M&E Strategy
ESSPIN 004	Inception Strategy
ESSPIN 005	Report Re-assigned ESSPIN 204
ESSPIN 006	ESSPIN 3 rd Quarterly Report
ESSPIN 007	Report Re-assigned ESSPIN 205
ESSPIN 008	National Consultant Capacity Building Programme
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ESSPIN 208	Progress Report on the MTSS Preparation in Jigawa, Kaduna and Kano: Planning Task Specialist Visit 2
ESSPIN 209	Support to the completion of Medium-term Sector Strategy (MTSS) for Jigawa, Kaduna and Kano: Finance Task Specialist Visit 1
ESSPIN 210	Support to the completion of Medium-term Sector Strategy (MTSS) for Jigawa, Kaduna and Kano: Finance Task Specialist Visit 2
ESSPIN 211	Services to support the completion of Medium-term Sector Strategies (MTSS) in Lagos & Kwara states: Task Team Leader Visit 4
ESSPIN 212	Support to the Completion of Medium-term Sector Strategy (MTSS) for Jigawa, Kaduna and Kano: Finance Task Specialist Visit 3, May 09

- ESSPIN 213 Services to support the completion of Medium-term Sector Strategies (MTSS) in Lagos & Kwara states: Task Team Leader Visit 5
- ESSPIN 214 Support to the Completion of Medium-term Sector Strategy (MTSS) for Jigawa, Kaduna and Kano: Finance Task Specialist Visit 4, June 09
- ESSPIN 215 Support to the Completion of Medium-term Sector Strategy (MTSS) in Lagos and Kwara: International Finance Task specialist Visit 2 July 09
- ESSPIN 216 Progress Report on the MTSS Preparation in Jigawa, Kaduna and Kano: Planning Task Specialist Visit 3 July 09
- ESSPIN 217 Support to the Completion of Medium-term Sector Strategy in Lagos and Kwara: National Finance Task Specialist Visit 1 – 3
- ESSPIN 218 Institutional Development, Public Finance Management - Inception/Scoping Visit 1
- ESSPIN 219 Support to the Completion of MTSS for Kaduna, Kano and Jigawa: Finance Task Specialist Visit 5
- ESSPIN 220 Strategic Planning & MTSS Support at Federal and State (Kwara) levels: Task Team Leader Visit 6
- ESSPIN 221 Support to the Completion of MTSS for Kaduna, Kano and Jigawa: Finance Task Specialist Final Report
- ESSPIN 222 Public Finance Management (PFM) Task Specialist Visit to Kwara, 24th August-5th September 2009
- ESSPIN223 Institutional Development, Public Finance Management – Task Specialist Visits 2 – 4 Report, August 2009

- ESSPIN 301 Teaching and Learning Survey
- ESSPIN 302 School Infrastructures and Maintenance Review for ESSPIN States
- ESSPIN 303 Preparation for the Main Teaching and Learning Survey, May 2009
- ESSPIN 304 Assessment of Teacher Development Needs

- ESSPIN 401 School Based Management Committees Research February 09
- ESSPIN 402 School Based Management Committees Research March 09
- ESSPIN 403 IQTE integration work in Kano, Kaduna and Jigawa: Task Specialist Visit Reports 1 – 4
- ESSPIN 404 School Based Management Committees (SBMCs) in Policy and Practice: Vol. 1 - Research Synthesis Report and Vol. 2 – Guidance and Tools for the Research

- ESSPIN 501 Communications and Knowledge Management Strategy
- ESSPIN 502 Communication Task Specialist Visit Report, December 08
- ESSPIN 503 Education Management Information Systems (EMIS) - Scoping Mission
- ESSPIN 504 Communication Task Specialist Visit Report, February 09
- ESSPIN 505 Report on Scoping Visit to Develop BBCWST Communications Strategy for ESSPIN
- ESSPIN 506 Education Management Information Systems (EMIS) May 09
- ESSPIN 507 Communications Task Specialist Visit Report, April/May 09
- ESSPIN 508 Knowledge Management Task Specialist Support Visit Report, Mar/April 09
- ESSPIN 509 ICT Strategy Draft Report, April 09
- ESSPIN 510 ICT Strategy Implementation Plan Draft Report April 09
- ESSPIN 511 Development of ESSPIN Programme and Management Information Communication System

