Education Sector Support Programme in Nigeria (ESSPIN)

7th Quarterly Report

March 2010

Report Number: ESSPIN 017

Report Distribution and Revision Sheet

Project Name: **Education Sector Support Programme in Nigeria**

Code: **244333TA02**

Report No.: **ESSPIN 017**

Report Title: **7th Quarterly Report, March 2010**

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
1	March 2010	Steve Baines	Ron Tuck	Ron Tuck	Formatting/Checking

Scope of Checking

This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

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Note on Documentary Series

A series of documents has been produced by Cambridge Education Consultants in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria. All ESSPIN reports are accessible from the ESSPIN website http://www.esspin.org/resources/reports

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

Contents

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

PSM   Public Sector Management

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

SESP   State Education Sector Project

SLP   State Level Programme

SMOE   State Ministry of Education

SRITT   State Roadmap Implementation Task Teams

SPARC   State Partnership for Accountability, Responsiveness and Capability

SSIT   State School Improvement Team

STL   State Team Leader

STT   State Technical Team

SUBEB   State Universal Basic Education Board

TA   Technical Assistance

TDNA   Teacher Development Needs Assessment

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

1. In accordance with the established pattern, Section 1 of this report provides an overview of the political environment and the status of coordination amongst the State Level Programmes (SLPs). Section 2 contains summaries of progress in the States, at the Federal level and in the various cross-cutting or programme level activities. In order to provide sufficient briefing for the DFID Annual review in May 2010, this section is slightly longer than usual.

2. Appended to the report are: a schedule of consultant visits, rolling work plans for the coming months and a 3 month forward-looking TA mobilisation table. In addition to this quarterly report, ESSPIN is preparing a series of Technical Papers to provide briefing for the forthcoming DFID Annual Review in May 2010. These will be made available in April.

Overview

3. Three random observations from the period January- March 2010 serve to illustrate the enormity of the task of reforming education governance and service delivery.

    *   The following results emerged from pilot testing the Monitoring Learning Assessment instruments in Kano and Lagos:
        –   Class 3 students could hardly cope with many of the English and Mathematics expectations at the Class 1 level in Kano, although outcomes were stronger in Lagos. Students from both states struggled with the Class 2 tests especially in basic numeracy.
        –   Class 5 students in Kano had unexpected difficulties with the Class 1 English test and with the Class 2 tests in both English and Mathematics. Class 3 and 4 tests in both English and Mathematics were well beyond their general level of comprehension. Students in Lagos could generally cope with Class 1 and 2 tests in both English and Mathematics. However, the Class 3 test was shown to be too demanding and Class 4 tests were well beyond their level.
    *   An initial analysis of the state annual budgets for the education sector reveal that only in Kwara was there a close degree of alignment with the strategic priorities expressed in the Medium-term Sector Strategy (MTSS). In Kano the budget was dominated by previous years' capital commitments on incomplete projects. In Lagos, a greatly inflated budget, which bore little relation to the MTSS, had been submitted by the Ministry of Education. The overall state budget in Kaduna, although reduced from the amount initially approved, remains at a level that is unrealisable. While it was anticipated that establishing a habit of budget realism would take several years to achieve, this is a reminder of the scale of the task.
    *   The National Council for Education (NCE) convened in Abuja in early March. This meeting, and the Joint Consultative Council on Education (JCCE) that immediately

preceded it, involved a great many senior officials from all states, assembled at considerable expense. Considering that this is the supreme policy making body for education, very little time was spent on substantive business that might have any beneficial impact on the provision of education.

4. These illustrations are included in this report as a salutary reminder of the fact that there are no quick fixes for ESSPIN or the other SLPs. It is necessary to emphasise the long-term nature of the changes that ESSPIN and the other SLPs are attempting to achieve. ESSPIN, in particular, is attempting to move forward on multiple fronts at once in a particularly difficult operating environment. Despite this, during this quarter, there have been some very encouraging developments. Notable highlights amongst these developments have been progress in:

- Moving forward with Education MDAs on a joint ESSPIN-SPARC approach to budget realism, specifically through the Medium-term Economic Frameworks and Medium-term Sector Strategies (MTEF/MTSS). In each of the states in which ESSPIN and SPARC are working close collaboration will be maintained throughout the planning and budgeting process for the next MTSS and annual budget.
- Ensuring a closer alignment of in-year implementation to plans and budgets, through the process of departmental work planning in each state. A good start has also been made in developing the habit of monitoring against plans. The first Annual Education Sector Reviews have not only provided states with easily accessible snapshots of the prevailing condition of education, they have also demonstrated the value of using up to date EMIS data.
- Achieving attitudinal change, as a necessary foundation for organisational change, in SUBEBs. The new leadership in Kwara SUBEB is drawing heavily on ESSPIN support. In Jigawa the SUBEB Chairman is keen to progress with relatively radical ideas, such as direct funding of schools. The SUBEB Chairman in Kaduna is also keen on reforming his institution. Lagos has enthusiastically accepted the need for more systematic financial and procurement procedures. Even in Kano, where the SUBEB was considered particularly impenetrable, ESSPIN has made notable progress in achieving a redefinition of institutional roles.
- Supporting the technical teams, spanning MDAs, such as the State Quality team and the SBMC State Technical Team (STT). These ad hoc committees have become more established and are taking the initiative to institutionalise ESSPIN-inspired reforms in the state governments.
- Developing the State School Improvement Teams (SSIT) in each state as one of the main vehicles for achieving quality improvement in schools. In each state the SSIT are basically equipped to drive forward head teacher and local authority advisory staff training, which is the precursor of teacher training and a broader school improvement strategy, which can be scaled up, using the State's own resources. A

significant development in Kwara has been the provision of operational funding for the SSIT activities by the state. This serves as a model of an affordable and sustainable programme of teacher professional development elsewhere.

- Determining state policies on the institutional positioning of School-based Management Committees (SBMCs), through a thorough process of consultation. This has ensured the active cooperation of states in establishing local school governance and community participation structures and an enabling environment for voice and accountability work with communities. Demand-side work with SBMCs through the joint action of Civil Society Organisations (CSOs) and government social mobilisation personnel will converge with supply-side activities of the SSITs with the creation of school development plans in the third quarter of 2010.

- Engaging in Enugu, where work began in the last two weeks of March. The Governor attended the briefing to the State Executive Council, which was well-received. A good relationship has been established with the Commissioner, who is keen to make rapid progress with the reform agenda. Plans have been agreed for taking forward the development of the MTSS, drawing on the eleven UNICEF studies. The IT capacity in respect of EMIS has been analysed and work agreed to ensure that data entry can begin immediately after Easter and be completed by the end of May, in time to be used for the MTSS. The Commissioner has agreed that Enugu should be part of the MLA exercise in June and an MLA Committee has been established. The State will also join in the Teacher Development Needs Assessment (TDNA).

Political environment

5. The Federal Minister of Education, along with all the other members of the Federal Executive Council, has been dismissed by the Acting President and there is currently no replacement. This action followed a prolonged period of uncertainty due to the President's ill health and absence from the country. During this period, political leaders were greatly preoccupied with non-departmental business. An illustration of this was the very late arrival of the Minister for the opening of the National Council for Education in early March, one of the highest profile events in the Ministry's calendar. The absence of leadership and frequent changes of direction, have made meaningful engagement at ministerial level extremely difficult and exacerbated the general lack of direction in the Federal Ministry of Education.

6. With elections now only a year away, the SLPs are likely to find it increasingly difficult to engage the attention of politicians on technicalities of governance reform or service delivery. This loss of focus can also be expected to spill over to affect the permanent staff of State ministries. Based on past experience, budget releases will become more erratic and this will have a direct impact on the ability of the SLPs to leverage government funds to support reforms.

7. On the other hand, DFID's decision to extend ESSPIN to Enugu has received a good deal of political backing. The Commissioner for Education has welcomed the new ESSPIN State Team Leader, Pius Elumeze and the initial scoping visit by ESSPIN planning consultants. A presentation on ESSPIN was made to the Governor and State Executive Council at the end of March. ESSPIN intends to exploit this current political goodwill for as long as possible.

Changes in key personnel

8. John Martin has withdrawn from the post of National Programme Manager (NPM), because his wife's medical condition is unlikely to allow him to return to Nigeria on a full-time basis in the foreseeable future. DFID have agreed to the proposal that the Deputy Programme Manager (DPM), Ron Tuck, should step into the NPM role and that Kayode Sanni should become DPM, once a suitable replacement can be found as State Team Leader in Jigawa. The proposal has been accepted in the interests of continuity, on the understanding that it is an interim arrangement, while DFID gives further consideration to the longer-term structure.

