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The documentary series is arranged as follows:
ESSPIN 0--   Programme Reports and Documents
ESSPIN 1--   Support for Federal Level Governance (Reports and Documents for Output 1)
ESSPIN 2--   Support for State Level Governance (Reports and Documents for Output 2)
ESSPIN 3--   Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
ESSPIN 4--   Support for Communities (Reports and Documents for Output 4)
ESSPIN 5--   Information Management Reports and Documents

Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:
JG   Jigawa
KD   Kaduna
KN   Kano
KW   Kwara
LG   Lagos

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Acronyms and Abbreviations

APSO	Association of Private School Owners
CCT	Conditional Cash Transfer
CSACEFA	Civil Society Action Coalition on Education For All
CSO	Civil Society Organisation
C&KM	Communication and Knowledge Management
DFID	Department for International Development
EMIS	Education Management Information System
ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme in Nigeria
ETSC	Education Technical Steering Committee
ECC	Every Child Counts
EFCC	Economic and Financial Crimes Commission
EPSSim	Education Policy and Strategy Simulation Model
FIS	Federal Inspectorate Services
FTI	Fast Track Initiative
FME	Federal Ministry of Education
GSP	Global School Partnership
HC	Honourable Commissioner
IQTE	Islamiyya Qur'anic and Tsangaya Education
IEB	Islamic Education Bureau
JCCE	Joint Consultative Council on Education
JSS	Junior Secondary School
KSCC	Kano State Communications Committee
KSDP	Kaduna State Development Plan
LGA	Local Government Area
LGEA	Local Government Education Authority
MDA	Ministries, Departments and Agencies
MOU	Memorandum of Understanding
MPB	Ministry of Planning and Budget
MTEF	Medium Term Expenditure Framework
MTSS	Medium Term Sector Strategy
MLA	Monitoring Learning Achievement
M&E	Monitoring and Evaluation

NCCE	National Commission for Colleges of Education
NEMIS	National Education Management Information System
NRITT	National Roadmap Implementation Task Team
NAEQA	National Commission for Education Quality Assurance
PATHS2	Partnership for Transforming Health Systems 2
PS	Permanent Secretary
PFM	Public Financial Management
QA	Quality Assurance
SAP	Structured Approach Paper
SAVI	State Accountability and Voice Initiative
SBMC	School-Based Management Committee
SRITT	State Roadmap Implementation Task Teams
SESP	State Education Sector Project
SLP	State Level Programme
SMOE	State Ministry of Education
SPARC	State Partnership for Accountability, Responsiveness and Capability
SUBEB	State Universal Basic Education Board
SSIT	State School Improvement Team
TA	Technical Assistance
TEQTT	Teacher Education Quality Task Team
TOR	Terms of Reference
TPD	Teacher Professional Development
TWG	Technical Working Group
UBEC	Universal Basic Education
VSO	Voluntary Service Oversees
WSD	Whole School Development

Section 1: Introduction

Summary

1. This report provides an overview of the political environment and the status of coordination amongst the State Level Programmes (SLPs). It contains summaries of progress in the States and at the Federal level, a schedule of consultant visits, rolling work plans for the coming months and a 3 month forward-looking TA mobilisation table.

2. The rapid pace of ESSPIN activities has continued throughout the quarter. Details of these activities are included in the narrative that follows, but the following paragraphs set out some of the highlights.

3. A concerted effort has been made to establish a productive working relationship with UBEC, with the objective of increasing the efficiency of federal fund flows and their effectiveness in making a difference to the delivery basic education. This has involved facilitating a process of self-evaluation against core functions. UBEC has, in the past, been a difficult institution to penetrate, but we feel that we have made something of a breakthrough in establishing trust and harnessing support for reform.

4. At the state level, a major activity has been concerned with the alignment of the MTSS with annual budgets. This has raised a number of challenges and lessons for the next round of MTSS. These are concerned with;

   - The difficulties of aligning activity-based plans into traditional input-based budgets, without the purpose of the plans being lost in translation;
   - The need to ensure more comprehensive MTSSs that cover both development plans and the use of overheads, which include the bulk of recurrent personnel costs;
   - The need to work within realistic budget ceilings;
   - The need to appreciate the strength of entrenched business as usual practices which depend on monopoly control, the fungibility of funds and a lack of transparency.
   - The need to focus on the implementation of plans and building capacity to translate priorities into work plans and action.

5. Work on institutional reform is closely related to the MTSS process. The MTSS has necessitated dialogue amongst state-level stakeholders. It has exposed gaps and overlaps in roles and responsibilities. It has also revealed the uncomfortable fact that plan implementation cannot be achieved with existing structures and processes and will, therefore, require both organisational change and capacity building. Understanding of the need for change is most advanced in Kwara, where, as a first stage of achieving legal redefinition, an MOU has been established defining the relative roles and responsibilities of the various MDAs involved in basic education. Kwara also leads the way in terms of

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organisational reform, through opportunities that have arisen for reorganisation and the introduction of fiduciary controls in SUBEB.

6. The successful collection of Annual School Census data in the five ESSPIN states is a seemingly modest achievement. However, in the context of repeated failures in the past and the lack of constructive support from the Federal Ministry of Education, it is a significant first step in the process of establishing a decentralised EMIS.

7. Quality assurance training has now been implemented in all ESSPIN states. In most states, a training of trainers model has been employed; around 20 lead inspectors who have been trained are now conducting training programmes with their colleagues. In Lagos, 300 inspectors are being trained directly by ESSPIN TA and this programme will be completed in January 2010. The states are now in a position to be able to implement programmes of school quality assurance visits. Once a state has demonstrated its commitment in this way, the next phase of training – on administrative systems and reporting – will be conducted.

8. The development of the school improvement programme has advanced through the inauguration of the State School Improvement Teams (SSITs) in all five of the current ESSPIN-supported states. The SSIT will spearhead the training of head-teachers and LGEA advisory staff, develop materials on the teaching of literacy and numeracy and classroom management and oversee the school-based training of teachers. SSIT members have been competitively selected and have been appointed on secondment terms for two years. Although the institutional arrangements vary from state to state, in each case it is anticipated that the SSIT will become established as a permanent training resource. All States have committed to funding for SSITs, but are requesting assistance from ESSPIN for initial set-up of accommodation and equipment.

9. Plans for a programme of community engagement through Civil Society Organisations (CSOs), the training of School-based Management Committees (SBMCs) and community monitoring of schools have now been finalised.

10. Increased understanding of key educational issues and considerable goodwill has been gained amongst senior education personnel (Commissioners and Chairs of SUBEBs) through the October study tour to the Gansu Project in China. A report on the study tour, setting out the lessons learned, has been circulated and is available on the ESSPIN website. A short report has also been included on DFID's own website. The visit made a profound impression on a particularly influential group of participants. Follow up with the participant is planned in order to capitalise on the favourable results of the visit.

11. Significant progress has been made in reaching agreement with DFID on the issues that derive from the Inception Review. As reported in the last quarterly report the major discussion point was on the level of TA required to deliver the outputs of the programme. This remains a matter of concern to ESSPIN. The principle of the "surge", the front-loading

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of TA inputs, has been accepted by DFID and ESSPIN understands the need to hold some resources in reserve for the latter part of the programme. However, ESSPIN is yet to receive formal confirmation of the DFID position on each of the Inception Review recommendations and, six months after the Review, the overall size of the TA budget has yet to be agreed.

12. In the meantime ESSPIN is facing new demands for TA from all angles. These have included the need for TA to work on: fiduciary systems in SUBEB (Kwara); to support CCT development, community-managed construction and teacher development for IQTE (Kano); Quality Assurance training (Lagos); support to SESP reviews and CCT impact evaluation (DFID) . ESSPIN's ability to accommodate such demands and to be responsive to states' needs, which is one of the core principles of engagement, is in danger of being compromised.

13. Discussions are also continuing on the uses of Programme Support Activities (PSA). While these uncertainties are not hindering programme implementation and ESSPIN enjoys a close working relationship with key individuals in DFID, there are obvious concerns that the interpretation of the grey areas in the contractual relationship should not depend on the continued presence of particular people in post.

14. ESSPIN is preparing to commence operations in Enugu. Pending final confirmation from DFID early in the New Year, it is planned to establish a foothold with a State Team Leader and an Administrator, initially working out of the SPARC or, more likely, the PATHS2 office by March. ESSPIN engagement with the state government will be through the vehicle of an Education Sector Analysis and the MTSS, in line with the planning work being undertaken by SPARC.

15. A decision on continued ESSPIN involvement in Kwara after mid 2011 is linked to a decision on the deployment of SPARC and SAVI in the State. A decision on this will be informed by political economy assessment which was due to take place in December.

Political environment

16. Much attention in government and the press is now being focused on the next elections in 2011. There will be a change of administration in Kano and Kwara and there is speculation over the certainty of a second term in Kaduna. In all states, the peculiar workings of the democratic process will have some effect on public expenditure.

17. Whether it is simply part of the political rhetoric, an attempt to establish a legacy or a means to get re-elected, the provision of better services seems to be receiving more attention in political circles and the press. It remains to be seen whether this will result in sensible funding decisions. It is generally realised that 2011 is likely to be an "unusual" year. A critical immediate issue is the extent to which education budget releases are

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adversely affected during 2010. ESSPIN's approach to leveraging state funds in support of education reforms is predicated on the assumption of improved planning, budgeting and budget execution. If releases are not forthcoming the effect of these improvements will be reduced.
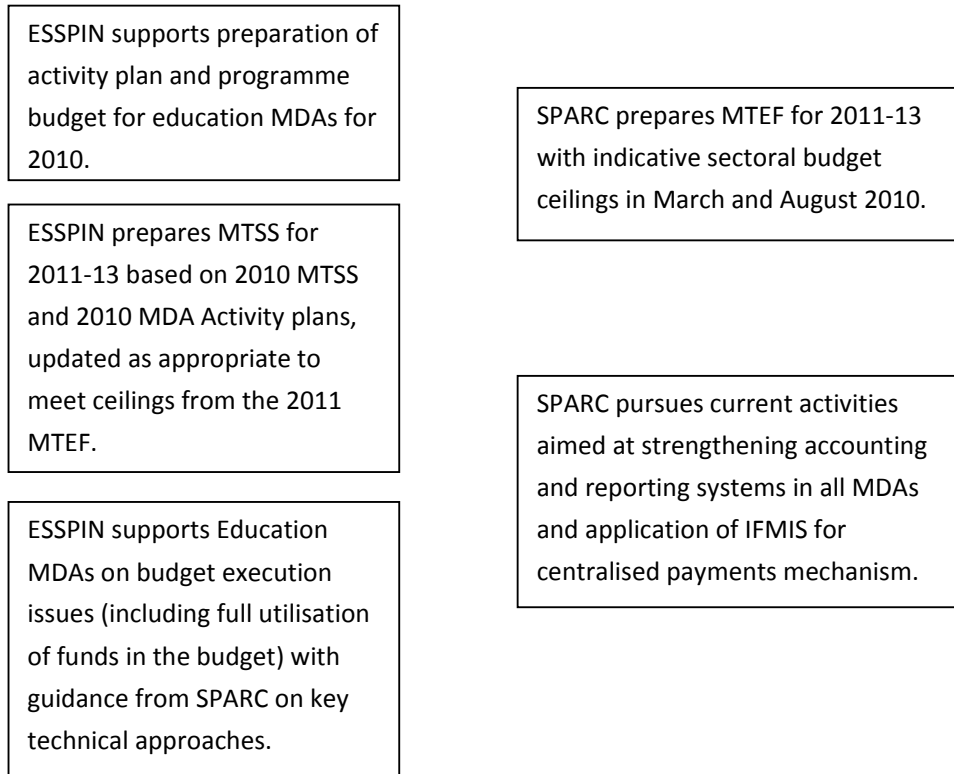
Changes in Key Personnel

18. A series of enforced retirements in the Federal Civil Service has included the Director of Policy, Planning, Management and Research (PPM&R) in the Federal Ministry of Education (FME), Alhaji Mohammed Yashi. Umar Husseini has been Acting Director during most of the last quarter. The substantive appointment of Alhaji Salami Fatai to the post has recently been made.

19. In Kwara, a state investigation into mismanagement and corruption in SUBEB has led to the replacement of the SUBEB Executive Secretary. This post is now filled by Mr Adetunji Fagbemi, who is also occupying his former post of Permanent Secretary of the State Ministry of Education, until a replacement is found for him. Dr Oyatoye Abiodun has been appointed as the new Provost of the College of Education, Oro. The Acting Provost has been appointed as the Deputy Provost.

Coordination

SLP coordination

20. Coordination at the programme level is an established routine. There have been regular National Programme Managers' meetings. The first quarterly meeting of the DFID-chaired Steering Committee took place in November. Joint work is progressing on the revision of the SPARC Structured Approach Papers (SAP) to increase their relevance and usefulness to all the SLPs. The concept of cross-SLP work on programme nodes is well established. An example of complementary work which has the potential to create synergies is illustrated in the sequence of interactions of PFM activities below.

ESSPIN supports preparation of activity plan and programme budget for education MDAs for 2010.	SPARC prepares MTEF for 2011-13 with indicative sectoral budget ceilings in March and August 2010.
ESSPIN prepares MTSS for 2011-13 based on 2010 MTSS and 2010 MDA Activity plans, updated as appropriate to meet ceilings from the 2011 MTEF.	SPARC pursues current activities aimed at strengthening accounting and reporting systems in all MDAs and application of IFMIS for centralised payments mechanism.
ESSPIN supports Education MDAs on budget execution issues (including full utilisation of funds in the budget) with guidance from SPARC on key technical approaches.	

21. While the idea of intersection and complementarity with SPARC and SAVI, and to a lesser extent PATHS2 ,is well understood, it is not yet clear how this concept will apply in the case of the newly inaugurated GEMS programme. Although there may be administrative advantages for DFID in including GEMS under the SLP banner, its points of intersection with ESSPIN are not obvious.

22. The precise nature of the relationship of the SLPs and the proposed M&E contractor, when it eventually appears, is yet to be established.

23. Amongst the four existing SLPs, collaboration at the National level has been established for some time, although at this level, the opportunity for combined activity is limited. Collaboration at the State level is, now also becoming firmly established. This is where the real opportunity for joint action exists. However programmes are responding to different circumstances in different states. In a suite of more of less decentralised programmes, the extent of collaboration is influenced by the congruence of programme priorities, as well as the personalities of the programme staff involved. This may be stating the obvious, but the important point is that collaboration cannot conform to a rigid formula.

24. Collaboration is particularly fruitful in Kaduna, where the ESSPIN, SPARC and SAVI agenda are closely aligned. The regular SLP meetings are now every three weeks. Other donor partners, e.g. UNICEF, have been invited to attend and make brief presentations on their work programmes and to allow issues of common interest to be discussed. These sessions

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are seen as a way to bring about closer collaboration amongst all donor partners, thus helping to ensure all IDP activities are consistent with the Kaduna State Development Plan (2010-2012), which is replacing the former KADSEEDS2. At the level of the education sector, it is also hoped that this collaboration will lead to the MTSS becoming the fully comprehensive and 'sole' development plan for education within the State with buy-in from all partners. This model is now being actively 'advertised' by NPMs to their STLs, as an examplar for collaboration between SLPs in other States.