ESSPIN 512	Knowledge Management Support Visit Report, Oct 08
ESSPIN 513	Mapping ESSPIN Research Strategy, April 09
ESSPIN 514	Education Management Information Systems: Fourth Visit Report, June 09
ESSPIN 515	Task Specialist Support Communication Visit Report, June 09
ESSPIN 516	Monitoring and Evaluation Inception Phase Visit Reports 1 – 4
ESSPIN 517	Communications Capacity Building visit to Lagos, Kaduna and Kano, Aug 09
JG 301	An Assessment of Teacher Education in Jigawa State: Task Specialists Visit 1
JG 302	An Assessment of Teacher Education in Jigawa State: Task Specialists Visit 2
JG 401	SMBCs in Policy and Practice: Jigawa state Report
KD 301	Institutional Analysis of Teacher Education Structures in Kaduna State with Particular Focus on Gidan Waya College of Education: Task Specialists Visit 1
KD 302	Institutional Analysis of Teacher Education Structures in Kaduna State with Particular Focus on Gidan Waya College of Education: Task Specialists Visit 2
KD 401	SMBCs in Policy and Practice: Kaduna State State Report
KN 301	Education Institutional Development: Teacher Education Strategy for Kano State, Task Specialists Visit 1
KN 302	Education Institutional Development: Teacher Education Strategy for Kano State, Task Specialists Visit 2
KN 401	IQTEB Proposal for the Approval of Kano State Government, Jun 09
KN 402	SMBCs in Policy and Practice: Kano State Report
KW 301	An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study
KW 302	Oro College Review of Strategic Priorities
KW 303	Curriculum Transformation for College of Education Oro
KW 304	Towards a Transformed Pre-Service Teacher Education Curriculum for College of Education Oro
KW 305	Institutional Strengthening of Oro College
KW 306	Teacher Strategy; Improving the Teaching of Literacy and Numeracy: Scoping visit
KW 307	Institutional Strengthening at Oro College and Teacher Development Strategy
KW 308	Curriculum Transformation at Kwara State College of Education
KW 309	Institutional Strengthening of Kwara State College of Education, Oro: Sept 09
KW 401	Functional and Training Needs Assessment of DSM (UBEC and SUBEB) Consultancy Report
KW 402	SMBCs in Policy and Practice: Kwara State Report
LG 301	Lagos State Colleges of Education: An Assessment of the Preconditions and Potential for ESSPIN Support
LG 401	SMBCs in Policy and Practice: Lagos State Report

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Acronyms and Abbreviations

CE	Cambridge Education
DFID	Department for International Development
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
FME	Federal Ministry of Education
GBEP	Gansu Basic Education Project
GDP	Gross Domestic Product
HT	Head Teacher
LGA	Local Government Area
LGEA	Local Government Education Authority
MDA	Ministries, Departments and Agencies
MOE	Ministry of Education
MoES&T	Ministry of Education, Science and Technology
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
PEM	Primary Education Management
PMO	Project Management Office
SMOE	State Ministry of Education
SUBEB	State Universal Basic Education Board
SUBEP	Support to Universal Basic Education Project
UBEC	Universal Basic Education Commission

Abstract

1. This report describes the Study Tour undertaken by twelve senior education officials from ESSPIN-supported States and the federal level. The purpose of the Study Tour was to learn lessons from a successful DFID-funded project in Gansu Province and to reflect on education issues in Nigeria. The tour took place in October 2009 and is the first of two high-level study tours to China.