9. As noted above, there is currently no incumbent for the post of Federal Minister for Education.

10. In Kwara, a number of senior staff changes have taken place in SUBEB following the appointment of the Permanent Secretary of the Ministry of Education, Science and Technology (MoEST) as Executive Secretary of SUBEB by the State Governor. These changes have included a new Controller of Finance and Accounts and a new Director of Finance.

11. Having just established an operation in Enugu, ESSPIN is enjoying a close working relationship with the Commissioner for Education, Dr Uzor Festus.

Coordination

SLP coordination

12. Joint SLP meetings have been held at state level throughout the period under review. Collaboration 'matrices' have been brought up-to-date and there has been discussion of how the different SLPs manage their websites and information storage.   The onus for cross-SLP work on programme nodes has been actively taken up by the SLP state teams and collaboration is occurring in a number of key areas, such as MTEF/MTSS and corporate planning.

13. Collaboration is particularly strong in relation to ESSPIN-SPARC activities, which have converged on the issue of MTEF/MTSS. ESSPIN has made a frank assessment of its experience with the MTSS last year and has acknowledged that lessons should be learned. SPARC, for its part, has taken a less doctrinaire and more pragmatic approach, realising

4

that the sector programmes, ESSPIN and PATHS2, cannot wait for the establishment of a sound planning framework if they are to make progress against their required outputs. A productive working relationship has emerged from this process of reflection.

14. A similar convergence of approaches between ESSPIN and SPARC has occurred in the area of organisational development and corporate planning. SPARC has committed to developing corporate plans in a number of MDAs, as follow-up to the state self assessment exercise conducted last year. The intra-SLP agreement is, in outline, that SPARC will be supporting the central agencies e.g. economic planning and finance and office of the Head of Service while ESSPIN and PATHS2 will support the sector ministries SMoE and SMoH. Although there have been differences in the terminology used by the SLPs, the Organisational Development and Management approach that ESSPIN is adopting, initially in relation to the SUBEBs, is entirely consistent with the SPARC corporate planning approach. It is also in line with the Structure Approach Paper on Public Sector Management (PSM). The work of the two SLPs will be synchronised and mutually supporting.

15. Coordination at the programme level is an established routine. The regular National Programme Managers' meetings are now discussing technical issues, such as political engagement in addition to the regular administrative issues.

16. ESSPIN continues to collaborate with other SLPs through the Knowledge Management Working Group (contributing to the revised KM SAP) and initiating the introduction of DFID Abuja's new Communications Adviser to the group. After instigating discussion with DFID and offering ESSPIN technical support, a pragmatic, shared and simple internet platform for the SLPs has been agreed within the DFID Nigeria website with links to the SLP websites.

17. ESSPIN and PATHS2 are collaborating on a joint consultancy on civil society's role in the MTSS process at the state level. The thinking behind this is that although there was some CSO involvement in the first round of ESSPIN MTSS processes (in Kaduna led by SAVI and in Kano to a lesser extent), this is not something that ESSPIN has yet consistently explored. This was a feature of the MTSS which ESSPIN management discussed with the consultant leading the Voice Accountability and Gender Equality component of last year's Inception Review. In addition, SAVI in Lagos have expressed an interest in the education MTSS process and there would be scope for ESSPIN to work with both PATHS2 and SAVI in other states as well.

18. SAVI on behalf of all SLPs are working towards a methodology for development of State specific Political Engagement Strategies. It is felt that the development of these political engagement strategies could help to make the process of coordination around key issues more focused and 'real'.

Coordination with other International Donor Partners

19. ESSPIN has continued to liaise closely with State officials of the State Education Sector Project (SESP) and with the World Bank on activities concerned with the DFID-funded aspects of SESP (EMIS, Quality Assurance and Capacity Building for Planning and Management). ESSPIN has participated in the regular monthly video conferences and has provided briefing on these components. ESSPIN has also contributed to in the supervision missions in January and March. These missions were largely concerned with preparations for the launch of the Lagos SESP, which took place on 16 March, and the Conditional Cash Transfers (CCT) pilot in Kano. ESSPIN is committed to providing parallel funding for CCTs in three Kano LGAs, to support to the CCT management unit in SUBEB and to contribute to the planned Impact Evaluation.

20. In January, ESSPIN made a significant input to a one-week course facilitated in Abuja by the World Bank Institute (WBI) for States wishing to move forward towards educational reform. ESSPIN contributed throughout the week, delivering specific sessions on the reform process and sector planning, monitoring learning achievement and EMIS and the use of information

21. ESSPIN has taken the initiative to establish a closer working relationship with UNICEF, acknowledging that there are valuable lessons to learn from the UNICEF experience in the Girls' Education Project (GEP). Senior ESSPIN managers met with UNICEF in mid March and a second round of discussions is planned for mid-April. There is a range of areas in which ESSPIN and UNICEF activities converge, for instance, quality assurance and EMIS. UNICEF is also working on Education Sector Planning with 15 States, including Enugu and ESSPIN is keen to ensure that a clear set of common messages on ESP and MTSS is provided to the Enugu State government. Contacts have already been established with the UNICEF regional office in Enugu. UNICEF is proposing to hold a meeting for education officials from northern states to disseminate best practices from a number of donor projects later in the year. ESSPIN is keen to participate in this gathering.

Section 2: State Progress Summaries

Jigawa

Introduction

22. The current quarter has been dominated by preparations for the school improvement programme. The Ministry was able to proceed with recruitment of its State School Improvement Team after obtaining executive approval from the Governor.

23. The increasing focus on implementation has led to deeper engagement with SUBEB. Commended for its success in accessing the UBE intervention Fund (UBE-IF), ESSPIN support to Jigawa SUBEB will now concentrate on how to get the funds into schools directly.

Output 2

24. A review of the 2009 MTSS process was undertaken to draw lessons from i) the organisation of the process, ii) the capacity building element, which provided training in strategic planning and policy simulation (EPSSim) for 40 senior MDA personnel and 6 technical staff respectively, and iii) the alignment of the MTSS document with the 2010 State budget. Key lessons are being captured in a two-page summary to be shared with other SLPs.

25. A strategic visioning exercise was facilitated for SUBEB – the Chairman and the board, Directors and Deputies, and other state and LGEA level staff, a total of 30 participants. A draft strategic plan was produced which will build on the State's success in accessing its 2009 UBE-IF by enhancing utilisation and the flow of funds to schools.

26. Data Entry has been successfully completed for the 2009 Annual School Census (ASC). Performance indicators were positive, with 96% of schools covered (including 73% of private schools), and reported completeness and accuracy rates of 78% and 70% respectively. These will improve following efforts by the State EMIS Committee to address gaps. ESSPIN has also conducted independent validation through the National Population Council (NPopC). Analysis and formatting of reports based on selected indicators has commenced following intensive training of 6 EMIS and statistics staff from SUBEB, MOEST and SEIMU. Over the course of the ASC, a total of 235 LGEA and State personnel were trained as enumerators, 70 as field coordinators, 10 as data enterers, and 5 to manage a census exercise. All 27 Education Secretaries in the State also received training.

27. SUBEB has invested some N20m in upgrade of EMIS facilities (including hardware purchase). ESSPIN has supported this with connectivity, networking and training of EMIS staff. The State EMIS Committee, comprising planning & statistics personnel, as well as all

27 Education Secretaries, is fully functional, meeting twice in February 2010 to address gaps identified in the ASC process.

28. A zero draft of the Annual Education Sector Review Report (AESRP) has been produced and cleaned for presentation to the approval committee (the Education Technical Steering Committee will play this role). Relevant chapters of the report were drafted by 20 members of a cross-MDA report team with guidance (technical and editorial) provided by ESSPIN. The State Annual Education Day (the AESR conference) will be supported next quarter.

29. SPARC conducted a Human Resource Management (HRM) baseline survey across MDAs to inform its Public sector Management (PSM) reform work. Facilitated by ESSPIN, one tenth of all middle and top level managers in education MDAs participated. A report has been produced and critiqued and is now being finalised. Findings will shape SLP nodal activities for Public Service Management reform to be articulated in the State governance change plan.