25. SLPs in Kano have been holding regular meetings, culminating in a joint planning meeting (in Kaduna) in late November. This decided upon common nodes and ways to proceed with co-ordination. SAVI will organise a Communications Committee to encourage this and disseminate information. It was resolved that ESSPIN would host a weekend retreat in Katsina in mid January to prepare a joint SLP position paper on managing nodes.

26. In Jigawa, ESSPIN and other SLPs supported SPARC in finalising the state governance change plan, a document that specifies opportunities for joining up strategies and cooperation nodes amongst SLPs in the areas of policy and strategy, PFM and PSM. The change plan will be submitted to the State Government for inclusion as an annex in the state Comprehensive Development Framework (CDF) document.

27. The physical collocation of the state offices has progressed with the opening of the ESSPIN office at No.8 Suleiman Crescent in Kano, adjacent to that of the SPARC and PATHS2 and, at long last, the completion of the joint ESSPIN, SPARC and PATHS2 office in Kaduna. The ESSPIN Jigawa guest house is proving a popular joint resource.

Coordination with the World Bank

28. ESSPIN is unique amongst the SLPs in inheriting obligations from a previous DFID project, (CUBE), which require collaboration with the World Bank State Education Sector Project (SESP). DFID is co-financing part of the SESP and, through ESSPIN, is responsible for the delivery of inputs into the SESP in three areas: EMIS, capacity building for planning and management and the reform of the inspectorate. The Mid-term Review (MTR) of the SESP for Kano, Kaduna and Kwara, took place in November 2009.

29. The precise nature of the relationship between ESSPIN and SESP and of ESSPIN's reporting responsibilities on SESP has not been clear and has been the cause for some mutual dissatisfaction over the last year. ESSPIN produced a report prior to the MTR and fielded two consultants to work on the MTR - to evaluate progress on the SESP sub-components concerned with Infrastructure and Teacher Professional Development. The participation of ESSPIN staff at the MTR deliberations has helped to explain ESSPIN's activities and clear the air.

30. Coordination with the World Bank is also a factor in Lagos where credit effectiveness for the SESP II (Eko) Project is finally in sight.

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Section 2: State Progress Summaries

Jigawa

Introduction

31. Both the Commissioner for Education and the Chairman of SUBEB Jigawa participated actively in the ESSPIN study tour to China in October. The visits included in the tour have made a big impression on both these key contacts. The Commissioner made an extensive presentation of the lessons learned on the visit to the Governor and Executive Council.

32. Danjuma Yakubu has joined the ESSPIN Jigawa team as State Specialist for Organisational Development and Management.

Output 2:

33. A further draft of the MTSS incorporating additional MDA budget information as recommended by MOEST was produced. A copy was re-presented to the Budget and Economic Planning Directorate (DBEP) prior to budget defence. The 'clean' budget copy currently awaits approval by the Executive Governor who has been away on Hajj. It is not clear at this stage how much bearing the MTSS will have on the final approved state budget.

34. The 2009 MTSS process was reviewed for key lessons. The process successfully engaged the sector leadership, improved understanding and capacity of technical staff in strategic planning, and established a future path for medium term planning. However, a number of issues must be resolved to improve the next round. There is little prospect of MTEF (and early budget ceilings) being in place for the 2011 MTSS preparation cycle. DBEP has to be supported to lead the reform towards programmatic (results-based) budgeting, as opposed to the traditional practice of line item budgeting. The State government Chart of Accounts must be reviewed to permit activity budget classification within individual MDAs.

35. A joint MTEF/MTSS review conversation was held by the SLPs. It is clear that SPARC must pick up on the state level budget reform issues indicated above while ESSPIN continues to influence education MDAs. This could entail a shift from SPARC's current focus on budget execution by MDAs (accounting, bank reconciliation, etc.).

36. The state Comprehensive Development Framework (CDF), currently being finalised, legitimises the MTEF/MTSS approach by requiring medium term sectoral plans from line ministries starting with education, health and water resources from 2011.

37. Quality assurance training was conducted for all state inspectors (25 personnel from a number of organisations). The training was well received by participants. One notable positive feature was the attendance and active participation of the chief inspector throughout. Discussions were held with the Commissioner around giving SEIMU legal

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status, but she saw this as unnecessary in the short term. The focus will therefore be on working with SEIMU in its current form.

38. In the next quarter, a comprehensive review and documentation of lessons learned from the 2009 MTSS process will be undertaken. There will be continued support for the progression from MTSS to departmental work plans and budgets, with narrowed focus on SUBEB.

39. The 2009 Annual School Census was successfully conducted. It included extensive capacity building in data collection for education secretaries, LGEA heads of planning, and LGEA primary school inspectors who served as field coordinators and enumerators. The new MS Access data entry software was installed and training provided. Data entry and analysis will be concluded early next quarter.

Output 3

40. Plans are being finalised for the Teacher Development Needs Assessment survey to be conducted next quarter. The state is exploring options for funding the scale up of the assessment beyond the proposed sample of 2000 teachers.

41. Visioning and orientation exercises in ESSPIN's school improvement model were held for state and LGEA level stakeholders. A memo has been submitted to the Governor seeking approval on the composition of a State School Improvement Team which will, from next quarter, implement professional development packages for PSIs, head teachers and teachers.

42. RUWASA and STOWA have been contacted as potential implementing partners in the water and sanitation component and their capacity to deliver is being assessed.

43. The draft strategic plan for teacher training reform in College of Education Gumel, developed with ESSPIN TA, was presented to the Commissioner by the Provost as part of the 2010 budget preparation process. Future support will be streamlined with NCCE reform plans and include placement of a VSO volunteer in the College.

44. Three IQTE proposals have been developed based on work in Kano for consideration by the State Government: an integration model for *Tsangaya* schools, *Almajiri* research, and an IQTE census.

Output 4

45. An in-depth organisational and capacity assessment of CSOs was conducted. Seven have been shortlisted to work with SUBEB's social mobilisation department to undertake community mobilisation and SBMC training in the next quarter.

46. The state task team on SBMCs organised a set of visioning exercises at LGA level to incorporate community voice (parents, women, children, traditional leaders, etc.) into

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emerging guidelines for SBMCs in the state. The guidelines will be validated at state level early next quarter.

47. ESSPIN has been working with other SLPS, particularly SAVI, in shaping a joined up approach to gender and social inclusion.

48. A 15-minute video documentary has been shot highlighting reform efforts to mobilise communities in support of basic education, particularly enrolment and retention of girls.

Kaduna

Introduction

49. Kaduna ESP Steering Committee, with the Honourable Commissioner in the Chair, met on 8 October to discuss and formally adopt the Kaduna MTSS 2010-2012.

50. ESSPIN contributed to sessions of the World Bank-led SESP Mid-term Review held in Kaduna in late November.

51. Refurbishment work on the shared SLP Office is now complete, the generator commissioned and full internet connectivity tested. Full ESSPIN entry was delayed by major furniture procurement problems, but that situation has been rectified through local procurement, and so 'formal' occupancy by all SLPs can now take place.

Output 2

52. The Kaduna State 2010-2012 Education Sector MTSS was approved as a sector-wide plan and reference document to drive educational development in the State following its endorsement by the State ESP Committees, Executive Council and a cross-section of major stakeholders including LGEAs, the Association of Private Schools' Proprietors, NUT, CSACEFA and other education/gender-focused CSOs.

53. ESSPIN and Kaduna SUBEB agreed to a strategy and measures for strengthening their working relationship to facilitate the achievement of ESSPIN programme objectives in areas and issues under the purview of SUBEB. The Chairman of SUBEB, who attended the China study tour, is keen to extend collaboration with ESSPIN.

54. ESSPIN supported the State to successfully conduct the 2009/2010 Annual School Census (ASC) data collection. This involved training twenty-five staff from SMoE, SUBEB, ERC and TSB in the use of the new Access-based EMIS software. Using this software, the team is completing the transfer of data from the ASC questionnaires to the electronic database.

55. The ESSPIN-supported Inspectorate Task Team (ITT) has produced a Work Plan for activities over the period January - March 2010. The plan includes the training of State Inspectors in the new Inspection instruments and School Self-evaluation processes. This

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training will include actual inspections/evaluations of schools using the appropriate instruments.

56. ESSPIN supported the production of posters for the 2009 Annual School Census and produced banners, a video recording and photos of the presentation of the Kaduna MTSS to stakeholders and the Executive Council.

Output 3

57. Visits to the 7 pilot LGEAs has led to the selection of 13 Districts/Zones which will benefit from ESSPIN School improvement work; school selection within these Districts / Zones is on-going.

58. The Honourable Commissioner has approved the newly constituted Teacher Education Quality Task Team (TEQTT) which will provide strategic guidance on teacher education issues. Director, School Services, SMoE, is the Chairman.

59. The Honourable Commissioner also approved the State School Improvement Team (SSIT). The 24 SSIT members, who will train head teachers and LGEA support staff in the 7 ESSPIN LGEAs, were selected through a rigorous and transparent exercise. SSIT members remain staff of Gidan Waya College of Education, but are seconded to the SSIT on a full-time basis for 2 years.

60. A visioning, orientation and planning workshop for the TEQTT was held in late November in conjunction with a Communications Workshop for the Kaduna State Education Communications Committee (KSECC). The main objectives were to agree a 'vision' for teacher education; provide orientation on the logistics of SSIT operations; and liaise with the KSECC on developing key messages around teacher education issues. A sub-committee of KSECC and TEQTT members was formed to take message work forwards.

61. An Induction Programme for all SSIT members was held at the Kaduna North LGEA Offices during the week 7-11 December.

Output 4

62. With a view to establishing School-based Management Committees (SBMCs) throughout the state, a nineteen-member SBMC State Task Team, has been formed, with members from the formal and non-formal sectors. Following induction training, the STT led Community Level Visioning Process (CLVP) workshops in the 7 pilot ESSPIN LGEAs. Lessons learnt from this process were shared with other ESSPIN States at a meeting in Kwara.

63. In order to clarify IQTE integration 'options', the Kaduna A&E Specialist visited a model IQTE school in Kano, reviewed work on the SUBEB IQTE pilot and the Kaduna Governor's IQTE project. Possible Kaduna research consultants have been identified and their profiles submitted to ESSPIN's IQTE consultant. In relation to the choice of IQTE management

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structures, questionnaires completed by senior IQTE stakeholders reveal a preference for an Agency approach as a realistic, achievable and cost effective way forward. In consultation with key stakeholders, a round-table forum to agree an action plan for achieving a viable management structure is now scheduled for late January 2010.

64. Ahead of agreeing formal contracts with the 7 Kaduna CSOs selected as partners in Output 4 service delivery work (contracts to be signed in early 2010), ESSPIN has encouraged closer liaison between CSO staff and formal Ministry bodies through the appointment of four representatives from CSOs on the SBMC State Task Team.

65. The ESSPIN Gender & Social Inclusion consultant recommended several possible strategies to promote female participation in education. One area under consideration in the state is a scholarship programme to encourage female Moslem teachers to obtain their NCE in return for a commitment to return to their community to teach in Islamic Schools. However, funds have not yet been identified to finance such a scheme.

66. Filming for a Kaduna State documentary has taken place, with coverage including schools in Kaduna North and Kachia LGEAs, elements of an SBMC Visioning Workshop and interviews with officials, including the Hon. Commissioner.

Kano

Introduction

67. In early December, DFID senior managers visited Kano to sign an SLP Memorandum of Understanding with the Governor. In line with the MOU, the Ministry of Education will hold its inaugural meeting of the Education Sector Steering Committee in January.

68. ESSPIN is now fully staffed having recruited an IQTE specialist, Yardada Maikano Bichi, a Planning and Management specialist, Olekan Saidi, and an ODM specialist, Eunice Muchilwa, during the last three months.

69. The ESSPIN office at No.8 Suleiman Crescent is now fully functional and equipped. The six State Specialists and Deputy Administrator will remain at the SMoE office, as requested by the Hon. Commissioner and Permanent Secretary, in order to maintain our close working relationship with Ministry and MDA colleagues. The STL will split his time between the two offices.

70. The Ministry has allocated office space immediately above the ESSPIN/SESP offices and approved its renovation into a Training Centre and two offices. This space will be used as the base for the State School Improvement Team (SSIT) and also for training for the in-service management and head/teacher training programmes being developed for all MDAs. This will result in cost savings over the medium term by saving on the use of external venues.

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Output 2

71. The MTSS, consistent with the Kano State Roadmap for Development, was finalised and imported into the capital estimate budget proposal at the request of MPB. It has proved difficult to accommodate this hybrid between incremental recurrent and output based capital budgeting, not least because this early incarnation of the MTSS was not comprehensive of all overheads.

72. The Budget process has been confused and ceilings never materialised formally. The first Budget Circular made clear that funding available for 2010 would be equal to or less than 2009 and that Ministries generally had a very poor spending record, even taking difficulties with releases from Ministry of Finance into account. It was subsequently made clear that priority would be given to Kano State Government's priority infrastructure and on-going MDA projects. This imposed a severe constraint upon funding new projects emerging from the MTSS. MDAs were extremely reluctant to review the conveniently fungible recurrent budget and to reduce on-going capital projects in line with implementation capacity. Monitoring and reporting on these appears to be very inefficient and opaque.

73. In summary the MTSS process, while being successful in terms of policy development, capacity development , information sharing, and the creation of a cadre of committed persons amongst MDA senior officials, has been unable to make a direct impact upon the 2010 budget due to increasingly apparent entrenched interests. Nonetheless, in the Kano context, it should be viewed as a qualified success in that the principles and problems are now much better understood by Ministry personnel, and a genuine will to change has been created at this level at least.

74. The difficulties over the budget should not come as a surprise, given that change to output based budgeting, after many years of incremental budgeting, cannot be achieved in one year. As a consequence, the short term focus will change in 2010 to:

- Incorporating an annual education sector review process (AESR) into the MTSS and reviewing MTSS only in the light of budget realities;
- Introducing recurrent expenditure into the MTSS;
- Involving LGEAs
- Introducing Departmental Work Planning into MDAs, with a view to favourably influencing the timeliness of MoF releases through demonstrating realistic planning and improved implementation;
- Working closely with SPARC in terms of influencing/supporting PFM initiatives with both MoF and MPB.

75. The long term goal for activity based budgeting will still remain, and will be worked on iteratively from year to year.

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76. Reports from both the Organisational Development and Legislative Review components were produced and the way forward is now clear. With ODM the short to medium term focus will be management audits and an analysis of training needs based on the requirements of MTSS/departmental work plan implementation. This will start with LGEAs in the first part of 2010, with the development of an Operations Manual, followed by SUBEB. The legislative programme is still to be developed but it is clear, given the confusion engendered by overlapping and contradictory roles and responsibilities at all levels, that a first step may be an MOU amongst the organisations, along the lines of the model developing in Kwara.

77. Consultations with SUBEB are continuing in order to identify areas of support. Areas being discussed are management training, financial management and control and infrastructure procurement/supervision to improve quality assurance.

78. "Master training" for Quality Assurance is expected to start in January/February. The preparatory work to establish the Quality Assurance agency has been slow but will be advanced during next quarter by a Task Team based at the Kano Educational Resource Centre of SMoE. There is still some doubt as to whether its establishment in 2010 will be supported by a budgetary appropriation. The continuing institutional weakness of the inspectorate services is a constraint to the achievement of significant progress.