Introduction



2. A delegation of 12 people from the 5 ESSPIN States – Kaduna, Kano, Kwara, Jigawa and Lagos and the Federal Level left Nigeria on the 11th of October on a two week China Education Study Tour to Beijing and the Gansu Province in the North West Region of China. Several Primary, Junior Middle and Senior High Schools were visited with each visit giving instructive and constructive insight into the Gansu Basic Education Project implemented between 1999 and 2006. Even though each School revealed its unique characteristics, there was a common thread running through them namely:

- The pupil-centered learning and participatory style of teaching;
- The functional make-up of the school and its efficient management and administrative structure;
- The strong leadership exhibited by the Head Teachers (impact of Head Teacher training) and the school administrators at the County and Provincial level. Clearly visible was the strong support and clear strategic direction given by the County and Provincial Government. The Head Teachers consistently emphasized the financial support from government (for instance the subsidy given for the running of boarding schools shared 80:20 by the Province and County respectively) and their involvement with training of teachers;
- The culture of discipline and commitment displayed by the teachers and students;
- The school's clean, well-ordered environment;
- The emphasis on School Based Development Planning.

3. The Study Tour commenced with a Briefing Session on Tuesday 12th October at the Cambridge Education Office in Beijing. This session was invaluable in setting the tone for the visit to schools. It gave a clear understanding of the Chinese educational system and a broad overview of the successful Gansu Basic Education Project (GBEP) and the follow-on project – Support to Universal Basic Education (SUBEP) launched in April 2006. At the session the delegates were given the DVD on the Gansu Basic education project “*Reaching the Unreached*” and an extremely informative DFID-funded book enumerating the lessons learnt and the challenges that were faced, which hopefully will be addressed by SUBEP.
4. Several meetings were held with various County and Provincial Officials, where issues of school management and administration were discussed. Other highlights of the Study Tour were the meetings held with the Director, Division of European Affairs, Department of International Cooperation & Exchanges, Ministry of Education and a visit to the Centre for Basic Education and Teacher Education, Graduate School of Education Peking University. Here we met with Prof C. Cheung, who has been closely involved with the Gansu Basic Education Project. Also the delegation attended the 4th Beijing International Forum on Education for Sustainable Development and met with DFID China (see Appendix 1 – the China Study Tour Travel Itinerary for details).
5. Three wrap-up sessions were held – the first at the end of week 1, the second at the beginning of week 2 and the third at the end of week 2. The three sessions identified the lessons learnt on the Study Tour; the action steps that each ESSPIN State could take in applying the lessons learnt and the methods and mode of implementation that could be adopted.

Background Information

6. China runs the largest education system in the world – 20% of the world’s students. To put this in perspective – the student population in China is equivalent to Nigeria’s total population of 140 million people. Yet with this number of children the Chinese government has achieved the two important goals that it set for itself in 1993 in the area of education – that by 2000, youth illiteracy would be eliminated and that nine-year compulsory education would be available to all. By 2007 these goals had been realized in the areas inhabited by 99% of the population. By the end of 2007 net primary enrolment had reached 99.4%, secondary gross enrolment 66% and tertiary gross enrolment 23%.
7. Below is a table that shows a comparative analysis of enrolment figures at the primary, secondary and tertiary level for China and Nigeria as well as the percentage of GDP dedicated to education.

Indices	China (2007 Data)	Nigeria (2005 Census Figures)
% of GDP allocated to Education	3.2%	4.7% to 5.2%
Primary Net Enrolment	99.4%	63%
Secondary Gross Enrolment	66%	31.4%
Tertiary Gross enrolment	23%	4%