30. A core of 30 SEIMU inspectors, 9 zonal inspectorate heads and 9 SUBEB inspection officers have been trained in the ESSPIN Quality Assurance (QA) approach. School evaluations based on the approach have been organised, but only commenced in March due to late release of SEIMU's overhead budget. A SEIMU work plan for the period January-July has been produced. 50 copies of the FIS QA Handbook have been produced and distributed to inspectors. As more funds become available for school evaluations, ESSPIN will provide further technical support to inspectors in the field, through the deployment of a national QA consultant working as required in Jigawa and Kano. Training in self evaluation and school development planning, linking in with the school improvement pilots, will also be provided for inspectors.

31. The first interactive forum between the organised media and education sector officials was organised by the State Communications Committee and supported by ESSPIN. A total of 40 participants considered the theme of the MTSS as a tool for effective strategic planning.

Output 3

32. The State School Improvement Team (SSIT) was established following approval of a memo to the Governor. Recruitment and redeployment of service for 30 successful candidates, out of 163 applicants, was led by the Permanent Secretary. A shortage of good quality female candidates is reflected in the all male composition of the SSIT, an issue that must be addressed by the supervising Quality Committee.

33. Orientation in the school improvement pilot was provided for Education Secretaries, Heads of School Services, and Training Officers in ESSPIN's 9 selected LGEAs.

8

34. Four staff of COE Gumel, including the Provost, participated in a study tour to Oro College in Kwara to observe institutional reform of teacher training. The release of 2010 approved budgets will indicate the extent to which the College strategic plan, produced with ESSPIN TA, can be implemented.

35. Logistical preparations for assessing 2000 teachers in the Teacher Development Needs Assessment were completed. The survey date was postponed until April to accommodate SUBEB's late request to fund a scaled up exercise to cover all 14,245 basic education teachers in the State. A budget of approximately N10m is being finalised as SUBEB's contribution. In the next quarter, a total of 717 invigilators and other field personnel will be trained and the survey conducted.

36. A total of 22 water and sanitation and 9 classroom construction sites were identified across ESSPIN's 9 selected LGEAs. The selection, based on perceived need and school profile (enrolment, facilities, etc.), was made by SUBEB and verified by ESSPIN in conjunction with Education Secretaries. A baseline survey of current provision in selected areas was conducted and hydrological studies are underway in the water locations. Prequalification of contractors and management of tenders for the water modules were done in partnership with RUWASA and SUBEB. Prequalification of contractors for classroom construction and sanitation facilities is in progress. Installation of water modules will commence next quarter.

37. The SLPs reached an agreement with SUBEB and EU WSSRRP to develop a State school health policy as a basis for school level interventions. SUBEB will lead the drafting of the policy, with limited ESSPIN support, while SAVI will facilitate the policy development process.

Output 4

38. Findings from extensive State and LGEA/school level visioning forums on functions and roles of SBMCs were harmonised into draft policy guidelines under the direction of the SUBEB Chairman, who is a strong advocate for decentralisation. A cross section of 40 stakeholders considered the draft document produced by the SBMC State Task Team (STT). The STT is a group of 25 drawn from relevant MDAs and interest groups whose capacities have been improved over the course of the SBMC visioning process. The State House of Assembly (SHA) Education and Appropriation committees also participated in the harmonisation process and publicly committed to supporting the proposed SBMC policy.

39. Following last quarter's CSO capacity audit, 8 CSOs were selected and given orientation on the proposed mobilisation of pilot communities and capacity support for SBMCs. A total of 35 CSO participants and social mobilisation staff from SUBEB were trained in mobilisation techniques. An induction course and formalisation of MoUs with CSOs will be conducted early in the next quarter.

40. A community baseline survey is underway and will be concluded in April.

41. ESSPIN marked International Women's Day in conjunction with SAVI, select CSOs, and the Women Affairs Ministry. Activities included a symposium, a radio phone-in discussion, and distribution of posters.

42. The video documentary, Better Schools Better Nigeria, was finalised. A Hausa version has also been produced.

43. The Photo Library Project was launched as a baseline exercise to capture and visually track selected subjects (school children, parents and other community actors, school buildings, etc.) over time. Two schools in Buji LGA were selected as project sites.

Major features of the work plan for the coming months

44. A great deal is planned for the next quarter, including a number of events already mentioned – the State Education Day based around the AESR, the Teacher Development Needs Assessment and support for QA teams as they start implementing a programme of school inspections. Major on-going work streams will include departmental work planning based on approved budgets. The MTSS and ESP documents will be printed, and preparations for rolling forward the MTSS in 2010 will coordinate with SPARC's proposed generic framework.

45. Building on the success of the ASC, a stable school list will be produced, indicator tables will be completed, bespoke report formats, e.g. school and LGEA report cards, will be produced, and school inspection reports will be linked with EMIS.

46. ESSPIN will continue to support the reform of SUBEB. The SUBEB strategic plan will provide a platform for considering policy options on decentralisation and Direct Funding of Schools (DFS).

47. A Monitoring Learning Achievement (MLA) advocacy workshop will be delivered in April to 30 MDA officials, a State working group composed and the proposal for an MLA exercise to be held in June outlined.

48. Over the next quarter, a working secretariat will be identified for the SSIT on an initial cost sharing arrangement with the State. The SSIT will undertake its first training of Head Teachers and advisory staff across pilot LGEAs, as the first stage of a concerted school improvement effort, which will initially involve 270 head teachers and school support officers and rollout to class teachers in 200 schools from September. The intention is that eventually this process will be rolled out to every school in the State using the States own resources. Early signs are that Jigawa is willing to make the necessary investment.

49. The State SBMC policy will be formalised, a training manual for SBMCs will be produced, and training of SBMC members in pilot communities commenced. A total of 1,584 SBMC members, including 200 women, will be trained.

Kaduna

Introduction

50. With refurbishment work complete at the Kaduna shared SLP office, the SLPs have been occupying their allotted offices at Ishaku Road since January. Teething problems with electricity and water supplies have been encountered and solutions are being sought. As an informal inauguration, the January Progress Meeting between DFID (N) and the Kaduna SLPs was held in the new office.

51. A joint session of the Kaduna ESP Steering and Technical Committees, chaired by the Commissioner for Education, met on January 21st. The meeting reviewed progress on the SMoE – ESSPIN reform partnership and endorsed ESSPIN's Work Plan for 2010. The session also adopted a template for the MTSS Annual Implementation Plan (AIP).

52. The following staff changes have taken place in the ESSPIN Kaduna team: Tayo Odekunle has been appointed Planning and Management Specialist in place of Pius Elumeze (now STL, Enugu); Chinelo Ezeobi has become the Organisational Development and Management Specialist; and Seyi Ola has been appointed Community-School Interaction Specialist.

Output 2

53. ESSPIN provided support for key departments of the SMoE, SUBEB, the Science and Technical Schools Management Board (STSMB) and other MDAs to develop their Departmental Work Plans using the Annual Implementation Plan template adopted by the State.

54. With ESSPIN support, SMoE successfully defended its 2010 budget proposal in the budget hearings, including new budget classification codes for the major functional MTSS activities, namely: Teacher Professional Development; Stakeholders Sensitization and Mobilization; State EMIS Development; Quality Assurance; and Sector Performance and M&E.

55. ESSPIN collaborated with SPARC and the Head of Service to finalise corporate planning guidelines for five pilot MDAs, including SMoE. ESSPIN also supported SUBEB in a January workshop, in which 30 senior staff were helped to articulate the institution's vision and mission, as a first step in developing a strategic plan to guide organisational reforms.

56. Data from the 2009-2010 Annual School Census (ASC) were successfully transferred to the new MS Access-based State Education Management Information System (SEMIS)

database. Five members of SEMIS Units of SMoE and SUBEB were trained in ASC data analysis.

57. With ESSPIN assistance, the 20-member Quality Assurance (QA) Task Team trained 90 School Inspectors from SMoE and SUBEB in the new ESSPIN-supported School Evaluation inspection instruments and School Self-evaluation processes. A 6-person Committee was formed to draft a bill and operational guidelines for the establishment and management of the proposed State Education Quality Assurance Service (SEQAS), which will be a unified inspection body with over 300 school inspectors. The State is being encouraged to distinguish the QA and school support functions, to allocate these roles to separate bodies, and to establish arrangements whereby school support services assist schools to address the recommendations in QA reports.

58. ESSPIN has facilitated working sessions to support the production of Kaduna's first Annual Education Sector Review. This is in line with the wider Results Based Performance Monitoring framework being developed by State Ministry of Economic Planning (SMoEP) with SPARC support.

59. A committee to handle the forthcoming Kaduna Monitoring Learning Achievement (MLA) testing exercise, involving English and Maths tests for Primary 2 & 4, held its first meeting in March.