79. ESSPIN support to EMIS has been agreed with the State EMIS Committee. The 2009 Annual School Census (ASC) was successfully completed on time and on budget (from ESSPIN/SESP) and data entry has commenced. The ESSPIN Communications and Knowledge Management Officer engaged in supporting theASC with publicity around the exercise.

Output 3

80. The implementation of head teacher training, as the first step in the School Improvement Programme has been agreed with SMoE/SUBEB. A State School Improvement Team (SSIT) has been tested, interviewed and appointed. Their training will start in January with already prepared course materials. The SSIT will cascade the training out to Head Teachers/teachers to pilot LGEAs over the next eighteen months.

81. A draft Development Plan for the Kano State College of Education has been presented to the College and stakeholders. No further TA inputs are planned until there is action regarding over-enrolment (23,000 students, where perhaps less than 9,000 are required annually). To keep reform in focus, ESSPIN will initiate some short term activities which are in-house and high impact/low cost, such as the re-organisation and computerisation of the financial and student/academic records systems.

82. Documentation for the establishment of an Islamic Education Board has been agreed and a Cabinet Memo will be presented to EXCO by Hon Commissioner. IQTE research is ongoing with the Stakeholder Study, the 'Successful Islamiyya School' Study and initial research on

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Almajiri completed. The IQTE Task Team has approved the models for the small pilot Tsangaya programmes to be implemented in the three ESSPIN-supported LGEAs. During December/January an IQTE Census will be conducted in the pilot LGEAs to establish 'best practice' for replication by Government throughout the state.

83. An infrastructure mission has taken place and planning for up to 8 sites will take place in January. It has been agreed that Kano will be the pilot for a Community Construction Programme later in 2010. The water component is still awaiting a situation analysis and implementation is anticipated in the New Year.

Output 4

84. Three State level visioning exercises involving all stakeholders have been carried out to discuss community participation and school governance via SBMCs. A State Task Team has reviewed federal SBMC guidelines and adapted them for Kano State. Visioning and sensitisation exercises are taking place in the three pilot LGEAs and it is expected that up to 300 SBMCs, including 15 Islamiyya schools, will be established and trained by July 2010 and ready to receive grants.

85. State level activities that have taken place include: a functionality and needs assessment for the SUBEB Department of Social Mobilisation; a review of research into girls' education; an initial Forum on Women and a three day Forum on the rights of the vulnerable and drop out children in Kano State. Studies on Almajiri and Nomadic Education are anticipated in mid 2010.

86. With increased community involvement as SBMCs are formed or re-constituted, advocacy and sensitization exercises will follow in the New Year, using different media to address different audiences. IQTE and Girl's Education will also receive communication support both within the communities and through print and electronic media. The improvement of content, layout and production of the SUBEB newsletter is also on the agenda for the first quarter.

87. ESSPIN staff, consultants and MDA staff have interviewed and selected up to ten CSOs/CBOs to act as grassroots partners for IQTE/School Improvement/SBMC Activities. Capacity building and training will start in January, assisted by the VSO, Sophie Tanner, provided under the overarching contract between ESSPIN and VSO.

88. Given the importance of Girls' Education a Women's Focal Group has been created as part of MTSS, with a mandate of monitoring gender and inclusion issues.

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Kwara

Introduction

89. The Governor of Kwara State has endorsed the MTSS process and the activities ear-marked for 2010 – 2012 by signing a document which focuses on improving basic education. This signifies a major commitment on behalf of the state government to an integrated approach to planning incorporating all education MDAs and political buy-in to support development activities required to achieve the ESP.

90. SPARC and SAVI are planning to come to Kwara State to undertake an analysis of the political economy. This was scheduled for December, but seems likely to be delayed until January 2010.

91. Adebayo Ajibade has joined the ESSPIN Kwara team as State Specialist for Organisational Development and Management.

Output 2

92. The new Education Policy Law 2010 along with final drafts of amendments to the laws for SUBEB, TSC and AME have been submitted by the Honourable Commissioner to the Attorney General. Final adjustments are being made, following which the revised laws will be presented to the Executive Council, then to the State House of Assembly. To complement these laws, a Memorandum of Understanding was developed and shared amongst stakeholders. It will be signed by all key managers of the education sector. This MOU was developed as a result of a stakeholder meeting on the funding of Basic Education and with the participation of Local Government representatives.

93. Organisational restructuring of SUBEB and the LGEAs has been supported through a series of meetings. A training workshop on change management, leadership and team work was organised and conducted for two of the Reform Agenda Groups Similar training will be rolled out to all groups early next year and to the SUBEB Board. The induction programme for the recently recruited LGEA secretaries started with a 2 day training session on their roles within the reform agenda.

94. The final draft copy of the 2010-2012 MTSS has been submitted for final approval and printing. The MTSS provided the basis for the 2010 budget and a Financial Working Paper on Basic Education for the Governor.

95. A diagnostic visit by the PFM Consultant to SUBEB is revealing a lack of basic financial control systems in SUBEB. It will help to provide a clear line of action on the establishment of financial procedures and greater transparency.

96. The data collection phase of the Annual School Census has just finished. Installation of and training on the Access Software will soon commence. A VSO volunteer has been posted to the EMIS department and a programme of training has been drawn up. The

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Communications Committee has supported the Annual School Census, by producing and broadcasting jingles in English and Yoruba and by designing and issuing distinctive official vests for all the enumerators.

97. The PRS Department has begun to draft the Annual Education Sector Review (AESR) document.

98. The officers of the Quality Assurance Bureau were supported through regular TA inputs every month from September. QA officers have been posted to their zones and basic office furniture was provided by SESP. A programme of training for head teachers on self-evaluation has been drawn up and will commence in February 2010 accompanied by a communications strategy.

Output 3

99. The State School Improvement Team has developed and trialled lesson plans on literacy and numeracy for primaries 1- 3 ready for implementation in all schools. School Support Officers (formerly called Local School Supervisors) were trained and supported in the delivery of lesson plans in the schools. Posters explaining the purpose of the SSIT have been distributed to all public primary schools by the Communications Committee.

100. Coordination fora have been held regularly, which has helped to clarify issues and strengthen relationships between the Reform Groups.   For example, the concepts of supervision, support, monitoring and evaluation and quality assurance were discussed at a workshop to identify the differences and overlaps in the roles and responsibilities of the Quality Assurance Board (QAB), school services, SSOs and SSIT. The career path for teachers based on professional standards is being finalised.

101. At Oro College of Education, achievements have included: the development of teacher standards and professional competencies; and the allocation of staff into restructured schools (Education; ECCDE and Primary; and JSS). An away-day for the new senior management team was organised to allow them to identify key issues in the management of the college, determine how to address them and gain experience of working as a team. The College's Institutional Plan has been finalised by the task teams and shared with all the relevant stakeholders. The college is now in the process of developing a work plan and implementing the recommendations of the plan. A communications strategy for the reforms is also being developed.

Output 4

102. The State Task Team (STT) on SBMCs held a meeting to share their understanding of their assigned role. The meeting considered ways of developing greater community participation in SBMCs and the mechanisms for SBMCs to hold government accountable. The STT also met with selected CSOs to align and harmonise community activities. The Terms of Reference for the CSOs are being developed.

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103. Community level visioning was carried out in three communities in different LGAs. The SBMC programme will commence in January 2010. It will include: training manual development and training of CSOs; community sensitisation and mobilisation on effective formation of SBMCs; selection of SBMC members and their training.

104. The selected CSOs, who form part of the STT, met to discuss their perceived roles and responsibilities in enhancing demand for educational services, for increased access, retention, completion and for greater accountability. The STT identified their strengths and weaknesses and the need for effective communication channels amongst CSOs, Government and Communities.

Lagos

Introduction

105. The Special Adviser to the Deputy Governor, Ms Moronke Azeez, the Permanent Secretary of the Ministry of Education, Mrs Omolara Folushade Erogbogbo, and the Chairperson of SUBEB, Mrs Gbolahan K. Daodu, were enthusiastic participants on the ESSPIN study tour to China in October.

106. Gboyega Ilusanya, the current State Specialist for Planning and Management has been offered the post of State Team Leader for Lagos. A State ODM Specialist, Ms Chioma Obi-Osuji has been appointed and will take up her post in January 2010.

Output 2

107. Several meetings were held by the drafting committee of the MTSS and the draft report of the 2010-2012 MTSS is now ready. This will be submitted to the Special Adviser and the Permanent Secretary, who will arrange the process of adoption by the Ministry of Education. There are still challenges in ensuring that MTSS is properly aligned with the budget, because of incongruity between traditional budget headings and format and the MTSS activity headings. This is one major issue for the next round of MTSS in terms of PFM work and relationship with SPARC.

108. An initial draft Education Policy Strategy Simulation Model (EPPSim) for Lagos has been produced to complement the process of financial simulation and costing of MTSS.

109. An ESSPIN-SPARC meeting was held in December focusing on a joint approach and common understanding of MTSS. This focused especially on the format of MTSS and the SPARC activity needed to support the Ministry of Economic Planning and Budget to move towards output-based budgeting.

110. A window of opportunity has emerged in SUBEB with request from SUBEB Chair and the Senior Special Assistant for Basic Education to the Governor for an institutional review of SUBEB operations to increase its effectiveness and efficiency. Meetings have been held

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between SUBEB and ESSPIN during December to explore this potentially significant reform initiative, which also has the support of the Ministry of Education.

111. An initial draft report on the legal review of education law in Lagos was submitted to ESSPIN. This is not yet of a sufficient standard for general distribution and the consultant has been asked to make amendments to the report taking cognizance of concerns raised.

112. The Annual School Census Exercise took place in Lagos in November as scheduled. The questionnaires are being collated for the commencement of data entry. Data entry and analysis is expected to commence in January 2010. It could not commence immediately because of the procurement processes required for EMIS infrastructure upgrading agreed with SUBEB and Ministry.

113. ESSPIN has now completed the training of the first and second batches (100 per batch) of Lagos State Inspectors. The last batch is scheduled to be trained in January 2010. Options are being considered by policy makers for structural and system reforms that will allow these "Quality Assurance Evaluators" to implement their new skills, pending the creation of a partially autonomous agency.

Output 3

114. The analysis and report of the Classroom Observation exercise, together with state-specific findings is now ready for distribution and debate.

115. Technical meetings of the State Working Committee for the Teachers' Development Needs Assessment (TDNA) were held in October and December. The Lagos Education Quality Team has reviewed the TDNA administrative manual, reviewed and proof read test items and checked the practicality of testing and invigilation procedures. The TDNA exercise in the state is now to be held in April 2010, while the invigilators are to be trained in March 2010. The Deputy Governor has agreed in principle for the state to conduct a full profiling of all teachers. SUBEB is to draw down state funds in 2010 to support this. The State also wishes to conduct TDNA at the Senior Secondary School Level at the same time.

116. Data has been collected from the 60 schools that were selected for the School Improvement package through a verification exercise. A new dimension to this is the suggestion by the state to drop the JS schools from the list and replace them with primary schools, since the World Bank SESP II Project will be intervening in JS schools.

117. Lagos State specific SSIT model has been developed by the State Education Quality Technical group. The model was presented and approved by Permanent Secretary and Directors of SMoE. The state has agreed secondment of twenty-two SSIT members and selection of candidates, which included a written test and interview, has been concluded. The twenty Local Government Education Secretaries have been informed about the SSIT process and operations.

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118. The Global School Partnership (GSP) and ESSPIN are working together integrate activities into ESSPIN focus schools in the State. To this end, twelve ESSPIN focus primary schools and 8 of the initially selected JS schools were taken through a one-day introductory workshop to introduce ESSPIN and the GSP programme. This activity was well received and follow up is been planned to sustain interest through establishing partnerships with UK schools, e-mail communications and eventually grants for partner visits and joint curriculum work.

Output 4

119. ESSPIN conducted a workshop for education focused Civil Society Organisations (CSOs) in October as part of the CSO mapping and profiling process. Capacity assessment of CSOs in Lagos was thereafter carried out and a long-list of fifteen CSOs was the result. This will form the basis for decisions on the CSOs that ESSPIN will work with in promoting community demand and voice for quality educational services.

120. The LGA/Community Level SBMC visioning process was conducted at three centres in Lagos. The meeting led to further understanding of the challenges of school-based management at the community level and created improved awareness amongst local government and community stakeholders of the SBM concept. In particular it enhanced the understanding of the roles, responsibilities and the expectations of stakeholders at local levels.

121. A one-day Private School Stakeholders' Forum in Lagos State was organized and held in mid- November. The theme of the meeting was the search for a new relationship between the government and the private sector providers. The meeting led to some agreement on the need for an improved regulatory framework, the need to promote quality, access and equity and the need for the submission to government of data by private schools.

122. A documentary film has been shot on Lagos schools. This is due to be completed in February 2010.

Federal level

Introduction

123. A strike by the union of university lecturers (ASSU) was finally called off in October 2009. Much valuable time, resources and effort that could have been invested in Basic and Secondary Education were spent on the tertiary institutional issues that caused the strike.

124. To address this distraction, the Honourable Minister of Education has announced his intention of re-launching the *Roadmap* in the New Year, so as to re-focus the Ministry on the execution of key initiatives in the *Roadmap.*

Output 1

125. The most significant development at the Federal level has been progress made in forging a productive working relationship with UBEC.   A Strategic Action Planning Workshop was held in Obudu in November for the Executive Secretary and the senior management of UBEC. This event took the level of understanding of respective positions to a higher level and established a degree of trust. It has been followed-up by four day-long sessions held at UBEC. A large ESSPIN team has been involved, but the strategy seems to have paid off. It included the Lead Specialists for Institutional Development and Policy & Planning at the Federal Level. Also involved were the International Task Team leaders for MTSS/Strategic Planning (who led the facilitation of the 2-day session in Obudu), PFM and ODM Work streams.

126. A new mission statement for UBEC was developed to reflect the role assigned to UBEC by the Act of 2004, which established it as an Intervention Agency with coordinating and monitoring functions.   Fundamental to the approach is the idea of taking the institution "back to basics", to concentrate on its core business of disbursing funds and monitoring their use and to steer the organisation towards greater effectiveness and efficiency. Four goals for the proposed UBEC corporate plan were developed to address:

- Weaknesses identified in disbursement of Intervention Funds;
- The relationship with SUBEBs,;
- Issues of transparency and accountability
- The expected, but yet to be exercised, advisory role to the Federal and State Governments, in its capacity as the leading national institution concerned with basic education.

127. The next steps with regard to the Institutional development work at UBEC are to conclude the organizational audit that has begun and implement a review of the institution's functional and public financial management systems in 2010. An emerging issue that will require closer examination is the difficult relationship between UBEC and the SUBEBs. It is increasingly apparent that there needs to be a radical, corporate re-orientation of UBEC's ethos towards the service, facilitation and support role, which is implicit in the 2004 UBEC Act. This will mean reorienting UBEC's relations with the SUBEBs and creating a new set of relationships, where there is a greater degree of support, mutual respect and trust. This will require a change in the current organizational culture.

128. The need for this change programme and its implication is currently being discussed with the Executive Secretary.

129. By contrast to the progress made in UBEC, ESSPIN has made little headway in following-up the initial visioning work conducted with Policy Planning, Management and Research (PPM&R) in the Federal Ministry of Education. Repeated attempts to set up meetings have been unsuccessful. This is partly due to the change of Director, but there also seems to be

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reluctance on the part of other managers (Deputy and Assistant Directors) to engage in any meaningful ways.