Table 1: Comparative Analysis – China and Nigeria

8. However, the significant achievement of almost 100% primary net enrolment conceals local rural disparities. In several of the provinces in North-West China rural poor, ethnic minorities, girls and migrants are clearly disadvantaged. Enrolment in many rural schools is still low because of the low income of the rural household and high education costs.
9. To address these issues the Gansu Basic Education Project (GBEP) was designed in 1998 and implemented between 1999 and 2006 to pilot a number of new approaches to education reform in poor rural areas. The lessons learnt are now being applied in new projects in other counties and provinces going beyond the original 4 target counties under GBEP. The achievements of the project spread across a wide range of education areas or disciplines – from reformed teaching practices to a dramatically improved education management information system. The delegation of 12 visited 4 of these schools transformed by the implementation of the new approaches. The delegation also visited two schools in Beijing involved in a project to introduce School Development Planning. This project has technical assistance supplied by Cambridge education and is funded by the Beijing government.

The Delegation on the China Study Tour

S/N	NAME	DESIGNATION
1.	Prof Muhammed I. Junaid	Executive Secretary , National Commission for Colleges of Education
2.	Prof. Ruqayyatu Ahmed Rufai, OON	Hon Commissioner, MoES&T, Jigawa State
3.	Musa Saliyu	Hon Commissioner, MoE Kano State
4.	Ms Ronke Azeez	Special Adviser to the Deputy Governor, Lagos
5.	Mrs Omolara Folushade Erogbogbo	Permanent Secretary, MoE Lagos State

6.	Adetunji Fagbemi	Permanent Secretary, MoES&T, Kwara State
7.	Mrs Gbolahan K. Daodu	Chairman, SUBEB Lagos State
8.	Bashir Balarabe	Exec Chairman SUBEB, Kaduna State
9.	Dr Saadu A.K. Alanamu	Chairman, SUBEB, Kwara State
10.	Sani Abdullahi Gumel	Exec Chairman SUBEB, Jigawa State
11.	Stephen Baines	Technical Team Coordinator, ESSPIN
12.	Alero Ayida-Otobo	Lead Specialist, Policy & Planning, ESSPIN

Main findings and lessons Learned



Picture 3: Pupil centered learning

10. At the main Wrap-up Sessions held on Monday 19th and Friday 23rd October 2009 the delegation summarized the lessons they had learnt through the observation of these approaches and the several briefing sessions at the schools visited as follows:

1.	Pupil centered learning and emphasis on pupil participation.
2.	Teacher quality and the emphasis on relevant hands-on; in-class in service training.
3.	Implementation of the new National Curriculum through the participatory approach to learning.

4	Evidence of greater school autonomy by Head teachers who displayed leadership and management capabilities.
5	The cleanliness of the school and well-ordered external environment.
6	Functional physical make-up of the schools; their cost-effective simple structures.
7	The Culture of Discipline; commitment and dedication exhibited by teachers and students. Strong emphasis on Moral Education in the Curriculum and also physical education.
8	Emphasis on School Based Development Planning.
9	The devolution of responsibility with its positive impact on accountability and the ability to make change happen. Also evidence of sufficient funding.
10	The evidence of strong leadership at every level – county; provincial.
11	Smooth flow of administrative processes from the Province to County to the schools.
12	Clear separation of roles and responsibilities in respect of functions.
13	Phased approach to change in the schools. The importance of starting with pilot schools to guide future development of other schools was noted.
14	Integrated, comprehensive approach to school transformation/improvement.
15	Involvement of key stakeholders – parents, the communities.
16	Significant amount of time spent on learning – school day starts at 8.00a.m till 12.30pm and then continues at 2.30p.m till 6.00p.m.
17	Emphasis on extra-curricular activities in the school and practical activities such as Exploratory Study Activities, Community Service & Social Practice.
18	Increased Focus on Science and technology education.
19	The teaching of students in a universal “mother-tongue” – Mandarin at Early Childhood education level.
20	The strong involvement of the academic community in school management; research studies; training of teachers and school improvement projects. They also work closely with government policy makers.
21	The use of School data and mapping tool to plan school locations.
22	As a result of school consolidations – the establishment of boarding schools to enable children attend schools outside their immediate location. Provision of Boarding School Grants.
23	Effective monitoring of teachers. In some urban schools this is through the use of “Campus Monitor Centers” enabling the Head teacher and parents to monitor teachers through cameras in class rooms.
24	Lean Central Ministry of Education (only about a 100 Technical/professional staff manage the Education system at MOE).