60. ESSPIN's Kaduna State documentary film was screened to key officials, including the Honourable Commissioner. Following minor edits to the commentary made in line with Ministry reaction, the Commissioner approved the final version. To facilitate and streamline work within the Kaduna State Education Communication Committee (KSECC), four thematic working groups have been formed: MTSS/EMIS, TEQTT/SSIT, Media and SBMC. They will report to the Central Committee.

61. ESSPIN has strengthened links with media organisations, including New Nigeria Newspapers (NNN) and Kaduna State Media Corporation (KSMC - Radio and Television) in an effort to promote quality reporting on education issues.

Output 3

62. The first 20 pilot schools to receive Water and Sanitation inputs and the 7 schools (one per LGEA) to receive 2-classroom blocks have been selected in consultation with Education Secretaries. SUBEB have nominated an official to liaise with ESSPIN on infrastructure work. In consultation with DARL-HAB, the Kaduna-based consultancy firm managing ESSPIN's water inputs, ESSPIN has signed an MoU with the Kaduna State Water and Sanitation Project (working under the Ministry of Water Resources) covering both technical co-operation and payment systems. ESSPIN is in discussion with the Kaduna State Project Financial Management Unit (PFMU) concerning the routing of payments for sanitation / classroom work and a draft MoU is being developed.

63. Discussions on the establishment of School Health Clubs in ESSPIN pilot schools have been held with a range of stakeholders/partners, including DARL-HAB, SUBEB, LGEAs, pilot school SBMCs and fellow SLPs (PATHS2 & SAVI).

64. ESSPIN facilitated a second cross-ESSPIN State workshop for members of the State Teacher Education Quality Task Teams (TEQTT) to develop management roles and performance indicators. ESSPIN Kaduna also supported the successful application of two senior Kaduna TEQTT members, (Director, Schools and Education Secretary, Kaduna North), to attend a World-Bank management workshop in Washington in April 2010.

65. The 24-member State School Improvement Team (SSIT) received intensive training in a 10-day workshop on ESSPIN's modular programme for head teachers, District Education Officers (DEOs) and District Education Supervisors (DESs). Module I of the 6-Module programme was then delivered by the SSIT at 8 locations in early March, reaching 170 head teachers and 53 DEOs/DESs. The whole SSIT then reviewed Module 1 over a two-day session, to draw out the lessons learned and discuss the next activities. These will begin with a programme of SSIT follow-up support visits to 70 schools.

66. In order to gain a closer view of the realities of head teachers' routine daily activities and to build up baseline material, each member of the SSIT shadowed ESSPIN pilot school head teachers. The results were illuminating, as much for what does not go on as for what does. Work on analysing this case study information is continuing and the findings will inform the SSIT's head teacher development work.

67. As further support to the functioning of the SSIT, ESSPIN is refurbishing offices for the SSIT at the State College Kafanchan Campus. ESSPIN consultants have visited the site and drawn up plans and bills of quantity estimates. An architectural firm has been contracted to supervise the work.

68. Plans were finalised for the administration of the Teacher Development Needs Assessment survey which will be administered to a sample of 2,000 teachers across all 23 Kaduna LGEAs in April.

69. Three senior staff from the State College of Education at Gidan Waya took part in a Study Visit to assess institutional and programme reforms at Oro College in Kwara State.

Output 4

70. Following State and Community Visioning workshops and consultation with over 200 participants, ESSPIN assisted the SBMC Task Team (STT) to summarise key conclusions on SBMC structures and roles and distribute this information to all stakeholders, ahead of a Second State Visioning exercise led by the STT in mid-March. Following this latter exercise, final Policy Guidelines are being submitted to the Commissioner for Education and Chairman SUBEB for endorsement.

71. 170 schools in 13 districts in the ESSPIN pilot LGEAS were grouped into 38 clusters in preparation for training of SBMCs. In February, ESSPIN facilitated training workshops with 60 participants from partner CSOs, STT members and SBMC Desk officers from pilot LGEAs, focussing on community participation, interaction, advocacy, and gender and child awareness. The seven CSO partners who will work with ESSPIN were assigned to their pilot LGEAs. TORs for their work were finalised and operational budgets agreed. The CSOs will work closely with staff of the Social Mobilisation Unit of SUBEB and the Desk Officers in their respective LGEAs.

72. A Community Survey covering 90 schools/communities across Kaduna began in mid-March. This was led by 18 enumerators who received training under CSACEFA /ESSPIN facilitation.

73. Thirty participants from the Social Mobilisation Unit, SBMC State Task Team, Kaduna State Education Communications Committee and ESSPIN's partner CSOs attended a Communication Strategy Workshop to develop an Action Plan on communications around SBMCs and related Access and Equity issues.

74. In preparation for a micro-survey / mapping operation to assess gender and social inclusion issues within pilot LGEAs, ESSPIN has held meetings with relevant MDAs and non-governmental groups, including Save the Children, the HIV/AIDS organisation Enhancing National Response (ENR), SightSavers International and staff from the Kaduna Schools for the Deaf. The Kaduna SLPs also agreed (March 9th Coordination Meeting) to re-activate the cross-SLP Gender and Social Inclusion Team.

75. ESSPIN staff visited selected Qu'ranic schools in the pilot LGEAs, which are part of SUBEB's IQTE integration project. Discussions have been initiated with the Ministry Scholarship Board on the possibility of awarding scholarships to female Moslem teachers to obtain NCE qualification on condition they return to work in IQTE schools in their home localities. A survey of religious leaders in the State concerning IQTE management structures has been forwarded to ESSPIN's IQTE consultant for analysis.

Major features of the work plan for the coming months

76. ESSPIN will support the development and implementation of Education MDA departmental work plans based on the 2010 MTSS. In a climate of budgetary pressure, ESSPIN will require assistance from SPARC to support the Ministry to achieve timely and adequate releases of funds to implement planned activities.

77. ESSPIN will also liaise closely with SPARC on further Corporate Planning work. The initial focus will be on organisational reform and strategic planning at SUBEB. Preparatory scoping of reform at the LGEA level will also be undertaken, in particular in relation to issues around staff and teacher recruitment and deployment.

78. Recent momentum within the Quality Assurance (QA) / Inspectorate Department will be maintained through the development of QA Operational Guidelines and a draft bill for the creation of a State Quality Assurance Service (SEQAS). State QA teams will receive mentoring support from a national ESSPIN QA consultant as they begin to implement their schedule of school inspections.

79. Implementation work will begin on the first ESSPIN-funded 20 water units and contracts for classroom construction will be agreed. Work will also begin on identifying the next 80 schools to receive water and sanitation inputs.

80. As part of its work to build a full baseline profile of educational quality in the State, ESSPIN will administer the Teacher Development Needs Assessment to 2,000 teachers and will test Primary 2 & 4 learners in a Monitoring of Learning Achievement exercise.

81. ESSPIN will continue to strengthen the training capacity of the State School Improvement Team as they deliver further Modules to head teachers and LGEA staff and will work with the Teacher Education Quality Task Team to take on a more policy-oriented role. This will include examining teaching and support staff recruitment and deployment as a step towards the development of a more attractive career-path structure. A VSO to work on school /teacher development will join ESSPIN in June, based at SUBEB.

82. ESSPIN will begin major SBMC development work in its 170 pilot schools. Seven CSOs, together with staff of the Social Mobilisation Units of SUBEB and the LGEAs, will conduct scoping and sensitization of communities and deliver step down training to 1,280 SBMC members.   At a policy level, ESSPIN will support the Ministry to incorporate the approved SBMC policy guidelines in an appropriate formal document. A VSO to work with the SUBEB Social Mobilisation Unit will join ESSPIN in June, based at SUBEB.

83. ESSPIN will work with Ministry, SUBEB partner organisations and fellow SLPs to carry out a scoping study of inclusion issues within its pilot LGEAs and develop a plan to support SUBEB pilot Qu'ranic schools, using the IQTE teacher-training model that is being developed in Kano.

Kano

Introduction

84. Fifteen SLP 'nodes' and a joint SLP Communications Strategy have been agreed with DFID. Proposed indicators for the Memorandum of Understanding between Kano State Government (KSG) and DFID are being finalised in consultation with MTSS Planning Group.

85. In March, ESSPIN sponsored a major Education Forum, attended by most of the political leadership of Kano State and all the senior officials of the Ministries of Education and Higher Education. The Forum was organised by the Ministry of Education and the Centre

for Democratic Research and Training of Bayero University, Kano. It addressed the key challenges facing the provision of education in the State. The showing of the Kano State documentary film, produced by ESSPIN, was well received by the participants at the meeting.