130. This reluctance, together with recurrent problems with the NEMIS Unit within PPM&R and the general feeling that the Federal Roadmap has lost momentum, has prompted ESSPIN to plan a structured internal discussion in January on the "problem of FME". This will involve the ODM and PFM consultants, as well as the Ministerial Advisory Team.

131. The National School Census faced serious challenges, largely due to an extraordinary lack of cooperation by the NEMIS Unit in FME and inadequate funding, which affected the printing of the census questionnaires and logistics for the 16 states not supported by either ESSPIN or UNICEF. Only the ESSPIN-supported States were able to meet the original census date agreed nationally in August. By mid-December, only a few, mainly UNICEF-supported states, had been able to carry out the national census.

132. Co-ordination with NCCE has been maintained over the last quarter, with two meetings between ESSPIN and NCCE taking place. Discussions have focused on linking the reform work at Oro College of Education Kwara into the broader framework of pre-service teacher education reforms being undertaken at national level. Co-operation is taking place in the areas of curriculum reform, teacher standards, quality assurance, accreditation and college restructuring. This work will continue over the coming year with more direct support to NCCE's reform groups by ESSPIN TA.

133. The Ministerial Advisory Team has undertaken a visit to the National Teachers Institute (NTI) in Kaduna to discuss ways in which NTI's training activities could be strengthened. The Ministerial Advisers were actively involved in the inauguration of the Teacher Development activities of NTI, which was launched by the Minister in early November. They visited some of the NTI training centres, in order to evaluate the training activities. A report on key findings is being prepared

134. A first visit to the National Institute for Educational Planning and Administration (NIEPA) was made by the Lead Specialist Policy and Planning, Federal Level and the ODM Task Team Leader in early December. This visit was exploratory: to examine NIEPA's training and support system and to see what role NIEPA could play, if any, in training planners and managers in basic education. NIEPA's training modules will need to be critically reviewed, but first impressions were that they were highly text-based and that it would need a lot of work to make them more attractive and user-friendly.

135. ESSPIN successfully held for the first time in November a meeting with the Technical Committee of the national MLA project. This is a first step forward in the implementation plan working towards a national assessment system and the organization of a national MLA exercise proposed for June 2010 (see section on Cross-cutting Issues below).

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136. The "streamlined" Communications Committee has been trained at a 2 –Day workshop in November. The workshop was attended by 12 participants drawn from the Ministry and its agencies. Their next assignment is to develop a strategy towards addressing the communications challenges facing the sector.   A briefing for the Minister of Education and key officials on the outcome of the Workshop and proposed next steps is due to take place before the end of December.

137. Planning is continuing with PPM&R and NERDC for the development of the Nigerian Education Knowledge Network (a web based research and document database on the model of ID21) following the request for support in this area from FME. Initial Knowledge Management TA is lined up for February, pending NERDC's readiness to proceed.

Cross Cutting issues

Gender and Social Inclusion

138. ESSPIN is recruiting a full-time Social Development and Gender Specialist to be part of the Abuja based technical team, in order to follow up the recommendations of the short-term Gender and Social Development Consultant in October 2009. The specialist will focus particularly on building capacity at the state level to ensure that commitments on girls' education are resourced and effectively implemented and carrying out further work to understand the obstacles to the recruitment and retention of women teachers in the northern states.

139. The specialist will also work closely with the state-based specialists. The aim will be to develop state-specific portfolios of work that integrate gender equality and social inclusion issues, looking for example at the commitments on free girls' education in Jigawa and providing support to Lagos state to better understand issues affecting out of school children. Several strong candidates have been identified and it hoped that a specialist will be in post by early 2010.

140. ESSPIN specialists have been working closely with specialists from SAVI, SPARC and PATHS2 to develop two Structured Approach Papers on Voice and Accountability, and Supply and Demand Side of Governance. Each paper sets out an overall approach that the SLPs have agreed to take, following DFID's own Capability, Accountability and Responsiveness (CAR) framework.   The papers also establish common principles and mechanisms that the programmes will use to work together to ensure complementarity.   The aim is to have agreed versions by January 2010.

141. ESSPIN and PATHS2 will lead on developing a Structured Approach Paper on Gender and Social Inclusion in early 2010, once both programmes have specialists in place.

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Monitoring and evaluation

142. Extensive comments were provided on the EdData/NEDS questionnaire (scheduled for April 2010) and presented at a workshop organised in Abuja in November.

143. Preparations were initiated for the school census validation survey, which is scheduled for the first quarter of 2010. Instruments are being developed and discussions have been held for the identification of a partner to undertake the survey. The purpose of the survey will be to:

    - Assess the quality of school census data by focusing on the discrepancies between reported information and direct observation;
    - Understand the extent to which there is likely to be an under-estimate of enrolment when the census takes place in November compared to enrolment levels in February;
    - Capture additional issues of school quality such as absenteeism and availability of instructional materials.

144. Preparations were started for the ESSPIN community survey, which is scheduled for the first quarter of 2010. The purpose of the survey will be to:

    - Assess the types and level of support provided to schools by communities;
    - Monitor the effectiveness and sustainability of activities aimed at strengthening community support (such as school development plans, grants, training and communication activities etc.);
    - Elicit perceptions of the quality of basic education services;
    - Understand the links of civil society organisations with schools and community-based organisations.

Annual Education Sector review

145. ESSPIN undertook the first steps towards an annual education sector review process. The review is an intrinsic part of the annual planning and budgeting cycle and is scheduled to take place during the first quarter and be completed during the second quarter every year. It was initiated as a pilot in Kano and Kwara in October in order to identify the main challenges and facilitate the rollout of the process in all ESSPIN States in 2010. Meetings were held at all levels of the administration to establish the appropriate institutional structure that would deliver an annual education sector performance report. Zero drafts were prepared and are expected to be delivered to the State review teams for further discussion in January.

Monitoring learning achievement

146. ESSPIN has adopted two approaches to assessing learning achievement.   At the Federal level, ESSPIN helped prepare a document that describes the current plans of the FME to organise a national assessment survey in June 2010. The document is expected to help clarify the institutional structure, work plan and budget and will be used to explain these

plans to stakeholders who might be interested to contribute to the cost of this survey. ESSPIN convened a meeting of the national MLA Technical Committee in Abuja in November to explain its concerns with the current report on FME MLA item development and highlight a way forward towards an improved document that would be the basis of the national assessment system.

147. At the State level, ESSPIN pre-tested an early grade assessment instrument of literacy and numeracy in Kano and Lagos on Grade 2- and Grade 4-level students. The approach was developed in recognition of the fact that multiple choice questions (on which the FME MLA approach is based) suffer from the students' limited reading ability at low grades and ignore other non-written aspects of the curriculum (such as listening, speaking and reasoning/conducting activities). The approach uses an enumerator who tests students on a one-to-one basis. The test will be administered in all ESSPIN-supported States in June 2010. It is intended that the new institutional structure to be developed at the Federal level will eventually consider whether to adopt a similar approach to MLA.

148. Training of enumerators for the MLA pre-test exercise took place in Kano and Lagos in October. The pre-test exercise itself was conducted in mid November, followed by various meetings to mobilise enumerators, distribute test materials and specify test collection and report writing. The ESSPIN MLA pre test was conducted in 12 schools in each of the two states, one from each of 12 selected LGAs. Each enumerator administered the test on 50 pupils per school.

Communications and Knowledge Management

149. The systems and structures for C&KM continue to evolve within ESSPIN. The website has been refined with linked abstracts of all ESSPIN reports being added to the Resource pages. To cope with the large numbers of reports now available in the ESSPIN Documentary Series, the presentation of reports is under review with a more user-friendly index being developed and a rationalisation of the documents available on line.

150. The ESSPIN intranet is now up and running, though currently only being test-run internally. It will be linked to other SLPs and accessible to other stakeholders in early 2010.

151. The addition of a Graphics Designer to the team has facilitated the production of printed materials to promote ESSPIN's work and DFID support to education reform in a more professional and striking house-style. Communication materials for the National School Census and Lagos State development partners showcase event were early evidence of this. Key documents for publication are being prepared. A better structured photo library will be developed next quarter.

152. A comprehensive package of C&KM Programme Support Activities covering film, radio, theatre for development and work with journalists has been developed and potential service providers identified. ESSPIN plans to take these forward in 2010. The first round of

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film work has taken place, with DFID approval, and state documentaries were shot in each of the ESSPIN states in close collaboration with state stakeholders. These are currently being edited and will be released in February, after further stakeholder consultation, for TV viewing and community / stakeholder screenings.

153. Further to meetings with the Head of Communications for DFID Africa Division and senior DFID Nigeria colleagues in Abuja, ESSPIN has reaffirmed its commitment to make communication products available to DFID through the ESSPIN Communications Unit in Abuja. ESSPIN will support the promotion of the programme and UK development assistance to a wide (notably UK) audience. ESSPIN staff participated in the recent DFID Media Training.

154. ESSPIN has committed to providing assistance to CSACEFA, as the responsible Nigerian civil society agency, to roll out the 1Goal campaign for education for all focused on the 2010 World Cup. Whilst recognising the value of the initiative, both CSACEFA and ESSPIN have expressed shared concerns over the approach of the international campaign in the Nigerian context. We intend to concentrate on combined events in ESSPIN states with the possibility of limited financial support to the national campaign. We await CSACEFA's proposal and further discussion with them.

155. The SLP Knowledge Management Working Group will meet before the end of the year to review the KM SAP in response to DFID comments. Informal contact and information and resource sharing between the SLP C&KM teams continue to grow.

ESSPIN Logframe

156. A revised ESSPIN logframe in the new format has been developed and has been submitted to DFID for comment. Initial comments have been received and these will be considered and incorporated where appropriate.

Section 3:   Emerging Issues / Risks

157. Political uncertainty and its effects on government programmes and expenditure in the run up to the next elections remain the principal risks. DFID involvement in the business of establishing MOUs and oversight committees may help to focus minds of the political leadership for the time being, but the risks posed by the elections are not going to go away.

158. There are periodic concerns about security, particularly on the roads. These concerns have not yet affected programme activities, but if there is a significant threat to the safety of programme personnel, some activities may need to be curtailed.

159. Concerns about alleged extra-judicial killings in Enugu have caused DFID to defer the go-ahead for ESSPIN involvement until after the New Year.

Annex A: List of Consultancies over the Last Quarter, October – December 2009

List of Consultancies for October - December 2009

Consultant	Description of Assignment	Nat/Int	Days	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
Agodi Alagbe	FME Reform (Education Quality)	I	40													
Allan Findlay	EMIS	I	48													
Austin Edeze	FME Reform	N	40													
Baki Mlalazi	Human Resource Development	I	18													
Caroline Nicolson	Community/CSO involvement	I	12													
Christiana Lekwat	Inspectorate	N	18													
Chris Morgan	Communications	I	40													
Daniel Akogwu	School Infrastucture	N	15													
David Johnson	Teacher Assessment	I	19													
David Strawbridge	Schools Improvement	I	76													
Devesa Domenec	EMIS	I	48													
Dick Coppinger	Architecture and Enginerring	I	16													
Dragana Sretenov	Community Participation in Education	I	11													
Ed Burke	Institutional Analysis of Teacher Education Structures,Kaduna	I	17													
Francis Watkins	Social Development	I	20													
Gail Mcleans	Inspectorates	I	23													
Gaurav Siddhu	Assistant Specialst M & E	I	40													
Peat	Inspectorats/Quality Assuarance	I	11													
Harold Thomas	Institutional & Employment (teachers) - Kwara	I	36													
Helen Pinnock	SBMC Research	I	9													
Iliya Ambi	Community/CSO involvement	N	22													
Jaap Kuiper	Teacher Education,Oro College Reform	I	27													
Jack Holbrook	Monitoring Learning Achievement	I	23													
Jawaad Vorha	MTSS	I	30													
Jim Minton	Communications	I	12													
Joanna Harma	EMIS	I	40													
John Gray	Public financial Manangement	I	41													
Kal Consultants	Legarl Reforms	I	18													

Consultant	Description of Assignment	Nat/Int	Days	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
Kenneth Uwah	FME Reform (Communication)	N	40													
Kwame Akpampong	Research	I	6													
Lawrence Onibon	School Infrastucture	N	15													
Lilian Breakell	Schools Development	I	53													
Lynton Gray	MTSS	I	24													
Manos Antoninis	Lead Specialist Monitoring and Evaluations	I	28													
Mary Summers	Quality Assurance	I	12													
Mathias Rwehera	MTSS-Jigawa, Kano and Kaduna	I	12													
Mohammed Bawa	Community Participation	N	59													
Mustapha Gwadabe	Community Participation	N	20													
Nigel Wakeham	Architecture and Enginerring	I	14													
Obinna Onwujekwu	Kwara activity based planning and budgeting	N	24													
Olajide Florence	Inspectorates	I	18													
Paul Muskar	Education Legislative Reform	I	23													
Penny Holden	Lead Specialist Inspectorates & Quality Assuarance	I	12													
Ray Jardine	Inspectorates	I	12													
Rusell Craig	MTSS	I	24													
Sambo Yakubu	SMBC Research	N	20													
Sarah Amanson	Community/CSO involvement	N	21													
Sergij Gabrasck	Assessment of Primary & JSS Teacher's Subjects	I	29													
Shalini Bahuguna	Social Development	I	6													
Suleiman Adadiran	SBMC Research	N	59													
Susan Williamson	Teacher Strategy	I	55													
Wale Samuel	Community/CSO involvement	I	12													
Wole Olumiyete	MTSS	N	37													

Total International		1015
Total National		390

Annex B: List of Consultancies for the Next Three Months, January – March 2009

Consultant	Description of Assignment	Nat/Int	Days
Agodi Alagbe	FME Reform (Education Quality)	I	65
Allan Findlay	EMIS	I	60
Austin Edeze	FME Reform	N	65
Baki Mlalazi	Human Resource Development	I	33
Barry Reeves	Organisational and Development	I	22
Cherl Brown	IDS FME/NERDC	I	6
Chris Morgan	Communications	I	27
Daniel Akogwu	School Infrastucture	N	18
David Johnson	Teacher Assessment	I	14
David Strawbridge	Schools Improvement	I	65
Devesa Domenec	EMIS	I	65
Dick Coppinger	Architecture and Enginerring	I	18
Gaurav Siddhu	Assistant Specialst M & E	I	55
Harold Thomas	Institutional & Employment (teach	I	24
Helen Pinnock	SBMC Research	I	12
Jaap Kuiper	Reform	I	19
Jawaad Vorha	MTSS	I	18
Jim Minton	Communications	I	12
Joanna Harma	EMIS	I	60
John Gray	Public financial Manangement	I	43
Kenneth Uwah	FME Reform (Communication)	N	65
Lawrence Onibon	School Infrastucture	N	18
Lilian Breakell	Schools Development	I	54
Lynton Gray	MTSS	I	18
Manos Antoninis	Lead Specialist Monitoring and Eva	I	34
Mathias Rwehera	MTSS-Jigawa, Kano and Kaduna	I	24
Mohammed Bawa	Community Participation	N	24
Nigel Wakeham	Architecture and Enginerring	I	18
Obinna Onwujekwu	Kwara activity based planning a	N	17
Penny Holden	Lead Specialist Inspectorates & Qu	I	24
Ray Jardine	Inspectorates	I	12
Rusell Craig	MTSS	I	12
Sergij Gabrasck	Assessment of Primary & JSS Teach	I	25
Suleiman Adadiran	SBMC Research	N	24
Susan Williamson	Teacher Strategy	I	55
Wole Olumiyete	MTSS	N	26
Total International			**894**
Total National			**257**