Application of Lessons Learned

11. The delegates identified the following needs:

- To define the “New Type of School”. As ideas were shared it became clear that participants/delegates were beginning to have a better understanding and appreciation of ESSPIN’s School Improvement Programme (Output 3) which is an encapsulation of all that was observed during the school visits. ESSPIN’s SIP includes head teacher training, support and advisory service; teacher training in basic teaching skills and a more child-centered approach and school development planning involving the community amongst other initiatives.
- To apply the new approach to selected pilot schools.
- To identify and select the good teachers through the implementation of a Teacher Assessment exercise. These teachers to be trained as Master Trainers and used in the Pilot programme (as is currently being done in ESSPIN-supported states, where these Master Trainers have been selected and are members of the State School Improvement Teams).
- To revise teacher training modules to reflect pupil centered approaches.
- To begin to utilize the approved NCE Teacher standards in each State (ESSPIN to circulate).
- To develop quality materials and teaching resources to be used in training the teachers. Picture 4 below shows the wide range and rich content of the teaching resources used in the GBEP.



Picture 4: Teaching modules and resources used in the In-service Training of the Teachers and head teachers

Next Steps

12. The delegates identified the following action points

- Create awareness of the new approaches, especially the participatory approach to teaching across the state education system – amongst Education Secretaries, Head teachers and relevant MDAs
- Make use of existing data and where necessary undertake School Mapping tools to rationalize schools in order to manage the over-crowdedness of urban schools and near desertion of rural schools
- Establish pilot schools, which can be replicated, and revisit existing model school projects to ensure a strong replication strategy is put in place. Model schools as stand-alone projects are rarely successful and sustainable.
- Enhance management at school level through Head Teacher training, in-service teacher training and School Based development Planning.
- Get more money to schools as an important aspect of the School Improvement strategy.
- Improve School Administration and Local Government Supervision by looking at devolution of responsibility; address issues of accountability and remove the confusion around roles and responsibilities.
- Adopt the “package” approach to Whole School planning and development.
- At the Institutional level – restructure the minimum standards for the NCE qualification. Incorporating the participatory approach into the minimum standards for NCE will now receive priority attention. The visit to China was described as very timely in terms of the impact it would have before the launching of the new NCE curriculum in 2010.
- Revisit the need to streamline the various units of the MDA (Ministry of Education, parastatals, SUBEB etc.) to reduce the overlaps and duplications that currently exist. It was agreed that there is a need to delineate clear lines of responsibility and move towards devolving decision making and establishing greater accountability amongst key basic education service providers.

Closing Thoughts

13. The China Study Tour had a profound impact on all delegates. At the beginning of the first wrap-up session an important observation was made with regard to the Study Tour – namely, that delegates had two options:

- Return to our respective States and do nothing – allowing the system to continue the way it is; or
- Deliberately and consciously engineer the required change – in other words exhibit the necessary leadership to make change happen.

14. It was noted that ESSPIN will support the States willing to embark on the journey of implementing a focused School Transformation Programme.
15. To help maintain focus, a China Study Tour Focus Recap Session is being planned for December 2009.

Annex 1 Objectives of the Study Tour to China

1. Obtain an outline understanding of the education system in China and the context in which successful DFID-funded projects have operated there.
2. Study the design, activities and impact of the Gansu Basic Education Project.
3. Allow participants to discuss education matters of mutual interest with Chinese officials who have equivalent responsibilities in Gansu and Beijing.
4. Immerse participants in the issues of educational governance and service delivery and provide opportunities for informed discussion and reflection.
5. Demonstrate successful developments and interventions that could be replicated.
6. Examine the relevance of the study tour visits and discussions to the situation in Nigeria, draw parallels and learn lessons from the Chinese experience in improving schools, expanding access and managing education reform.
7. Deepen understanding of the purpose, approaches and activities of ESSPIN.
8. Develop strong working relationships between ESSPIN staff and senior Nigerian Government officials.