Output 2

86. The Education Sector Steering Committee (ESSC) was inaugurated in January and will meet quarterly. The subsidiary technical committees are in place (Planning and Management, State School Improvement Team, Quality Assurance Group, Access and Equity Group). In addition the State EMIS and Communications Committees are meeting regularly in line with approved work plans. These technical committees have been instrumental in shaping the priorities reflected in the MTSS. They will continue to play a vital role in advancing a reform agenda, through the coming period of political uncertainty.

87. ESSPIN and SPARC are co-operating closely in terms of future MTSS/MTEF strategy and the Ministry of Planning and Budget's plans for enhanced monitoring and evaluation; the Ministry of Education is one of four focal ministries designated to start this initiative.

88. A review of the 2009 MTSS was approved at the inaugural meeting of the ESSC. ESSPIN and the MTSS Planning and Management Group, chaired by the SMoE Permanent Secretary, have agreed on the next steps for the rolling MTSS exercise, 2010-13. These include the realignment of costs and priorities to probable 2011 budget realities and capturing both the recurrent operating cost budget and LGEA expenditure. The other major initiative will be the introduction of departmental work plans for all 7 SUBEB Directorates and 5 selected Ministry Departments (PRS, Physical Planning, Administrative Services, School Services and Kano Education Resource Division (KERD)). The first retreat to inaugurate this process will take place in early April. This initiative is being taken forward in collaboration with SPARC and the Ministry for Planning and Budget (MPB).

89. A number of lessons have been learned from the planning and budgeting process last year. New priority programmes set out in the MTSS were not included in the 2010 Budget. This was because of financial constraints caused by the decision to give priority to completing on-going projects. A major weakness was the evident inability of all MDAs to monitor physical and financial progress of these projects. It is anticipated that SPARC monthly budget profiling, combined with departmental work planning will go some way towards mitigating this problem in the future. The MTSS Planning Group has agreed, with ESSPIN support, to establish a monitoring and evaluation unit in the SMoE Planning Division. This will be established in close co-operation with SPARC, MoF and MPB, who together plan to support M/E in all sectors, starting with Education, Health, Water and Women's Affairs.

90. Data entry for the decentralised Annual School Census (ASC) held in November has been completed and EMIS personnel have been trained in data analysis. The ASC achieved a 93% response rate in Kano. 47 co-ordinators, 763 field enumerators from SUBEB and LGEAs and 14 data enterers received training. Data from the ASC have already proved useful. The first draft of the Annual Education Sector Performance Report (AESPR) was completed with 8 senior MDA managers trained and the full participation of the MTSS Planning Group. Although parts of the AESR have not yet been completed by KSG, the draft that has been produced provides very useful information in an accessible form, which will be of interest to policy makers and a wider audience both in government and civil society.

91. An investigation by ESSPIN has revealed a serious lack of fiduciary control systems in SUBEB, particularly in terms of its financial approval and accounting systems, payroll operations and disbursement monitoring. ESSPIN is conducting a series of self-evaluation exercises with SUBEB, with the full participation of the Executive, the Board and senior management. This is focusing on the core mandate set out in the State UBE Law, discrepancies between the intended functions of the organisation and actual practice and the need for strategic planning. It will lead to an organisational review and identification of training support.

92. SUBEB in Kano lacks transparency and accountability. It is a "hard nut to crack", but a recent visioning exercise that ESSPIN facilitated very successfully focused on the organisation's fitness for purpose and resulted in agreement for an audit of financial systems. This is an opening through which fundamental issues of financial management can be addressed. Concurrent pressure from UBEC, prompted by ESSPIN, should help push this process along.

93. Some progress has been possible in reforming the state Inspectorate services. ESSPIN trained twenty five senior members of the MDA Inspectorate teams in early March and 'master training' will start in March/April. The Ministry has expressed its preference to upgrade the Kano Education Resource Division (KERD) rather than create a new Quality Assurance parastatal. The first step, of preparing an EXCO Memo, has been completed, although a commitment to fund this in the 2011 Budget is also necessary. The SM0E and other parastatals have agreed to provide the necessary funds to commence the step-down training of the rest of the state inspectors, while ESSPIN TA support continues in this area, through the deployment of a national consultant (shared with Jigawa).

94. A pilot Monitoring Learning Achievement (MLA) exercise has been completed. Twelve officials were trained to execute the exercise, which covered a total of 600 pupils in a sample of 12 schools. The results will be shared with the stakeholders in April, along with other baseline survey findings. The State MLA Committee will be re-convened to discuss the Pre-Test report and make preparations for the full MLA exercise in June.

95. The ESSPIN Communications and Knowledge Management Officer has worked closely with the State Communications Committee (KUBEC): supporting the Annual School Census and AESR; publicising the CSO selection process; engaging short-term community involvement (e.g. in SBMCs and girls' education campaigns); developing a strategy for upgrading SUBEB publications; and producing a newsletter and radio messages.

Output 3

96. The implementation of the Head Teacher Training Programme is continuing, with the completion of the first rounds of training for the State School Improvement Team (SSIT) of 30 master trainers. The SSIT target for the coming months is to provide in-school and cluster-based training for over 300 head teachers and Local School Supervisors (Advisory staff of the LGEAs). The training of the SSIT has itself been a major undertaking. Although the motivation and commitment of the members of the team are high, their capacity is weak. Despite this, considerable progress has been made in equipping them for their training responsibilities.

97. ESSPIN is maintaining a watching brief on developments at the State College of Education. Senior management of the College has approved the Development Plan prepared with ESSPIN assistance last year. The College management has agreed a programme consisting of: i) computerisation and training for financial and records systems; ii) development of an operational plan to facilitate release of KSG and ETF funding; iii) a Teacher Demand and Supply Study and iv) working with USAID/IFESH to develop and implement systemic reform in primary teaching methodology. Two VSOs are in post to assist the Dean of the School of Education in developing and implementing the reform of the Primary Education Department.

98. The pilot Teacher Development Needs Assessment was carried out in March in 216 schools, with full collaboration and support of the SM0E, SUBEB and the LGEAs. Two thousand respondents were sampled, including final year students in the State College of Education. A total of 126 personnel comprising of zonal and centre coordinators and invigilators were trained to cover all the 92 test venues across the sampled schools. The quality of teachers revealed by the Assessment promises to be disappointing, judging by the results of the previous Classroom Observation survey and the learning standards revealed in the pilot MLA tests. However, the SMoE and other key stakeholders have committed themselves to use the results of the Assessment for constructive reform of the Teacher Education in the State.

99. The ESSPIN water supply consultants have completed their site analysis of schools selected to receive water facilities in the first phase of the school water programme. Contractors have been shortlisted and evaluated, and work in the three pilot LGEAs in 20 schools will start in April.

100. The Community-managed Construction Programme involving up to 12 demonstration classrooms in six schools, two in each pilot LGEA, has been agreed with SMoE/SUBEB. Contractors are in the process of being identified and will be recruited through a competitive procurement process. Manuals to guide communities through the building process are being developed.

Output 4

101. As the culmination of an extensive period of consultation and "visioning", State guidelines for the composition, functions and responsibilities of SBMC's have been approved by all the relevant MDAs. This has been a long, but necessary process to gain commitment and ownership.

102. ESSPIN has carried out preparatory consultations with staff in the three pilot LGEAs and with members of 30 communities to prepare them for the start of community-based activity, to underline the need for community participation in schools and to presage the establishment of SBMCs. Up to 30 personnel from 10 selected CSOs have been trained and are ready for community engagement, together with staff of the SUBEB/LGEA Social Mobilisation Unit (SMU). The logistical plans for deploying CSO/SMU personnel to communities have been completed and their initial community engagement aimed at establishing SBMCs has begun. The scheduling of community-based activity is synchronised with the training of head teachers and Local School Supervisors by the SSIT and will converge, during the third quarter of 2010 with the development of school development plans.

103. In March ESSPIN Kano hosted a joint planning workshop of Access and Equity Specialists and Communications and Knowledge Management Officers to work out strategies for ensuring that communications messages aimed at public awareness and community participation are aligned with community-based activities and SBMC development.

104. A draft EXCO Memorandum for the establishment of an Islamic Education Board has been agreed. The ESSPIN-supported pilot programme involving 30 Tsangaya pilot clusters, involving 150 Tsangaya schools in the 3 ESSPIN-supported LGEA's has been agreed. Over 800 mallams and community supporters have been consulted. ESSPIN is currently training an initial cohort of 30 teacher trainees, recruited from the communities. The methodology for providing basic literacy and numeracy and vocational skills using local artisans has been agreed.