Annex C: Three Months Rolling Indicative Workplan, January – March 2009

Federal Level Workplan: January - March 2010

Act. No	OUTPUT 1 - Federal Level Activity	Previous Month																	
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
1	Engagement with National Roadmap Implementation Task Team (NRITT)																		
i	Provide advisory support	••••••	••••••	••••••	••••••	••••••													
ii	Provide support to events																		
2	Institutional development in selected Federal MDAs (see below for detailed activity schedules - to be offet for individual institutions)																		
i	PPM&R		••••••	••••••	••••••	••••••			••••••	••••			••••••	••••			••••••	••••••	
ii		••••••	••••						••••••	••••			••••••	••••			••••••	••••••	
iii	NCCE																		
iv	NAEQA																		
v	NTI																		
vi	NIEPA		■■															••••••	••••
A	Institutional development processes e.g PPM&R																		
i	Self evaluation Exercise: review of mandate and current performance - similar to SEAT								••••••	••••									
ii	Functional system review & development								••••••	••••									
iii	Human Resource Managment System: Needs assessment, Job profiling & descriptions, Individual profiling, Appraisal								••••••	••••									
iv	Staff Development Plan: TNA,capacity building plan, Leadership & Management plan. Implementation																		
v	Process mapping and Re-engineering: review of processes & collaboration process with States																		
3	Supporting Selected Functions within Policy, Planning, Mangement & Research (PPM&R)																		
A	POLICY							••••••	••••										
i	Scope and analyze the NCE/JCCE process - management, effectiveness, stakeholder involvement, monitoring role e.t.c																		
ii	Support processes for commisioning and conduct of policy based research (TBD)																		
iii	Provide capacity building opportunities and training for developing policy briefs (TBD)																		
B	PLANNING																		
i	Support PPMR role in development and implementation of Federal MTSS based upon Roadmap																		
ii	Strengthen PPM&R to coordinate ESP and MTSS implementation in States.																		

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Act. No	OUTPUT 1 - Federal Level	Activity	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
C	EMIS																			
i	Input to/support National EMIS Committee																			
ii	Develop EMIS software for 2009-10		●●●●●																	
iii	Disseminate EMIS software for 2009-10 to the States and train staff																			
iv	Develop and distribute guidelines for conduct of Annual Census																			
v	Identify training needs for States and carry out training											●●●●●●	●●●●●●●●●●							
vi	Design and implement validation surveys in representative school samples																			
vii	Assist implementation of school census in Nov 2009, including public campaign																			
viii	Analyse the results of the validation surveys and disseminate																			
ix	Analyse Data and produce Annual Census Report																			
D	Monitoring Learning Achievement (MLA)																			
i	Review and discuss report by the task specialist on Learning assessment system				●●●●●●●●	●●●														
ii	Develop a strategic document for the implementation of the proposed national MLA exercise in 2010			●●●●●	●●●●●●															
iii	Conduct a forum to discuss the establishment of a national assessment system and the draft action plan		●●●●●																	
iv	Plan and conduct pilot in ESSPIN States for a learning assessment survey for the school year 2009/2010																			
v	Plan and conduct national MLA in all States		●●●●●																	
vi	Prepare template and agree process for Annual Education sector performance report																			
E	Communications and Knowledge management																			
i	Support to setting up Knowledge Management systems - Nigeria Education Knowledge Network (NEKNet)																			
ii	Support to development of FME Documentation Centre																			
iii	Support Federal Ministry in creating summary version of roadmap & dissemination to States			■■■																
iv	Ongoing support for federal communications committee																			
4	Supporting Selected Functions within Universal Basic Education Commission (UBEC)																			
A	Funding, Resource Mobilization and Utilization																			
i	Visioning & self evaluation Exercise: review of mandate and current performance		●●●●●	●●●●●	●●						●●●●●●									
ii	Build political will and consensus on the need for reforms in funding mechanisms for education																			
iii	Support development of legislation for reform of funding flows.		●●●●●	●●●●●●	●●●●						●●●●●●									
iv	Continue support to the improvement in the efficiency in the disbursement and use of of federal education funds for basic education											●●●●●●●●●								
v	Develop internal and external accountability mechanisms aimed at streamlining the federal funding flows		●●●●●	●●●●●	●●●●												●●●●●●●●●●●●			
vi	Link access to UBE IF and VPF, to ESPs and MTSS plans																			
vii	Review current procurement practices and develop and deliver training on revised procurement guidelines for SUBEBs																●●●●●●●●●●●●			

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Act. No	OUTPUT 1 - Federal Level / Activity	Previous Month 30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
5	Support to National Commission for Colleges of Education (NCCE) to reform Teacher Education and Colleges of Education	●●●●●●●●●●●																	
i	Review and implement wide use of Teacher standards,																		
ii	Audit revised NCE curriculum,																		
iii	Field testing of NCCE developed Teaching practice modules,	●●●●●●●●●●●																	
iv	Development of a comprehensive Quality Assurance system for COEs	●●●●●																	
v	Structuring and benchmarking of a Teacher career path																		
6	Support to National Teachers Institute (NTI)																		
i	Review In-service training systems																		
ii	Review and develop training materials																		
iii																			
7	Legislative/Political arm of Government (Governance)																		
i	Prepare draft proposals for legislation and regulatory reform to remove barriers and improve effectiveness of basic education service delivery																		
ii	Develop strategies for linking more closely political processes to planning and budgeting. Encourage closer collaboration.																		
8	Standards & Quality Assurance:																		
i	Support creation and development of NAEQA								●●●●●●										
ii	Adopt/adapt national QA instruments																		
iii	Develop & deliver training for staff in their new roles																		
iv	Build integrated system of quality assurance with States																		
v	Train key inspectors to write the annual national report on the quality of education																		
vi	Support collection, colation and analysis of inspection outcomes received from states, and produce annual national report on the quality of education																		
vii	work with states to review lessons learnt from first cycle including modifying materials																		
9	Developing Partnerships with MDG Office			■ ■					●●●●●●●●										
i	Incorporating MDG funds into State Sector Plans																		
ii	Support to the monitoring of impact of MDG funds																		
iii	Work with MDG on selected initiatives such as CCTs, SBMC development etc																		

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Education Sector Support Programme in Nigeria (ESSPIN)

JIGAWA WORKPLAN: January - March 2010

Act.No	Output 2 Activity	Previous Month					04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec													
	MTSS and Institutional Development																		
1	**MTSS: Technical Assistance & Capacity Building**																		
i	ESP review, MTSS planning, stakeholder buy-in, updating of targets, activities and inputs																		
ii	Gathering of educational & financial data, data evaluation, EPSSim simulation & scenario development																		
iii	Budget analysis & formulation, M&E framework																		
iv	Drafting of MTSS, approval of MTSS document	•••••••																	
vii	Review / development of annual workplans	••••••••••••••••••••••••••••••••					••												
vii	Ongoing MTSS support (state team & TA) & round 2 of MTSS	••••••••••••••••••••••••••••••••					••												
2	**Institutional reform: selected depts/agencies (2 in the first year)**																		
i	Performance Management (review current systems, develop strategies, training in application of M&E system)	••••••••••••••••••••••••••					••												
ii	Staff Development & Deployment (review deployment practices, job descriptions, institutional needs, TOT)	••••••••••••••••••••••••••					••												
iii	Asset Management & Procurement (review policies & practices, share best practice, training & mentoring)																		
iv	Participatory Leadership & Decentralisation (review service delivery, decentralisation needs, staff development, TOT)										••								
v	Financial Management Systems (review current systems, develop reform strategy, M&E mechanisms)																		
vi	Human Resource Management Systems (review policies & systems, HRM best practice, HRM development plan)										••								
vii	Organisational Development (review structures, service delivery, organisational development plan)										••								
viii	Scale up to other agencies / depts based on Year 1 findings																		
ix	Public Funding Flow for Basic Education (Jigawa + Kano)																		
3	**Political Level (Governance)**																		
i	Study Tours (educational planning & financial management)																		
iii	Visioning and Leadership (workshops, meetings, policy development, ongoing support)																		
iv	Legal & Regulatory Framework of Basic Education (review framework for basic education delivery, proposal for reform)	•••••••••••• ▪▪▪▪▪																	
v	Decentralisation (review service delivery levels, case for decentralisation, costed proposal)										••								
vi	Analytical Studies & Surveys (1 policy focused study or surveys per annum)																		

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Act.No	Output 2 Activity	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
				Previous Month															
4	LGEA Level TA and Training (1 LGEA pilot; rollout based on findings and SPARC PSR)																		
i	Capacity for Planning (data sources for LGEA planning, planning & budgeting procedures, strategy for medium term planning)																		
ii	Data Collection, Aggregation & Analysis (review and strengthen LGEA data systems, skills development, link to EMIS)																		
iii	Performance & Human Resource Management (job descriptions, recruitment & deployment, M&E, staff utilisation, staff development plan)																		
iv	Contract Management Training (review policies & practices, share best practice, training & mentoring)																		
v	Rollout to additional LGEAs																		
5	EMIS Development																		
i	Support improved organisation of EMIS																		
ii	Compile reliable school lists																		
iii	Increase rate of response to school census																		
iv	Estimate cost & effectiveness of alternative data collection procedures																		
v	Improve data quality and timeliness (including support to annual school census)																		
vi	Address duplication of data collected from schools																		
vii	Increase feedback and reporting																		
viii	Review school census questionnaire																		
ix	Address technological constraints to EMIS development																		
6	Monitoring & Evaluation																		
i	Annual Education Sector Performance Review																		
ii	Build M&E systems and Capacity at State level																		
iii	Develop Approach to M&E at LGEA level																		
7	Development of C&KM systems and support																		
i	Support Comms committee to develop and implement CKM strategy																		
ii	Development of State Documentation Centre																		
iii	State Electronic Database of Key Education Documents																		
8	Quality Assurance Framework																		
i	Develop policy/mandate/legislation for SEIMU																		
ii	Develop systems, capacity and processes within SEIMU including gender-sensitive inspection tools																		
iii	On-the job training for inspectors																		
iv	Training for schools in self evaluation																		

Act. No	Output 3 Activity	Previous Month					04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec													
1	**Infrastructure**																		
i	Preparation & design of State prototypes						●	●	●	●	●	●	●	●					
ii	Capacity building at State level: Worshops on school layouts and prototypes									●	●	●	●	●					
iii	Preparation of manuals: construction manual support and maintenance. Workshops re maintenance etc	▮													●	●	●	●	●
iv	Preparation of plans and pilot projects		●	●	●	●									●	●	●	●	●
v	Capacity building at LGEA and commmunity levels. Workshops on supervision, maintenance, data collection																		
vi	Supervision missions (3 month intervals)														▮				
2	**Water and sanitation**																		
i	Scoping study - including focus on available sanitation facilities for girls																		
ii	Implementation to be aligned with school development planning	●	●	●	●	●				●	●	●	●	●	●	●	●	●	●
3	**School Development Planning**																		
i	Review SESP / GEP school development planning tools																		
ii	Develop school grant processes and costing		●	●	●	●	●	●	●	●	●								
iii	Disburse school grants																		
iv	Develop tools																		
v	Train Head Teachers (see 4 below)																●		
vi	Train Local School Supervisors (see 4 below)															●			
vii	Train SBMCs (see Output 4, Activity 2)																		
viii	Rollout school development planning in LGAs / schools (see Output 4, Activity 2)																		
4	**Local School Supervisor and Headteacher Development**																		
i	Scoping study																		
ii	Identification and development of State School Improvement Teams	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
iii	Design and development of training modules	●	●	●	●	●	●	●	●	●	●	●	●	●					
iv	Training of LSS on School Development planning and process (See 3)																		
v	Training of Headteachers on School Development (See 3)																		
vi	Monitoring and follow-up support																		
5	**Local Technical Team to support implementation of school development package**																		

Act. No	Output 3 Activity	Previous Month					04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec													
6	Teacher development: In-service support																		
i	Design and development of training modules/lesson plans for teachers																		
ii	Training of teachers																		
iii	In-school support and follow-up																		
iv	Quality assurance																		
7	Teacher development: Pre-service																		
i	Institutional review of College of Education Gumel																		
ii	Staff development (Organisation and Management)																		
iii	Staff development (Training): teacher standards/competencies, curriculum, pedagogy																		
iv	Training materials development																		
v	Development of College Quality Assurance Systems																		
vi	Feasibility study for developing distance learning package for female candidates who cannot travel																		
8	Teacher Deployment																		
i	Development of stategic and management roles of State and SUBEB re teacher education																		
ii	Teacher deployment study and follow-up including analysis of deployment of female teachers																		
iii	Development of finanace model for teacher education																		
iv	Development of teacher (educator) career path																		
9	Baseline: Classroom observation including gender analysis																		
i	Implementation of classroom observation instrument																		
ii	Data check																		
iii	Data entry																		
iv	Data analysis workshop and preparation of report																		
v	Assessment against baseline																		
vi	Analysis and preparation of report																		

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Education Sector Support Programme in Nigeria (ESSPIN)

		Previous Month																	
Act. No	Output 3 Activity	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
10	**Baseline: Teacher Assessment including gender analysis**																		
i	Planning, Preparation and logistics for implementation	●	●	●	●	●													
ii	Implentation of survey instrument						■	■	■	■									
iii	Data check and entry									●	●	●	●	●					
iv	Data analysis and preparation of report															●	●	●	●
v	Feedback workshop																	■	
11	**Conditional Cash Transfers**																		
i	Scoping mission and strategy formulation to increase girls enrolment and retention																		
ii	Implementation of strategy																		
12	**Islamiyya, Qur'anic & Tsangaya Education (IQTE)**																		
i	Strengthen State capacity to regulate and monitor IQTE	●	●	●	●	●	●	●	●	●									
ii	Conduct four special studies on IQTE themes - including focus on mobile Tsangayas and *Almajiri* boys																		
13	**Textbooks**																		
i	Procurement and distribution survey																		
ii	Strategy formulation																		
iii	Implementation																		
14	**Communications & Knowledge Management**																		
i	Develop State and local guidance on role of SMBCs and PTAs		●	●	●	●													
ii	Disseminate SMBC / PTA guidance through Local networks							■	■										
iii	Develop school charter / promise on learning outcomes		●	●	●	●	●	●	●										
iv	disseminate charter / promise to schools							●	●	●									