Annex 2 - The China Study Tour Itinerary

Monday 12th to Monday 26th October 2009

Duration: 14 days

	Morning	Afternoon	Evening
Mon 12 th		Arrive BJ	Dinner Hosted by CE
Tue 13 th	CE office - Introduction : Briefing on programme Overview of the education system (HWB / ZJ) Lunch by CE	Go to Gansu	Dinner with Mr Bai, the SUBE P Director
Wed 14 th	Travel to Wuwei Prefecture	Briefing by PED on Gansu Education and SUBEP; Introduction by Wuwei Education Bureau on SUBEP	Dinner w director
Thu 15 th	Visits to schools	Visits to schools	Dinner w director
Fri 16 th	Visits to schools	Return to Lanzhou 1 st Wrap-Up Meeting	Dinner w director
Sat 17 th	Back to Beijing by Air	Sightseeing	free
Sun 18 th	Sightseeing to Great Wall etc.	Sightseeing – Ming tombs	Free
Mon 19 th	Wrap-Up Session 2	Visit to Nigerian Embassy	Free
Tue 20 th	The High School of Beijing Iron & Steel College, Haidian District	Visit to Peking University Graduate School for Basic Education and Teacher Education (Prof C. Cheung)	Free
Wed 21 st	Visit to Lixin School Haidian District Education office ; discuss district education system	Meeting at MoE : discussion on education policy in China : Centre / Province relationships ; education financing	
Thu 22 nd	Attend International Forum on Education for Sustainable Development	Meeting at DFID	Free
Fri 23 rd	Visit schools with sound practices on Education for Sustainable Development	Wrap-up Session 3	Dinner at the Nigerian Embassy

Sat 24th	Free	Free	Free
Sun 25th	Free	Free	Farewell dinner by CE
Mon 26th	Depart Beijing		

Annex 3 - List of Schools Visited in Gansu and Beijing and Names of Head teachers

	School	Headteacher
Liangzhou County, Gansu Province	Xiehe Middle School	Wang Shenglong
	Xiehe No. 5 Primary School	Xu Wende
Minqin County, Gansu Province	Quanshan Primary School	Wang Zhonghuai
	Hong Liugang Primary School	Liu Changzhu
Haidian District, Beijing	High School of Beijing Iron & Steel College	Ji Shiming
	Lixin Primary School	Xu Fengxia
Fangshan District, Beijing	Zhou Koudian Primary School	Wu Xinying

Annex 4 - List of Officials met on the Gansu Visit

No.	Name	Title
1.	Guifu Li	Deputy Director of Provincial Education Department, Gansu
2.	Mutang Li	Director of Teacher Training Division of the Provincial Education Department, Gansu (One of the key managers in charge of SUBEP)
3.	TianYou Bai	Director of Teacher Training Division of the Provincial Education Department, Gansu Deputy Director of SUBEP Project Management Office
4.	Zhiyong Qi	Deputy Director of Institute of Education Science, Gansu Province
5.	Shizu Meng	Assistant to the Mayor
6.	Guoqing Li	General Secretary of the Municipal Government
7.	Yunzhong Lei	Deputy Director of Student Recruitment Committee, Wuwei
8.	Zhengmao Li	Institute of Education Science, Wuwei
9.	Xuehong Zhang	Officer of the SUBEP Project Management Office, Provincial Education Department
10.	Shengqiang, Luo	CEP Director of Liangshang Prefecture, Vice Secretary of Communist Party
11.	Fashou Yang	Deputy CEB Director, Liangshan Autonomous Prefecture Director of SUBEP PMO at the Prefectural level
12.	Fu Zhao	Deputy Director of Inspection Division, Education Bureau of Liangshan Autonomous Prefecture
13.	Fuchun Zhu	Deputy Director, Teaching and Research Division, Education Bureau of Liangshan Autonomous Prefecture
14.	Yude Wang	Director of Primary Education Management Division, Education Bureau of Liangshan Autonomous Prefecture
15.	Zecai Wang	Head Teacher of Heping Street Primary School Key HT Trainer of SUBEP