105. An IQTE Census in the 3 LGEAs has been completed with a total of 1,400 IQTE schools identified. It was supervised by the Office of the Special Adviser on IQTE with 15 CSO enumerators trained by ESSPIN. The data collected will be incorporated into the EMIS system in April.

106. There has been a considerable amount of discussion concerning the Conditional Cash Transfer (CCT) pilot that DFID/ESSPIN, KSG and the World Bank are planning in Kano. ESSPIN is committed to funding transfers to girls in the three ESSPIN-supported LGAs and part-funding the baseline study for the Impact Evaluation. ESSPIN has also offered to assist the CCT Project Management Unit (CCT/PMU) based in SUBEB, with facilities upgrading and capacity building. However, ESSPIN has expressed concerns about the design of the overall programme, the management arrangements, the amount of training and information dissemination required and the extent of the capacity building that will be necessary to support the CCT/PMU.

Major features of the work plan for the coming months

107. In the next quarter there will be a great deal going on. Major blocks of activity in the next three months will be concerned with: departmental work planning/MTSS preparation; organisational development in SUBEB; the MLA exercise; support for institutional development of QA and the implementation of a programme of QA visits; the roll out of head teacher and Local School Supervisor training and SBMC training. The development of funds flow mechanisms for CCTs and school grants and support to the CCT/PMU in SUBEB will also be a major concern. Other activities, including the IQTE pilot, will proceed as planned.

108. The development of departmental work plans is already underway to ensure that there is some take up of the priority activities set out in the MTSS. Despite the apparent mismatch between the MTSS and the 2010 budget and the crowding out of MTSS priorities in the capital budget, there is still room for some flexibility in the use of the recurrent budget. In-year departmental work planning is an important exercise in its own right to help bridge the all too familiar divide between plans, budgets and implementation. In collaboration with SPARC, the next round of MTSS will build on the lessons learned and have a clear focus on likely budgetary ceilings.

109. After an uncertain start, there have been indications of a greater willingness amongst SUBEB management to support a reorientation of objectives and organisational change. The self-evaluation started in the current quarter will be followed up with a more thorough-going institutional audit and the "visioning" will be extended to include the managers of the LGEAs. The aim is to assist with systematising SUBEB operations and developing clear guidelines for the organisation and its local off-shoots.

110. The next quarter will see an expansion of school and community based activity. The SSIT will commence an agreed programme of training for head teachers and Local School Supervisors. The CSOs and SMU staff will first undergo training of trainers and then engage in cluster-based training the members of the SBMCs.

111. ESSPIN will engage fully in developing implementation mechanisms for the provision of CCTs in the three pilot states. This will include plans for the training of implementers and

a public awareness campaign. At the same time, ESSPIN will provide agreed funding for housing and equipping the CCT/PMU. ESSPIN will also contract a survey organisation to conduct the baseline study for the impact evaluation.

Kwara

Introduction

112. A clear indication of the continuing political commitment to the education sector in Kwara State and to the development activities required to achieve the Education Sector Plan and the Every Child Counts reforms can be seen in the close alignment of the 2010 budget with the MTSS. The Governor of Kwara State has endorsed the 2010-2012 MTSS documents as the basis for year 2010 budget and the evidence, so far, is that budget releases will be granted according to the MTSS priorities. This is a highly significant turn of events and one that corresponds with a central theme of ESSPIN's governance agenda, the leveraging of state funds for educational improvement.

113. A scoping visit was conducted by SPARC and SAVI to Kwara State in January. The visit will inform a decision by DFID regarding the expansion of these SLPs.

Output 2

114. The various ad hoc reform groups established by the Commissioner for Education provide the key institutional basis for the reform process in the state. The composition of these groups across SMoEST, SUBEB, the Teaching Service Commission (TSC) and the Agency for Mass Education (AME) has helped to strengthen relationships, which previously hardly existed. ESSPIN has continued to work with these groups and has encouraged coordination between them, by organising forums to reinforce common understanding of the issues and maintain the momentum of reform. Such regular personal interactions are rarely reported, but they help to solidify the foundation for the change process.

115. The new Education Policy Law 2010, along with final drafts of amended laws for SUBEB, TSC and AME, have been presented to the Governor, prior to endorsement by the Executive Council and subsequent presentation to the State House of Assembly. To complement these laws, a Memorandum of Understanding (MOU) was developed, signed by all the parties and endorsed by the Governor. This seemingly modest document represents, for the first time, a statement of respective roles and responsibilities and relationships amongst all the organisations in the primary and secondary education sector. A key feature is its emphasis on accountability and transparency. This is a significant step in the path to greater institutional efficiency.

116. In a related development a special ad hoc committee, TRAPCo, has been inaugurated to prepare criteria for teachers' recruitment, appointment assessment and postings. By setting out standards and procedures and removing discretionary powers of appointment from individuals in SUBEB, TSC and Local Government, this move will reduce corrupt

practices that have resulted in an oversupply of teachers, an erratic pattern of deployment and an inflated salary bill for the State.

117. Working closely with the new management in SUBEB, ESSPIN has supported organisational development through a series of self-assessment exercises. This has involved 35 SUBEB senior managers and LGEA Education Secretaries and has produced consensus on objectives and goals. Work is continuing on the implementation activities required to realise the agreed mission statements. The organisational restructuring of SUBEB and the LGEAs has commenced.

118. In response to the ESSPIN PFM consultant's report on SUBEB's lack of transparent and accountable financial systems, the finance department of SUBEB has been reorganised. Qualified officers have been posted to the department and a Finance Task Team, with members from the Ministry of Finance and the Offices of the Accountant General and Auditor General, is now in place to oversee SUBEB's financial systems. The results of these changes are already apparent through improvements in basic accounting procedures: revenue returns, cash and bank reconciliations, financial controls, voucher records and maintenance registers.

119. As stated above, the 2010-2012 MTSS greatly influenced the 2010 state budget on education. Approximately 85% of the MTSS proposals were included in the budget. Education was the only sector in Kwara state using the medium term strategy for the year's budget and was commended for this by the Governor and his senior aides. This resulted in practical benefit to the Education Ministry, because most of the MTSS proposals were captured on the 2010 budget. Since the release of the state budget, ESSPIN has been providing training in the development of departmental work plans to make the all-important bridge between plans and implementation.

120. ESSPIN provided support to the PRS Departments across the MDAs to improve data management. Twelve EMIS Officers were trained in the use of the simplified state EMIS software and 15 staff members of the SMoEST PRS department were trained in the use of IT for planning. During the Annual School Census, 631 officers including teachers were trained as enumerators or field coordinators. A staff audit of the DPRS/EMIS was also conducted to further identify training needs for the department.

121. The success of the Annual School Census has created a foundation of reliable information, which will be available for planning the next round of MTSS. The first draft of the Annual Education Sector Review (AESR) document, based on the recent EMIS data is ready and consultation on this with senior State officials is continuing.

122. Following the reform of the state inspectorate services and the creation of the unified Quality Assurance Bureau, a routine pattern of work has been established. Officers in all the zonal offices inspect two schools weekly. Desktop computers have been provided to

all QA Offices to aid production of reports. ESSPIN is continuing to provide regular "maintenance" support. Sixty QA Officers received training on the use of MS Word and Excel to standardise report writing and greatly improve report storage and accessibility. To date, 108 Schools have been inspected and 61 reports have been generated. This backlog underlines the need for changes in work practices. The regular and routine use of word processing and electronic storage will greatly improve the effectiveness of the inspectors and facilitate greater use of inspection reports.

123. A State Monitoring Learning Achievement (MLA) Committee was constituted by the Commissioner to oversee the implementation of the MLA exercise in June. The Committee held its first meeting on 24 March and will meet again in April to organise the recruitment and deployment of enumerators.

124. Support from ESSPIN's Communications and Knowledge Management activity stream has been provided through the Communications Committee, ensuring that various media are exploited to promote awareness for ESSPIN's work and the Every Child Counts reforms. For example, publicity support was provided for the training of the 300 School Support Officers SSOs; press and media coverage has been used to publicise the work of the State School Improvement Team; and 26 participants attended a workshop to design communication strategies on the Institution Building Reform activities.