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Act. No	Output 4 Activity	Previous Month																	
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
	DEVELOPMENT OF SBMCs																		
1	**Community Mobilisation**																		
i	Presentation of SBMC Research findings to stakeholders																		
ii	Visioning exercise to review and develop community mobilisation approaches (with SAVI)																		
iii	Develop SBMC training and training package																		
iv	Contract SBMC Coordinator and CSO service providers																		
v	Training of Trainers / facilitators on SDPs and community mobilisation strategies																		
vi	Conduct community mobilisation in selected LGAs / school communities including sensitisation to gender and social exclusion																		
2	**Roll out training and support to SBMCs in selected LGAs**																		
i	Cluster schools for SBMC support and training (aligned to SDP pilots)																		
ii	Training of SBMC members																		
iii	SBMCs engage with SDP planning process																		
iv	Supervision, monitoring and follow-up of SBMC development																		
v	Ongoing mentoring and monitoring of SBMCs																		
3	**Development and implementation of strategy for promoting girls education**																		
4	**Community based Monitoring, Accountability and Governance**																		
i	CSO Capacity Review																		
ii	Development of packages for communication key messages																		
iii	State, LGEA and community level sensitisation (based on SESP model) including sensitisation to the importance of girls education																		
iv	Develop ToRs and identify CSOs to develop media for message delivery																		
v	Develop specific media for message delivery																		
vi	Pilot process of working with community level institutions																		
	Communications & Knowledge Management																		
5	**Polling and Surveys**																		
i	Annual public opinion survey to check public attitudes to and engagement with education reform																		
ii	Annual stakeholder survey to check attitudes to and engagement with education reform																		
iii	Organise quarterly journalists / civil society forum (with SAVI)																		
iv	Review of operational capacity of Social Mobilisation dept and implementation of capacity building plan																		
6	**Gender Analysis & Inclusive Education**																		

Kaduna Workplan: January - March 2010

Act. No	Output 2 Activity	Previous Month																	
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
1	Development, Implementation and Monitoring of MTSS																		
i	Alignment of MTSS Strategic Framework with 2010-2012 Budget Proposals of Education MDAs																		
ii	Production of Zero Draft of Kaduna Education Sector 2010-2012 MTSS Document																		
iii	Stakeholders' Review and Critique of Zero Draft Kaduna Education MTSS Document																		
iv	Production of final Draft 2010-2012 MTSS Document																		
v	Presentation of Draft MTSS Document to MoE/Kaduna ESP Committees for Approval																		
vi	Stakeholders' Review and Endorsement of Kaduna 2010-2012 MTSS Document																		
vii	Reproduction of copies of Kaduna Education Sector 2010-2012 MTSS Document																		
viii	Support for the Dissemination of copies of MTSS Document to Stakeholders																		
ix	Support to MDAs development of Annual Implementation and Quarterly Activity Plans																		
x	MTSS Implementation Monitoring, Evaluation and Review																		
xi	Development of 2011-2013 MTSS																		
2	Support for the Review of SUBEB Law																		
i	Policy Dialogue Retreat on Basic Education Provision.																		
ii	Stakeholders Forum on Review of SUBEB Law																		
iii	SUBEB Law Review Workshop																		
iv	Production of draft revised SUBEB Law																		
v	Stakeholders Critique Workshop																		
vi	Production of final revision of SUBEB Law for Presentation to State House of Assembly																		
3	Institutional development for pilot LGEAs.																		
i	Facilitate LGEA Development Plans																		
ii	Suuport for development of annual budgets																		
iii	Leadership and Management Training for ESs and HODs of LGEAs																		

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Act. No	Output 3 Activity	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
				Previous Month															
1	**Overall WSD planning in pilot LGEAs** (including pilot school selections)																		
i	Scoping visits (Round 1) to 7 LGEAs - basic data collection and sensitisation																		
ii	Scoping visits (Round 2) to 7 LGEAs - visits to LGEA districts to access 'clusters'																		
i	Scoping visit (Round 3) to 7 LGEAs - final decisions on clusters, pilot schools 7 'Hub' schools	■	■					■	■										
ii	Visioning & general orientation for LGEA staff on ESSPIN WSD work							■											
2	**Infrastructure (Schools)**																		
i	Scoping of infrastructure work / plans at State level	●	●	●				●	●	●	●	●	●	●	●	●	●	●	●
ii	Capacity building at State level: Worshops on school layouts and prototypes																		
iii	Preparation of manuals on / workshops for construction support & maintenance.																		
iv	Preparation of workplans and pilot projects (proposals, procurement documentation, etc).																		
v	Implementation																		
vi	Capacity building at LGEA / commmunity levels (e.g workshops on supervision, maintenance)																		
vii	Supervision missions (3 month intervals)																		
3	**Infrastructure (support to SSIT Office)**																		
i	Scoping of infrastructure work required at possible Gidan Waya SSIT Office site								■										
4	**Water/Sanitation & School health**																		
i	Identification of pilot schools to receive W&S inputs (20 in Year 1)	■	■					■	■										
ii	Planning Year 1 implementation work on toilets / water in pilot schools									●	●	●	●	●	●	●	●	●	●
iii	Scoping work & design of School Health Package									●	●	●	●	●	●	●	●	●	●
5	**School Development Planning**																		
i	Review SESP school development planning tools																		
ii	Develop school grant processes and costing (with pilot schools)									●	●	●	●	●	●	●	●	●	●
iii	Disburse funds																		

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Education Sector Support Programme in Nigeria (ESSPIN)

Act. No	Output 3 Activity	Previous Month																	
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
6	DEO/DES, Headteacher & Teacher Development Teams & Module preparation																		
i	Formation / orientation meetings of State Teacher Education Quality Task Team																		
ii	Identification & selection of members for State School Improvement Team																		
iii	Induction & Initial Training of SSIT (for Module 1)																		
iv	Design and development of training modules (for DEOs, DESs & HTs)																		
v	Review of Modules (by SSIT)																		
vi	SSIT Training (Module 1) of DEOs, DESs & HTs (both training & review sessions)																		
vii	SSIT follow-up support work in schools & LGEAs																		
7	Teacher development: materials and In-service support																		
i	Review of existing in-service materials (SESP TPD)																		
ii	Design and development of training modules																		
iii	Review of modules (by SSIT)																		
iv	Training of SSIT																		
v	Training of teachers																		
vi	In-school support and follow-up (M&E)																		
8	Teacher development: Pre-service																		
i	State College of Education (Gidan Waya)																		
	(i.i) Institutional review (OM, Staff Development, Standards, Curriculum, etc)																		
	(i.ii) Visit to Oro College (Kwara State) to see reform processes																		
	(i.iii) Development of College Quality Assurance Systems & Academic Programmes																		
ii	State MOEs and SUBEBs																		
	(ii.i) Development of strategic and management roles of State and SUBEB re teacher education																		
	(ii.ii) Teacher deployment study and follow-up																		
	ii.iii) Development of finance model for teacher education																		
	(ii.iv) Development of teacher (educator) career path																		

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Act. No	Output 3 Activity	Previous Month																
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
9	**Baseline (A): Classroom observation**																	
i	Implementation of classroom observation instrument																	
ii	Data check & entry																	
iii	Data analysis workshop and preparation of report																	
iv	Analysis and preparation of report - draft stage																	
	Baseline (B): Teacher Assessment (Written)																	
v	Preparation and logistics for implementation *(including pilot)*																	
vi	Implementation of survey instrument																	
vii	Data check and entry																	
viii	Data analysis and preparation of report																	
ix	Feedback workshop (all relevant stakeholders)																	
10	**Islammiyah, Qur'anic & Tsangaye Education**																	
i	Support development of State's IQTE Management Strategy																	
ii	Identify existing IQTE pilot schools (SUBEB) and plan monitoring operation																	
iii	Identify Researchers & conduct a report on 4 (four) specialist IQTE studies																	
11	**Textbooks & Supporting Instructional Materials**																	
i	Textbooks - procurement and distribution survey																	
ii	Textbooks - strategy development and implementation																	
iii	Teacher Resource Packs - design, writing, trialling & editing, approval by TIMU, printing & distribution																	
12	**LGEA & School twinning / exchange visits**																	
i	Establishing links with UK Schools & Training Institutions																	
ii	Exchange visits to UK Schools (ESs & Headteachers)																	
13	**Communications & Knowledge Management**																	
i	Communications support (messages, training & Video Record) of WSD activities in 7 pilot LGEAs																	
ii	Support Zonal Communication Committees (3 across the State) (with ESSPIN pilot work as reference point)																	

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Act. No	Output 4 Activity	Previous Month																	
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
	DEVELOPMENT OF SBMCs																		
1	**Community Mobilisation**																		
i	Form Kaduna State SMBC Task Team (STT), develop TORs & hold periodic planning meetings																		
ii	Presentation of SBMC Research findings to stakeholders																		
iii	State & LGEA visioning exercise to review and develop community mobilisation approaches																		
iv	Support Abuja-led development of SBMC training materials & SBMC Handbook																		
v	Contract CSO service providers																		
vi	Training of CSOs																		
vii	Conduct community sensitisation & mobilisation in selected LGEAs / school communities																		
2	**Roll out training and support to SBMCs in 7 selected LGAs**																		
i	Selection & clustering of schools for SBMC support and training in pilot LGEAs																		
ii	Training of SBMC members																		
iii	SBMCs engage with SDP planning process																		
iv	Supervision, monitoring and follow-up of SBMC development																		
	ACCESS & SOCIAL EXCLUSION																		
3	**Development of strategy for promoting girls education**																		
i	Design & implement a mapping exercise to assess out-of-school boys and girls																		
4	**Scoping study of Private Sector Basic Education provision**																		
5	**Development of strategy for Special Needs & other excluded groups (Social Exclusion)**																		
	COMMUNICATIONS & KNOWLEDGE MANAGEMENT																		
6	**Develop SBMC / Community-level communications**																		
i	Support / develop Zonal Communication Committees *(see also Output 1)* engagement with community & SBMCs, including development of appropriate messages																		
ii	Train contracted CSOs *(see 1.vi above)* in communication skills																		
7	**Media engagement and monitoring / tracking**																		
i	Support & strengthen media engagement (e.g. through Journalists' Forum) with community level issues and developments																		
ii	Conduct annual public & stakeholder surveys to check attitudes to and engagement with education reform at the community level																		

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Kano Workplan: January - March 2010

Act. No	Output 2 Activity
1	**MTSS and Budget Process**
i	Finalisation of MTSS/KDSP/ 2010 Budget/Budget review by Division/Preparation Retreat
ii	Review of previous year MTSS and preparation
iii	Update MTSS to add next year
iv	Preparation of Departmental Work Plans
v	Monitoring by MTSS/Budget Review Committee
vi	Develop Sector Management MoU
vii	Establish ESCC
viii	Quarterly meetings and Annual Review
2	**Legislative Review and Programme**
i	Policy and Legislative Review/Followup work by Task Team(s)
ii	Workshop(s) to disseminate/discuss consultant Report
iii	Dissemination, buy in, development of Work Plan & drafting of new legislation
iv	Enactment of legislation
v	Implementation of Legislative Programme
3	**Pilot Institutional Reform, selected depts/agencies - PSR, SUBEB,**
i	Institutional review
ii	Workshop to develop instituitional vision
iii	Develop institutional development plan
iv	Develop institutional systems and processe
v	Develop HR systems, roles & responsibilities, job descriptions, perfomance management
vi	Develop planning and financial.budgeting systems
vii	Develop M&E systems
4	**Create forum for LGEA engagement**
i	3 x Zonal Workshops
ii	State Workshop/Formation of LGEA Forum
iii	Quarterly Meetings
iv	Annual Conference
5	**Annual Education Sector Performance Review**
i	Collect and collate information and data on state of education in Kano - sub sector reviews
ii	Conduct stakeholder focus groups
iii	Prepare draft ESR report
iv	Hold conference to discuss findings
v	Produce Final report

Timeline columns (Previous Month): 30-Nov, 07-Dec, 14-Dec, 21-Dec, 28-Dec | 04-Jan, 11-Jan, 18-Jan, 25-Jan, 01-Feb, 08-Feb, 15-Feb, 22-Feb, 01-Mar, 08-Mar, 15-Mar, 22-Mar, 29-Mar

		Previous Month																	
Act. No	Output 2 Activity	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
6	Support for EMIS development and Accurate Record Keeping and Data Management.																		
i	Develop EMIS action plan to define structures and processes																		
ii	Software installation & Training Workshop on NEMIS Software for SMoE & SUBEB		●●●●●●●●●●																
iii.	Development and training in data management at LGEA and School level		●●●●●●●●● ●●																
iv.	Support design and conduct of School Census		●●● ●●●●●● ●●																
v	Data entry training/EMIS unit		●●● ●●●●●● ●●																
vi	Data entry and cleaning	●●●●●●●●●●●●●●●●●●●●●●●●●●●●					●●●●●●● ●●●●●● ●●●●●● ●●●●●● ●●●●●● ●●												
vii	Data analysis and reporting										■■■■■■■ ●●●●●● ●●●●●● ●●●●●● ●●●●●● ●●●●●● ●								
viii	Publication of Annual Educ. Statistics																■■■■■■● ●●●●●		
ix	Develop and distribute school report cards																		
7	School Mapping & training																		
8	Monitoring Student Learning Achievement																		
i	Programme design (Annual event)																		
ii	Planning Workshop																		
iii	Devdelop test instruments and sample frames																		
iv	Carry out testing	●●●					●●●●●● ●●●●●● ●●●●●● ●●●●												
v	Analysis and report preparation								●●●●●● ■■■■■■● ●●●●●● ●●●●●									
vi	Review Workshop										●●●●● ●								
9	Teacher Career reform																		
i	Build political will for career reform																		
ii	Development of professional standards framework in liaisson with NCCE																		
iii	Review and reform salary scales, recruitment/posting/promotion & appraisal processes																		
10	Communications and Knowledge Management																		
i	Support to MTSS and State Communications Committee	●●●●●●●●●●●●●●●					●●●●●● ●●●●●● ●●●●●● ●●●●●● ●●●●●● ●●●●●● ●●●●●● ●●●●●● ●●●●●● ●●●●●● ●●●●●● ●●●●●●												
ii	State Electronic Database of Key Education Documents																		
iii	Scoping and design consultancy (international)																		
iv	Development of State Documentation Centre(s)																		
11	Quality Assurance																		
i	Support establishment and institutional development of QAA						●●●●●● ●●●●●												
ii	Inspectorate training for QAA staff & LGEA master trainers								●●●●●● ●●●●●● ●●●●●● ●									
iii	LGEA Cascade training													●●●●●● ●●●●●● ●●●●●● ●●●●●● ●					
iv	Inspect schools under new inspection regime													●●●●●● ●●●●●● ●●●●●● ●●●●●				
v	Annual Review and report from QAA of inspection process																		

Act. No	Output 3 Activity	Previous Month					04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec													
1	**WSDP Preparation**																		
i	Workshop to design WSDP model for Kano																		
ii	Launch in 3 LGEA's																		
2	**WSDP - 3 LGEAs (including 15 Islamya schools)**																		
i	HT Development in 3 LGEA's																		
ii	Design and develop training materials																		
iii	Select SSIT																		
iv	Train trainers																		
v	Conduct training in pilot schools																		
vi	Extend to remaining +/- 270 schools in clusters																		
vii	Develop plan to roll out WSDP to other LGEAs/Schools																		
viii	Commence roll out of WSDP across the Stte																		
	School Development Planning in 3 LGEA's																		
i	Review and update of SESP documentation/design Manuals & translation to Hausa																		
ii	Training trainers																		
iii	Community sensitisation																		
iv	Cluster training for pilot schools																		
vi	Cascade WSDP process to 30 cluster																		
	School Grants - (i) school improvement, (ii) teaching & learning																		
i	Preparation of Manuals																		
ii	Financial Management Training/Budgets																		
iii	Monitoring/supervision (via LGEA's)																		
3	**Water & Sanitation**																		
i	Situation analysis																		
iii	Planning Workshop in each LGEA																		
iv	Preparation/translation of Maintenance Manual & community training																		
v	Construction pase 1: pilot schools																		
vi	Construction phase: other cluster schools																		
viii	Monitoring/supervision (via LGEA's)																		
4	**IQTE**																		
	Islamic Education Board																		
i	Support to establishment and institutional/organistional set-up of IEB																		
	Maths and Literacy training for Islamya teachers																		
i	TOT Master Teachers (100 per annum)																		
ii	Training of teachers in own schools																		