Annex 5 - Highlights of School Visits

Wuwei Prefecture – 2 schools were visited on Thursday 15th October 2009

1. Each school visit included:
 - A tour of the school – its environment and facilities;
 - The children at “work” in the classroom and in the playground; and
 - Discussions with the teachers and Head teachers
2. Classroom Size – 25 to 45 in a class depending on the type of school
3. The two schools visited were the delegates’ first experience of boarding facilities in the schools. The boarding schools were spartanly furnished with the basic essentials. It was observed that teachers were also accommodated in the schools. The key learning point here is that boarding schools were established in response to the results of school mapping exercises that led to the merger of schools across the counties and prefecture. Students have therefore come from other counties.
4. The boarding schools are subsidised (80% of required funds come from the Province and 20% from the County).
5. Community closely involved in the management of the schools. At least once a term the community meets with the school leadership.
6. At the meeting held with the teachers and the Head teachers the main topic discussed were the Pupil-Centred Teaching and the various comments made were illuminating:
 - “Teachers no longer lecture – they now guide”
 - “Pupils are now “Masters of the classroom”

Beijing – The High School of Beijing Iron & Steel College on Tuesday 20th October 2009

7. This school was one of the most impressive of the schools that we visited. It comprised of a Junior and a Senior Secondary School.
8. The emphasis of the school is on technology. The classrooms on the technology floor were structured and organized along “Practice Rooms”:
 - The Science & Technology Practice Room
 - Automobile Driving Simulator Practice Room
 - Robots Making Practice Room
 - Costume Design Practice Room
9. In addition had 2 special classrooms – the Psychology Consultant Classroom and the Plant & Tissue Culture laboratory

10. In March 2009 the school for the first time embarked on a School Development Plan

Visit to Lixin School, Haidian District on Wednesday 21st October 2009

11. Lixin School is made up of 4 types (components) of schools namely: Kindergarten, Primary, Junior Middle and Senior High. Lixin School is one of only 2 schools in Beijing to have 4 types of school.
12. Built in 1920. It is a school with very good facilities and is recognised as one of Haidian District's leading school.
13. All teachers have laptops and there is significant emphasis on ICT
14. The Head teacher operates an effective monitoring system to monitor learning through the innovative use of a *Campus Monitor Centre*. The Head teacher through the use of technology can listen to any lesson from her office. Parents can also come into the campus monitor centre and review a teacher teaching and watch the dynamics in class between his or her child and the teacher.
15. There is a Director, Teaching Department who teaches in 6 classes and is also responsible for teacher training and teacher quality. In this school we were also shown the Teacher Reading Room used by the teachers to prepare teaching plans and also to work together in groups.
16. We also observed the emphasis in the curriculum on cultivating good manners and habits in students (the importance of the teaching of moral code and ethics).
17. An interesting innovation that the delegates observed was the "*Students Exco Room*" where Prefects and Student leaders hold weekly meetings.

The Inspectorate System

18. Quality Assurance works at 2 levels – Internal and External.
 - Internal Supervision - The Head teacher and Director of Teaching Dept can go to any class at any time and observe a teacher
 - The existence of a peer observation/review process which is part of an "Effective teaching programme. This is a competitive programme and awards given to the teacher adjudged best.
 - External Inspection – consists of two types, both carried out by the Education Commission of Haidian (the government). The Comprehensive Inspection carried out once in 3 years and Subject specific ones. The former includes class observation, review of teacher notes, review of the external environment and discussion sessions with students, teachers and parents.