Output 3

125. The development of the State School Improvement Team (SSIT) in Kwara preceded similar developments in other states and has provided a model for one of the key pillars of school improvement that has been emulated elsewhere. However, there are two important features of the SSIT's work in Kwara that do not yet apply in other states. Firstly, following-up a Teacher Assessment exercise carried out in 2008, the SSIT in Kwara is aiming, from the outset, to have an impact on all 20,000 primary education schools in the state, not just those in initial pilot schools. Secondly, much of the funding for this is already coming from the State's own coffers (partly through the UBE Intervention Fund). This use of state funding for ESSPIN supported activity shows that the leveraging of state funds is already a reality in Kwara, where the requisite political will exists. In other states this degree of political buy-in has yet to be achieved.

126. ESSPIN is funding the development costs associated with the SSIT. Examples of the training provided by the SSIT in the last quarter include: i) the roll out of a training programme for School Support Officers (advisory staff of the LGEA) and Head teachers, based on a five week lesson plan in literacy and numeracy; ii) training on "involving pupils in their learning", organised for all the 300 School Support Officers. The significant feature of this training is that it has been led by the 23 members of SSIT, with ESSPIN providing only back-stop support.

23

127. Work developed by ESSPIN on the institutional aspects of teaching, in particular the introduction of merit-based promotion and pay structure differentials based on different levels of responsibility, is currently in discussion amongst various stakeholders and in particular, the office of the Head of Service in Kwara State. However, there remain considerable hurdles to the reform of the career path for teachers, while civil service terms and conditions apply.

128. At Oro College of Education, following the development of institutional plans and curriculum transformation, an estate strategy and work plan has been prepared by the college staff. While, the management of the College remains committed to reform, this resolve is likely to be tested when the plans are put into operation. A recent purchase of vehicles for senior staff, while a dire shortage of teaching resources remains, is evidence that "business as usual" practices are hard to break. However, the College still has something to show to the rest of the country. ESSPIN organised a study visit from senior staff of Colleges of Education in other ESSPIN states. This allowed Oro College to emphasise the basic necessity to relate student intake to the needs of the state teaching service and to share understanding of the curriculum and management transformation in the college. Oro is also providing an important case study for reform activities at the national level through ESSPIN's work with NCCE.

Output 4

129. The State has developed its SBMC Policy Guidelines. This is something of an achievement, because, initially, there was little enthusiasm for the SBMC concept amongst senior officials. The production of the policy guidelines has been a culmination of an extensive consultation process involving visioning exercises at State and community levels. The resulting document now has the endorsement of all the top-ranking players in the Education sector, including the Commissioner for Education, the Permanent Secretary (PS), MoEST/Executive Secretary (ES), SUBEB and the Special Adviser (SA) to the Executive Governor on Basic Education. The final debate on the policy guidelines amongst 53 State and Community stakeholders chaired by SUBEB Permanent Member (PMIII) received considerable press coverage in local newspapers.

130. The development of SBMCs, their role in the governance of schools and as conduits for community demand for improved services will be led through a partnership between Civil Society Organisations (CSOs) and government. Whereas work developing teacher competencies in Kwara state covers schools in all LGAs, community-based work will be concentrated in 4 selected LGAs. Six CSOs have been selected and personnel from these CSOs will work in tandem with officers of the Social Mobilisation Unit (SMU) of SUBEB and the LGEAs. Schools in these LGAs have been clustered and CSO and SMU staff assigned.

131. ESSPIN has provided induction and training for the CSOs prior to their engagement with the SMU and the first joint mobilisation visits to communities. The purpose of these visits

will be to engage with the various groups in communities and encourage the formation, or reformation, of SBMCs in accordance with the agreed state guidelines. Training of SBMC members will follow in the next quarter.

Major features of the work plan for the coming months

132. A major focus for the ESSPIN planning and management consultants over the next quarter will involve translating the provisions of the 2010 budget into departmental work plans that correspond with the intentions in the reform groups, as reflected in the MTSS. The degree to which plans are implemented will be the true measure of the utility of the planning process. Work on in-year implementation plans will also be a prelude to commencing the planning process for the next round of the MTSS, since the extent of plan actualisation will determine the starting point for that process.

133. ESSPIN will continue to support the process of change in SUBEB with the development of operational guidelines for the key departments of Finance and Planning Research and Statistics and School Services. This will also impact on the work of the LGEAs. The goal is to strengthen the institutional mechanisms that will allow a greater flow of resources to schools.

134. The MLA exercise will be implemented in June, following training and preparation activities in May.

135. ESSPIN will continue to support the development of the SSIT. This will be coordinated with two other work streams:

136. work done with the Quality Assurance Bureau, to make the link between the diagnostic work of the inspectorate and the remedial work of the School Support Officers;

137. the work on SBMCs, so that the supply-side work with head teachers, school support officers and teachers converges with the demand-side work with communities and SBMCs at the point at which school development plans are made. The coming quarter will see an intensification of work at the community level, with the formation of SBMCs and their initial training and subsequent in situ follow-up support.

Lagos

Introduction

138. In February, the State ESSPIN Team took the opportunity to hold an interactive session with the Deputy Governor of Lagos State to explain ESSPIN support to education quality. The DFID Regional Coordinator for South West was also present. Broad agreement on the approach was reached and commitment given, on the part of the state, to support ESSPIN initiatives with State resources.

139. Within the ESSPIN team, the newly appointed ODM Specialist Mrs Chioma Obi-Ozuji took up her post in Lagos Office in January, 2010 and the Planning and Management Specialist, Mrs Oluwafunmilayo Olalusi started in March 2010.

Output 2

140. Significant progress has been made in engaging with Lagos SUBEB. The Chair person of SUBEB has been particularly keen to enlist ESSPIN support and together with 31 senior managers undertook a visioning exercise in February. This self evaluation revealed a dysfunctional organizational structure, a duplication of functions, an absence of operational coordination, an inadequate procurement system and seriously weak financial approval and reporting systems. By the end of the workshops, the participants had a common understanding of the elements of a strategic plan and were able to develop a vision, mission, goals, objectives and activities for the Lagos SUBEB.

141. In a separate, but related development, an ESSPIN consultant has been invited to analyse the procurement and financial accounting system of Lagos SUBEB. This is a major step forward towards strengthening financial systems and fiduciary control and has the potential for a breakthrough in increasing transparency and accountability in a traditionally opaque and unaccountable institution

142. ESSPIN consultants worked with the State to review the 2009 MTSS process, analyse the approved budget and commence the preparation of Departmental Work Plans. A meeting, attended by 62 participants from all the education MDAs affirmed that the MTSS was helpful in preparing their 2010 budget. However, there was significant variance between the budget and the MTSS in terms of activities and costing. From preliminary analysis, the extent to which the greatly inflated annual budget aligns to the MTSS is not encouraging, but the picture is not yet clear. There is a general agreement amongst state officials that a closer alignment of the budget format to the MTSS format will make for better implementation of much-needed education reforms. The completion of the departmental work plans will clarify those elements in the MTSS that have survived the budget process.

143. In collaboration with SPARC in Lagos, ESSPIN is aligning MTSS activities for 2010 with the strategic approach adopted by SPARC and the Ministry of Economic Planning and Budget (MEPB). ESSPIN participated in a stakeholders meeting on MTSS organised by SPARC to publicise the challenges caused by unrealistic budgeting, capacity issues in relation to costing of MTSS initiatives and the need for alignment of the MTSS activity-based format to the traditional input-based budget format. There is now a clear list of issues for SPARC and ESSPIN to address and take forward together.

144. Data entry for the Annual School Census, which took place in November, has been completed with an apparently high degree of accuracy, as reflected through repeated accuracy checks of data entry work. The reliability of the figures is being further tested

through the census verification exercise currently taking place in the state. In order to ensure the quality of the product, ESSPIN conducted the training of 413 data management staff, including trainers of enumerators, core team members, field coordinators, data entry clerks and supervisors. The IT equipment and facilities in SUBEB and MOE were also upgraded by ESSPIN.

145. There has been considerable discussion about a census of private schools in Lagos. This is clearly necessary, in view of the preponderance of private schools in the state and their variable quality, but the policy of the State Ministry of Education is unclear. The persistent ambivalence towards private schools and their associations makes it difficult for ESSPIN to proceed.

146. The State would be happy for ESSPIN to conduct and fund a private school census in its entirety, but has been unwilling to make any contribution, develop a coherent private schools policy or even clarify what it would do with the information gathered. It has made little use of the existing LASGEMs data. ESSPIN has made it clear that if it undertakes work in this area, there will need to be rather more engagement from the State government and an indication of a less punitive approach to private schools. As a preliminary activity, ESSPIN has agreed to assist in the compilation of an updated school list. The various lists held by the Department of Private Education and the PRS will be compared with the information held by LASGEMS and this will be verified with the private school associations. This is a necessary prelude to a private school census.