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Education Sector Support Programme in Nigeria (ESSPIN)

Act. No	Output 3 Activity	Previous Month																	
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
	Study Tours/International Conference																		
i	International Study Tour																		
iii	International Consultation/Conference																		■■■■■
	Studies																		
i	Stakeholder research																		
ii	Case Studies to examine practices in successful schools																		
	Research Dissemination Workshop		●●●●●●																
vi	Study of Almajiri													■■■■■ ●●●●●	●●●●● ●●●●●	●●●●● ●●●			
vi	Study of girls education in IQTE															■■■■● ●●●●●		
5	**Infrastructure**																		
i	Prepare/improve standard designs/costs for primary classrooms and JSS						■■●●●● ●●●●● ●●●●●											
ii	Prepare Manuals re implementation procedure, construction methods, maintenance and rehabilitation								■■■■■■									
iii	Develop Community Construction Pilot						●●●●● ●●●●● ●●											
iv	Prepare Manuals								■■■■■■									
v	Training in focal schools									■■ ●●●●● ●●●●● ●●●	●●●●● ■●●●● ●●●●● ●●●●							
vi	Implementation													■■●●● ●●●●● ●●●●				
ix	Identify/Recruit/train SP's for implementation						■■●●● ●●●●● ●●●											
x	SUBEB/LGEA training								■■■●● ●●●●● ■	●●●●● ●●●●● ●●							
xi	Negotiate Grant Agreements between SMBC's and SUBEB													■■●●● ●●●●● ●●●				
xii	Community mobilisation/SBMC training						●●●●● ●●●●●	●●●●● ●●●●●	●●●●● ●●●●●	●●●●● ●●●●●	●●●●● ●●●●●	●●●●● ●●●●●	●●●●● ●●●				
ivx	Construction of demonstration classrooms at cluster centres in 3 LGEA's (ESSPIN funding)																		
	Implementation Phase 2 (6 months)																		
xv	Replication of Phase 1 in 6 LGEA's using State funds																		
xvi	Feasibility study for construction of JSS schools for girls																		
6	**Local School Supervisor and Headteacher Development(with LGEA's)**																		
i	Scoping study																		
ii	Identification and selection of State School Improvement Teams																		
iii	Development of State School Improvement Teams																		
iv	Design and development of training modules	●●●●● ●●●●● ●●●●●																
v	Pilot testing of training modules	●●●●● ●●●●● ●●																
vi	Revision of modules																		
vii	Training of LSS/LGEA's																		
viii	Training of Headteachers																		
ix	Monitoring and follow-up support																		
x	Quality assurance																		

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Act. No	Output 3 Activity	Previous Month					04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec													
8	Teacher development: Pre-service																		
	Kano State College of Education																		
	(i) Institutional review/Development Plan																		
	(ii) Staff development (Organisation and Management):																		
	(iii) Staff development (Training): teacher standards/competencies, curriculum, pedagogy,																		
	(iv) Training materials development																		
	(v) Development of College Quality Assurance Systems																		
	State MOEs and SUBEBs																		
	(i) Development of stategic and management roles of State and SUBEB re teacher education																		
	(ii) Teacher deployment study and follow-up							■■■■■●● ●●●●●●●●●											
	(iii) Development of finanace model for teacher education																		
	(iv) Development of teacher (educator) career path																		
9	Baseline: Classroom observation																		
i	Implementation of classroom observation instrument																		
ii	Data check																		
iii	Data entry																		
iv	Data analysis workshop and preparation of report																		
v	Assessment against baseline																		
vi	Analysis and preparation of report																		
10	Classroom Practise Study : Kano Specific/3 LGEA's																		
i	Planning Workshop/ lessons learned																		
ii	Observation exercise																		
iii	Dissemination Workshop																		
11	Baseline: Teacher Assessment																		
i	Preparation and logistics for implementation						●●●●●● ●●●●●												
ii	Implentation of survey instrument							■■■■●●● ●●●●● ●●●●● ●●●●●										
iii	Data check and entry											■■■■●●● ●●●●● ●●●●● ●●●●●						
iv	Data analysis and preparation of report														■■■■●● ●●●●● ●●●●● ●●			
v	Feedback workshop							■■●●											■■●●
12	Nomadic Education														■■●●● ●●●●● ●●●●●			
i	Planning Workshop						●●●●●												
ii	Situation Analysis						●●● ●●												
	Study							●●●●● ●●●●● ●●●●●										
iii	Strategic Planning Conference																		
13	Health Education																		
i	Situational analysis study																		
ii	Strategy formulation											■■●●● ●●●●● ●●●●●						
iii	Implementation														■■●●● ●●●●● ●●■■ ●●●●● ●●●●●			

Act. No	Output 4 Activity	Previous Month																	
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
1	SBMC Association																		
i	Clustering Workshop																		
ii	Senatorial District Workshops																		
iii	State Workshop/Formation of SBMC Association																		
iv	Quarterly meetings																		
v	Annual conference																		
2	SBMC Preparatory Work																		
i	Planning Workshop																		
ii	State sensitisation campaign/Launch																		
iii	Preparation in 3 LGEA's																		
iv	Design and production of SBMC/SDP Manual																		
v	SBMC mobilisation in 3 LGEA's																		
viii	Preparation of Implementation Manual																		
x	SBMC selection in 30 clusters/3 LGEA's																		
xi	LGEA/SBMC training																		
xii	Phase 1 Implementation in 30 schools/3 LGEA's.																		
xiii	Review																		
xiv	Phase 2 Implementation : 300 schools/3 LGEA's																		
4	CBO Audit and Training																		
i	Audit (with SAVI																		
ii	Sensitisation Workshop																		
iii	Participatory Planning Workshop																		
iv	Field Work Workshops in 3 LGEA's																		
v	Research Training Workshop																		
vi	Planning Workshop with LGEA's/SBMC's/PTA's																		

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Act. No	Output 4 Activity	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
5	**Out of School Children: Situation Analyses**																		
i	Marginalised and vulnerable groups																		
ii	Out of school women and girls (married/divorced/' run aways')																		
iii	Almajiris(linked to IQTE)	■■■■■■																	
iv	Disabled and special needs																		
v	Design and implementation									●■■■■■■■●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●								
vi	State Briefings on Results																		
6	**Girl's Education**																		
	Programme Planning						●■■■■■■●●●●●●●●●●●●●●											
	Sensitisation in 3 LGEA's							●●●●●●●●●●●●●●										
i	State Symposium																		
ii	Study Tour to (2) GEP States																		
iii	Strategy and Planning Workshop																		
iv	Implementation																		
8	**Communications and Knowledge Management**																		
i	Media programmes (radio, newspapers)						●●●											
ii	Support to SUBEB publications		●●●●●●●●								●●								
iii	Annual public opinion survey to check public attitudes to and engagement with education reform			■■■●●●●●															
v	Other surveys of stakeholders, teachers, other partners as defined at State level																		
9	**Challenge Fund**																		
i	Programme Design (with Abuja)						■■■■■												
ii	Project Identification																		
iii	Project Funding																		
iv	Review																		

Kwara Workplan: January - March 2010

Act. No	Output 2 Activity	Previous Month																	
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
1	Policy and legal framework - Education Reform bill																		
i	Review and analysis																		
ii	Legislative conferences																		
iii	Drafting																		
iv	Submission of new laws																		
v	Development, printing and distribution of Stakeholder versions																		
vi	Development of Communications Strategy on the reformed laws and MOU																		
2	Support for EMIS Development and Accurate Record Keeping and Data Management.																		
i	Develop EMIS action plan for OD of EMIS units																		
ii	Submit,Negotiate and provide support for the new plan																		
iii	Software installation & training on NEMIS Software																		
iv	Development and training in data management at LGEA and School level																		
v	Support design and conduct of School Census																		
vi	advocacy and publicity for ASC																		
vii	Data verification,entry and cleaning																		
viii	Data analysis																		
ix	Preparation of school Report cards																		
x	Publication of Annual Educ. Statistics																		
3	Development of MTSS																		
i	Review costed activities and M&E framework																		
ii	Training on EPSSim for Optimum Scenario in MTSS																		
iii	Policy Group or Workshop reviews EPPsim options & selects preferred option																		
iv	Collating final MTSS document																		
v	Submission of the Draft MTSS for printing approval																		
vi	Printing and distribution of final 2010-2012 MTSS																		
vii	Sensitization and awreness to alert LGEAs on their involvement in the MTSS process																		
viii	Stakeholders Review and Endorsement of MTSS																		
ix	Translate MTSS into 2010 annual budget																		
x	Preparation of 1st draft template for MDA workplans																		
xi	Capacity building for key MDAs to translate MTSS into departmental costed wkplan																		
xii	Preparation of Departmental 2010 Work plan																		
xiii	Nogotiating the Annual Work plan																		
xiv	Final Report with framework for 2010 Budget & Workplan prepared																		
xv	Training needs analysis in budget cycle to identify required support to MDAs																		
xvi	AESR and Process Review of 2009 MTSS Process																		
xvii	Planning cycle for 2011-2013 activated and other training delivery																		
xviii	Planning group to prepare 20011-13 MTSS																		

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Act. No	Output 2 Activity	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
4	Public Financial Management Development																		
i	Diagnostic visit to review current financial systems		■																
ii	Develop plan for reform/improvement																		
iii	Review current policies and practices for financial reporting		■																
iv	Support delivery of training and mentoring strategies																		
5	Organisational/Institutional Development																		
i	Review current organisational structures across the selected MDAs & SUBEB	■	■																
ii	Develop recommendations for organisational/institutional reform across MDAs	■	■					■	■	■									
iii	Support and training for MDAs for change management									■	■								
iv	Development of Communications Strategy for the Instituion building Reform Com.								•										
v	Review current systems for managing HR and performance across MDAs									■	■								
vi	Identify best practice, make recommendations on bridging capacity gaps																		
vi	Review current sysems for managing and monitoring system performance																		
vii	Induction training for LGEA Education Secretaries																		
6	QA																		
i	Develop systems, capacity and processes within the new QA Bureau		■																
ii	Training on feedback and report writing						•												
iii	Advocacy and sensitisation meetings/workshops on QA Evaluation system	•					•	•											
iv	ICT Training for QAOs														•	•		•	
v	Implementation of Comms Strategy for QA						•	•	•	•	•	•	•	•					
vi	Support inspectors to train headteachers in self-evaluation		■				•	•							•	•			
vii	School Evaluation, report writing and review		■								•	•	•	•		•	•	•	

Act. No	Output 3 Activity	Previous Month						11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan												
1	**Support to State school Improvement Team (SSIT)**																		
i	Development of State School Improvement Team (SITT)																		
ii	Redevelopment of Education Resource Centre (ERC) as base for SSIT																		
iii	Design and development of trainnig modules/materials																		
iv	Development and implementation of M&E																		
v	Evaluation, Review and feedback meetings																		
vi	Selection of additional SSIT																		
vii	Review and implementation of the SSIT Comms Strategy																		
2	**Improving teaching of literacy and numeracy**																		
i	Planning, advocacy and publicity around literacy & numeracy hour																		
ii	Advocacy and publicity around teacher programme																		
iii	Materials development, printing and on going review																		
iv	Training and field support - Grades 1 -3																		
v	Training and field support - Grades 4 -6																		
vi	Development of M/e system																		
vii	Evaluation, Review and feedback meetings																		
3	**Improving teaching of literacy and numeracy (Head teacher Training)**																		
i	HT training																		
ii	Head Teachers cluster meetings																		
iii	Materials development, printing and on going review																		
iv	Support to Headteachers on development of SDPs																		
v	Support for improved funding flows to schools																		
vi	Review of impact of school grants and other funding flows to schools																		
vii	Development and support to "Improved Schools" award																		
viii	Development of M/e system																		
ix	Evaluation, Review and feedback meetings																		
4	**Improving Support Service(LSS Training)**																		
i	Design and development of trainnig modules/materials																		
ii	LSS training and support																		
iii	Support to LSS and HoSS in report writing and feedback																		
iv	Development and implementation of M&E																		
v	QA																		

Education Sector Support Programme in Nigeria (ESSPIN)

Act. No	Output 3 Activity
5	**Infrastructure development**
i	Construction - activities in support of 200 3-classroom blocks (State funded)
ii	Water - activities at above sites
iii	Support activities for alternative production of furniture
iv	Support to production of manual for SBMCs on supervision and monitoring
v	Support to project Units of MOEST /SUBEB and Construction committees
vi	Establish regular meeting between ESSPIN and PRS on School construction
6	**Teacher strategy co-ordination fora**
i	Coordination meeting of Reform committees
ii	Quality Coordination meeting
7	**Career Path**
i	Review and reform salary scales
ii	Review and reform recruitment/posting/promotion processes
iii	Review and reform appraisal processes
iv	Dissemination of findings
v	Review and implementation of Career Path Communications Strategy
8	**Development of long term comprehensive in-service teacher programme linked with career path**
i	Review of teacher education programmes
ii	Strategic plan developed
iii	Qualification structure and framework established
iv	Operational plan developed
v	Advocacy for programme
vi	Curriculum developed
vii	Materials developed
9	**Oro College Management Transformation**
i	Strengthen College governance
ii	Strengthen strategic management capacity of SMT
iii	Enhancement of operational management
iv	Implementation of institutional plan
v	Development of an Estates Strategy
vi	Staff development for administrative staff
vii	Embed reforms, quality assurance
viii	Development of a Communications Strategy for CoE Oro
ix	Review of CoE Comms Strategy

Education Sector Support Programme in Nigeria (ESSPIN)

Act. No	Output 3 Activity	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
10	**Oro College Curriculum Transformation**																		
i	Assessment system																		
ii	Curriculum resource management																		
iii	Insitutional structure and programmes																		
iv	Embed reforms, quality assurance																		
v	Action research into classroom practices for CoE lecturers																		
11	**Support to SMoE**																		
i	Support for strategic direction for Teacher Education																		
ii	Support for development of a tertiary education sub-sector plan																		
iii	Funding model for CoE (pre- and in-service)																		
iv	Teacher suppy and demand model																		
12	**Baseline (A): Classroom observation**																		
i	Implementation of classroom observation instrument																		
ii	Data check																		
iii	Data entry																		
iv	Data analysis workshop and preparation of report																		
v	Dissemination of findings to relevant stakeholders																		
vi	Assessment against baseline																		
vii	Analysis and preparation of report																		
13	**Baseline (B): Teacher Assessment (Written)**																		
vii	Preparation and logistics for implementation																		
viii	Implentation of survey instrument																		
ix	Data check and entry																		
x	Data analysis and preparation of report																		
xi	Feedback workshop (all relevant stakeholders)																		

Education Sector Support Programme in Nigeria (ESSPIN)

Act. No	Output 4 Activity	Previous Month					04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec													
1	**Support to ECC Charter Message**																		
A	**Piloting of learning outcome benchmarks (LOBs)**																		
i	Complete piloting of translated benchmark learning outcomes to communities																		
ii	Monitoring & formative evaluation of distributed Nupe translated learning outcome																		
iii	Audience analysis at Oyun LGA by Communications Committee																		
iv	Qualitative assessment of LOBs (delivery and message)																		
B	**Organization Development**																		
i	Review and revise current SM and comms org structure																		
ii	Develop and support training programme for state SMU based on TNA																		
iii	Support DSM development of systems & communications with Comms Committee																		
iv	Support DSM in clustering of schools																		
v	Support training for LGEA SM officers by State DSM																		
vi	Support training for CSOs																		
C	**SBMC formation /community participation**																		
i	Coordination of State SBMC Working Group Workshops																		
ii	Support harmonization of SBMC & CSOs activities																		
iii	Community SBMC visioning process																		
iv	Second phase of State SBMC visioning process																		
v	Develop and implement Communications Strategy for the STT/SBMCs																		
vi	Review STT/SBMC Communications Strategy																		
vii	Support proper formation of SBMCs in schools																		
2	**Improve Access and Equity**																		
i	Development of a bi-annual assessment to monitor hours of instruction received																		
ii	Support SBMC training prog on teachers/pupils attendance																		
iii	Support for SBMCs comm. Materials on teachers/pupils attendance																		
iv	Support LGEA level training on SBMCs systems for teacher/pupils attendance																		
v	Policy study on teacher deployment/retention/attendance in rural areas																		
vi	Develop, pilot and monitor strategies to overcome rural teacher issues																		
3	**Improve accountability, voice & demand**																		
i	Support bi-annual MLA analysis to monitor LGA, location and gender disparities																		
ii	Support DMU to design mechanisms for LGEAs to respond to SBMC voice																		
iii	Support LGEA DSM Officers to train LGEA staff in responding to SBMC voice																		
iv	Support for SBMCs training on voice & accountability mechanism																		
v	Support development of mechanisms and training to ensure hardware quality																		

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Education Sector Support Programme in Nigeria (ESSPIN)

Lagos Workplan: January - March 2010

Act. No	Output 2 Activity	Previous Month 30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
1	**Management and Planning**																		
i	Key policy makers workshop study tour /retreat to review costed activities and initiatives in 2nd MTSS																		
ii	Costing and finalisation of the draft logframe of 2nd MTSS																		
iii	Development of Lagos Eppsim Model plus costing ten year plan	■	■																
iv	Final MTSS report with framework for 2010 and budget										■								
v	Translate MTSS into 2010 annual workplan and budget																		
v	Training need analysis									■									
vi	Capacity building on review and evaluation of data sources																		
vii	Complete the Lagos Education Sector Plan,Costing the ten year development plan									■	■								
viii	Stakeholder Meeting on the completed ESP																		
ix	Training workshops on KPIs for planners in Ministry, SUBEB,LGEAs and LED																		
x	Production of final copies and public presentation of the ESP																		
xi	Training for planners, research officers,statisticians in MOE ,SUBEB, LED on educational indicators																		
xii	Training on interpretation of educational data to provide guidance for policy																		
xiii	Institution Assesment of SUBEB							●	●	●	●	●	●	●	●	●	●	●	●
xiv	Review 2009 MTSS											■							
xv	Develop 2011 MTSS											●	●	●	●	●	●	●	●
xvi	Mid-year M & E workshop on implementation of 2010 budget																		
xvii	Annual Education Sector Review (starting 2011)											●	●	●	●	●	●	●	●
xviii	Preparation of 2011 budget																		
2	**Quality Assurance**																		
i	Adaptation of Quality Assurance tools																		
ii	Support working group to Develop a Strategic harmonization plan for the integration of all the various inspectorate bodies																		
iii	Develop an organisational and insitutional plan for new QA agency	●	●	●	●	●		●	●	●	●	●	●						
iv	Identify training needs and develop courses for inspectors																		
v	Train inspectors		■	■					■	■									
vi	Schedule and carry out inspections																		
vii	Study tour of UK/China/Thailand																		
viii	Train SBMCsand HTs in school self evaluation																		
ix	Production of annual state ranking report of schools based on inspectorate report																		

Act. No	Output 2 Activity	Previous Month						04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec														
3	**Institutional reform: selected depts/agencies**																			
i	Performance Management (review current systems, develop strategies, training in application of M&E system)																			
ii	Staff Development & Deployment (review deployment practices, job descriptions, institutional needs, TOT)																			
iii	Asset Management & Procurement (review policies & practices, share best practice, training & mentoring)																			
iv	Participatory Leadership & Decentralisation (review service delivery, decentralisation needs, staff development, TOT)																			
v	Financial Management Systems (review current systems, develop reform strategy, M&E mechanisms)																			
vi	Human Resource Management Systems (review policies & systems, HRM best practice, HRM development plan)																			
vii	Organisational Development (review structures, service delivery, organisational development plan)																			
4	**Political Level (Governance)**																			
i	Study Tours (educational planning & financial management)																			
iii	Visioning and Leadership (workshops, meetings, policy development, ongoing support)																			
iv	Legal and regulatory framework for basic education																			
v	Decentralisation (review service delivery levels, case for decentralisation, costed proposal)																			
vi	Analytical Studies & Surveys (1 policy focused study or surveys per annum)																			
5	**Support for EMIS development and Accurate Record Keeping and Data Management.**																			
i	Develop EMIS action plan to define structures and processes																			
ii	Modification & installation of NEMIS software and training for SMoE & SUBEB																			
iii.	Development and training in data management at LGEA and School level																			
iv	Critique of draft school Census form																			
v	Support design and conduct of School Census																			
vi	Data entry and cleaning		●●●●●	●●●●●	●●●●●	●●●●●		●●●●●	●●●●●	●●●●●										
vii	Data analysis and reporting	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●					●●●●●	●●●●●								
viii	Publication of Annual Educ. Statistics																			
ix	Develop and distribute school report cards							●●●●●	●●●●●	●●●●●	●●●●●	●●●●●								
6	**Institutional development for pilot LGEAs.**																			
i	Build capacity for planning																			
ii	Develop annual budget process																			
iii.	Leadership and Management Training for ESs and HODs of LGEAs																			
iv.	Training on data collection, aggregation and analyses for planners and EMIS staff																			

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Education Sector Support Programme in Nigeria (ESSPIN)

Act. No	Output 3 Activity	Previous Month																	
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
1	**Infrastructure**																		
	Scoping study on school infrastructure																		
i	Review of material for State prototypes								■							■			
ii	Capacity building at State level: Worshops on school layouts and prototypes		■					■						■					■
iii	Preparation of manuals: construction manual support and maintenance. Workshops on maintenance																		
iv	Capacity building at LGEA and commmunity levels on supervision, maintenance, data collection																		
	(a) Development of procurement and supervision procedures																		
	(b)Training worshops																		
v	Supervision missions (3 month intervals)																		
2	**Water and sanitation**																		
i	Scoping study. After the scoping study activities will be aligned with the infrastructure programme above																		
ii	Implementation to be aligned with school development planning		●					●			●						●		
3	**School Transformation**																		
i	Organise specialist forum on school transformation																		
ii	Develop modalities for Piloting school transformation public primary schools														■				
iii	Develop budget for school transformation						■				■								
iv	Review of school funding, disbursement and utilisation																		
v	Develop training materials and train SDP facilitors							■											
vi	Initiate school transformation in pilot schools														●	●	●	●	●
vii	Replicate school transformation across the State																		
4	**Local School Supervisor and Headteacher Development**																		
i	Scoping study																		
ii	Identification, selection and development of State School Improvement Teams																		
iii	Design and development of training modules	●																	
iv	Training of LSS on School Development planning and process														●	●			
v	Training of School Monitors,headteachers and Inspectors		●	●	●											●	●		
vi	Monitor and follow up support			●	●	●		●	●	●						●	●	●	●

Act. No	Output 3 Activity	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
			Previous Month																
5	Teacher development: In-service support																		
i	Identification,selection and development of State School Improvement Teams																		
ii	Identification and assessment of service providers	●●●●																	
iii	Design and developmentof training modules and lesson plans																		
iv	Training of trainers and teachers																		
v	In-school support and follow-up																		
6	Teacher development: Pre-service Colleges of Education																		
i	Institutional review Scoping study																		
ii	Staff development (Organisation and Management)																		
iii	Staff development (Training): teacher standards/competencies, curriculum, pedagogy																		
iv	Training materials development																		
v	Development of College Quality Assurance Systems																		
7	Teacher Deployment																		
i	Development of stategic and management roles of State and SUBEB in teacher deployment																		
ii	Teacher deployment study and follow-up																		
iii	Development of finance model for teacher education																		
iv	Development of teacher (educator) career path																		
8	Baseline: Classroom observation repeated annually																		
i	Implementation of classroom observation instrument																		
ii	Data check																		
iii	Data entry																		
iv	Data analysis workshop and preparation of report																		
v	Disseminate Result from COI		▪▪▪▪▪▪					▪▪▪▪▪▪							▪▪▪▪▪		▪▪▪▪▪▪		

Act. No	Output 3 Activity	Previous Month					04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec													
9	**Baseline: Teacher Assessment to be repeated Year 5/6**																		
i	Preparation and logistics for implementation		■							■								■	■
ii	Implentation of survey instrument																		
iii	Data check and entry																		
iv	Data analysis and preparation of report																		
v	Feedback workshop																		
10	**Health Education in partnership with PATHS**																		
i	Scoping study																		
ii	Strategy formulation inc workshop with stakeholders																		
v	Capacity buiding for HTs & SBMCs to Integrate School health and HIV/AIDs issues into school development planning																		
11	**Textbooks**																		
i	Procurement and distribution survey																		
ii	Develop a state textbook policy (selection,evaluation, book management, use and procurement, distribution)																		
iii	Training on book evaluation and management for state level, LGEA and school level officials																		
iv	Organise and support state level annual book review																		
12	**Monitoring Learning Achievements in primary and JS schools**																		
i	Planning,prepartion and logisics for conduct of MLA																	■	■
ii	Develop and produce MLA test at BE Level																		
iii	Conduct MLA test in the state																		
iv	Analyse the MLA results,produce report and disseminate findings	■																	
v	Develop a state specific Leaning Achievement benchmark		■																
13	**Regular meetings with Quality Education Group to assess progress of School transformation**		■						■					■					■
14	**Review of JSS curriculum to support integration of voc. Skills, Climate Change, ICT, entrepreneurship etc**																		
15	**Language and literacy curriculum review**																		

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Act. No	Output 4 Activity	Previous Month																	
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
1	CSO (education) Capacity Building on Skills and Process of Community Mobilisation (with Savi)																		
i	Conduct Mapping,Capacity Needs Assessment and selection for CSOs working in education																		
ii	Analyse and disseminate findings to CSOs at a 2-day workshop																		
iii	Develop Training Manuals for CSOs with SAVI																		
iv	Conduct Training of Trainers																		
v	Conduct Training of CSOs/CBOs/FBOs/NGOs																		
vi	Develop & implement mentoring and monitoring plan for the CSOs/CBOs/FBOsNGOs																		
vii	Develop central campaigning theme of promoting greater community participation in school improvement																		
2	Formation of LGA CSOs/CBOs /FBOs/NGO Coalitions for education																		
i	Conduct stakeholders' meetings at LGA level to create mechanisms for community monitoring																		
ii	Create platforms for expressing demand for better education services through advocacy																		
iii	Work with SAVI to facilitate the development of education aspects of a community action plan																		
iv	Conduct community enligthenment campaigns with communication specialist, CBOS and FBOs inputs																		
v	Empower CSOs/CBOs/NGOs through training on use and articulation, campaigns, advocacy skills in collaboration with other SLP programmes																		
vi	Establish network and exchange visits for CSOs/CBOs/NGOs																		
3	Roll out training and support to SBMCs in selected LGAs																		
i	Conduct SMU capacity Needs Assessment																		
ii	Engage CSOs for Partnership																		
iii	Conduct State Task Team 2-day workshop																		
iv	Engage State House of Assembly on SBMC																		
v	Conduct SBMC Visioning at the LGEA/LGA/community Levels																		
vi	Conduct Community Mobilisation																		
vii	SBMC Visioning Programme																		
viii	Facilitate a Phased one-day meeting at the LGA level with SBMC members in the state(in collaboration with SUBEB, Ministry and Education Districts)																		
ix	Support the Restructuring of SBMC																		
x	Develop training materials and train trainers																		
xi	Cluster schools for SBMC support and training (aligned to SDP pilots)																		
xii	Initial training of SBMC members																		
	SBMCs engage with SDP planning process (output 3)																		
xiii	Supervision, monitoring, follow-up & ongoing mentoring of SBMC development																		

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Act. No	Output 4 Activity	Previous Month																
		30-Nov	07-Dec	14-Dec	21-Dec	28-Dec	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar
4	Private School Strategy																		
i	Conduct stakeholder meetings of private schools owners to explore constaints to registration and ways forward																		
ii	Facilitate formation of coalition of private schools in Lagos State for proper networking, synergy, mentoring and quality								▪▪▪										
iii	Facilitate Capacity building of private education department in Lagos SMoEsupport																		
iv	Facilitate hamonised inspection for both public and private schools in lagos State											▪▪▪▪▪							
v	Review existing policy and guidelines forprivate school establishment and operation in Lagos state										▪	▪ ▪▪							
vi	Support capacity building workshop through training for proprietors and headteachers of private schools by SMOE																		
vii	Facilitate self evaluation within private schools																		
5	Out-of-School Children																		
i	Conduct studies to investigate numbers of out of school children and reasons							▪▪▪▪▪▪▪▪▪▪▪▪▪										
ii	Based upon study findings develop strategies to bring children into schoool																		
iii	Implement strategies																		
6	Development, Production and Distribution of Information, Education and Communication (IEC)																		
i	Collate and review relevant IEC/BCC materials on access and equity, voice and demand for Education, community participation in education																		
ii	Conduct a two-day stakeholders' workshop on relevance and utilisation IEC/BCC materials to review and make inputs																		
iii	Facilitate the engagement of an artist to design and adapt relevant and suitable messagesfor access and equityactivities																		
iv	Facilitate pretesting of the approved IEC/BCC materials in communities																		
v	Conduct a 2-day workshop to modify, correct, suggestions, upgrade and approve the IEC/BCC materials																		
vi	Facilitate contracting a printer on specifications/quality and quantity of IEC/BCC required to distribution to disseminate Access and equity messages																		
vii	Distribution of IEC/BCC materials																		
7	Gender and Social Exclusion																		
i	Conduct a scoping study to identify gender on socially excluded children of school age in Lagos state																		
ii	Mobilise community / SBMC to raise level of awareness for male and female for retainership, completion and achievemnt in school																		
iii	Conditional cash transfer equally for both boys and girls to keep them in school																		
iv	Conduct community awareness activities using IEC / BCC materials on attitudinal change to education																		
v	Conduct social marketing on approaches to male attitude & promote educational values																		
8	C & KM overarching activity																		
i	Documentation of all output 4 workplan activities by the C & KM cross cutting output																		