147. The Special Adviser (SA) to the Deputy Governor has now agreed to an Annual Education Sector Review in Lagos. Her request for changes in the approach and logistical challenges had delayed the commencement of the exercise. A steering committee, headed by the SA has been set up.

148. ESSPIN is providing continuing support to the preparation of diagnostic tests of student achievement (Monitoring Learning Achievement – MLA). A consultation process with policy makers and MTSS Task Team members is now taking place, based on the final report of the MLA pre-test exercise, which took place in November 2009. The full MLA is scheduled for June 2010.

149. ESSPIN has completed the training of 300 Inspectors in Lagos in the new methods of Quality Assurance. Training took place between October and February 2010 in three batches and the last batch of the training included four persons from the previous two batches as assistant facilitators. In order to reinforce the training, ESSPIN supported a study tour for Lagos inspection managers to Kwara Quality Assurance Bureau. While the creation of a similar unified agency for school inspection is still under discussion, the Quality Assurance Task Team made up of Directors of Inspectorate in MOE, SUBEB, Education Districts and Head of Sections of Monitoring and Evaluation in LGEAs have

27

agreed to meet monthly and to work together in preparing joint schedules of visits to schools and collating reports centrally.

Output 3

150. Lagos state has taken up the ESSPIN initiative for the testing of teachers and has designated state funding for a Teachers' Development Needs Assessment (TDNA) covering all the public school basic education teachers in the state. The Governor has approved SUBEB's funding proposal of 24 million naira for this purpose and ESSPIN, working through the Education Quality Team, will be providing the test and assisting SUBEB in planning and managing the logistical arrangements. The TDNA exercise is scheduled for 22 April 2010.

151. Piloting of test items by ESSPIN and the Education Quality Team has taken place and the tests are now ready for secure printing. A TDNA administrative manual has been developed and invigilators and markers will be trained in early April. ESSPIN is also developing key communication messages for teachers and other stakeholders, to provide factual information about the purpose and processes of the TDNA.

152. A significant step in the preparation for the training of school supervisors, head teachers and teachers was taken with the inauguration of the State School Improvement Team (SSIT) in January 2010. The ESSPIN school improvement model, which has state endorsement, incorporates a continuous process of training 22 SSIT members and over eighteen months, will involve 45 senior state and LGEA managers, 200 head teachers and assistant head teachers in 100 "focus schools", 250 School Support Officers and 2000 classroom teachers. The members of the SSIT are now undergoing training of trainers. They will begin to deliver a programme of school and cluster-based training to head teachers and assistant head teachers in April.

153. Preparations for the provision of school water, sanitation and infrastructure have been advanced. Transparent and accountable procurement procedures are being followed. Thirteen schools will initially benefit from borehole and toilet projects. Prequalification of firms and bidding for the provision of boreholes has been concluded and contracts will be issued to preferred bidders shortly. Expressions of interest for the provision of toilets in 13 schools have been invited and the procurement process is continuing.

Output 4

154. The ESSPIN approach to engaging with communities and civil society to support demand for improved educational services involves working with Civil Society Organisations (CSOs) in partnership with the social mobilisation arm of government. The institutional link with government is through the SBMC State Task Team (STT), made up of senior staff of SMoE and SUBEB. Based on an in-depth capacity assessment of CSOs, ESSPIN has selected and entered into partnership with ten organisations to work with communities to promote

demand and voice in the delivery of quality educational services.   This selection process culminated in a Community Mobilization Training workshop in February.

155. The purpose of this Community Mobilisation Training workshop, which was attended by 50 participants, was to provide induction to CSO personnel, staff of the SUBEB Social Mobilisation Unit and members of SBMC STT.   It also contributed three important preparatory steps in the ESSPIN Output 4 strategy. It provided direction to the CSOs and SMU staff on their roles and responsibilities; it provided them with basic skills and knowledge for effective community engagement and mobilisation; and it provided guidance on how they should promote the establishment of effective SBMCs. The existence of functioning SBMCs is an essential ingredient in the ESSPIN community engagement strategy (in Lagos state most of the SBMC are cluster-based rather than school-based institutions). The training included participatory approaches to monitoring and evaluation, awareness of power relations, strategic advocacy, effective communication skills and listening. Gender and child awareness was also included.

156. The SBMC STT met in February and March to establish the institutional position of SBMCs in the state, identify inconsistencies and to prepare the groundwork for the evolution of a Lagos State SBMC policy framework. The STT also drew up action plans for advocacy and SBMC public awareness campaigns for communities.

157. In order to ensure that the work of the ESSPIN Output 4 Team and the Communications and Knowledge Management Team are synchronized and support each other an internal workshop was held in March. The workshop was aimed at reviewing the methodology around the development of communication strategies with focus on SBMCs. A number of key messages were developed and a communication plan for the SBMCs was drawn up to be presented for adoption by the state.

Major features of the work plan for the coming months

158. ESSPIN will continue to work with SPARC on three related issues: budget realism and public financial management; the development of departmental work plans to salvage as much as possible of the reform activity incorporated in the 2009 MTSS; and the format and timing for preparation of the next MTSS.

159. Further development of the productive relationship built up with SUBEB will be a major focus in the coming months. This will move forward on two fronts: firstly through follow-up to the organisational audit and the development of focused departmental roles and key job descriptions; and secondly through improvement in financial and procurement systems.

160. It is expected that a centrally coordinated schedule for Quality Assurance activities will be developed, to which all bodies responsible for inspecting schools will subscribe. It is also expected that the new inspection instrument will be used as a matter of routine for all

school inspections. Work on developing the inspection "infrastructure", particularly the collation and central storage of inspection reports will continue. This will be a prerequisite of the analysis and use of inspection results, both as part of a broad management information system for the State and Local Government and as a diagnostic tool for use by school advisory/support services, as part of the school improvement strategy.

161. The roll-out of the SSIT activities with school advisory staff and head teachers will be coordinated with the development of SBMCs through the activities of CSOs and SMU staff, culminating in the development of school development plans in the third quarter of 2010.

162. ESSPIN will work to facilitate an improved relationship between private school associations and state government through the support for formation of a coalition of private school associations and the development of a comprehensive school list in preparation for more systematic collection of data later in the year.

Federal level

Introduction

163. At the Federal level, the key institutions with which ESSPIN engages, because of their significance in directing education policy, planning and management at the Basic Education sub-sector level, include: the Policy, Planning, Management & Research Department (PPM&R), the Federal Inspectorate Services (FIS) Department of the Federal Ministry of Education, the Universal Basic Education Commission (UBEC) and the National Commission for Colleges of Education (NCCE).

164. In the fall-out from the political uncertainty caused by the President's illness, Ministers have spent little time on their departmental duties. In March the ministerial post became vacant. ESSPIN has adopted a strategy of strengthening relations with the Permanent Secretary of the Federal Ministry of Education and the new Director of PPM&R Department.

Output 1

165. Immediate issues discussed at meetings ESSPIN management held with the Permanent Secretary and the Director of PPM%R have included the decentralisation of EMIS and the planned national MLA. Monthly briefing meetings have been agreed, together with the establishment of a Technical Committee on ESSPIN chaired by the Deputy Director, International and National Development Partners. A broad agenda for the Committee has now been established. which is closely aligned with ESSPIN's own agenda:

- Support the implementation of the National Assessment Exercise (MLA) by September 2010.

- Prepare a Transition Plan for the full decentralisation of the National School Census by November 2010.
- Strengthen the policy formulation and monitoring process (JCCE/NCE).
- Support the formulation of a National policy on planning, to cover long term Sector Planning; operational planning (MTSS) and Whole School Planning. Prepare a handbook on the Planning/implementation Cycle.
- Develop the institutional strength of PPM&R.
- Develop a work plan to drive the implementation of the above initiatives.

166. It was agreed that meetings of the Technical Committee would be held fortnightly and would report to the PS and the Director PPM&R monthly. With regard to the immediate issues concerning NEMIS, ESSPIN has offered a VSO database specialist to support the NEMIS Unit. With respect to MLA, the plan now is to hold the National Assessment Exercise by September 2010 instead of June 2010.

167. ESSPIN has agreed to support PPM&R to put together a draft National Policy on Planning, in order to standardize the process of planning at the three levels – Education Sector Planning (strategic planning); operational planning (MTSS) and school-based planning (school development plans) - and to disseminate these policy guidelines across the states.

168. ESSPIN has continued the Organisational Development (OD) work, which started with PPM&R in August 2009, with follow-on sessions held in the ESSPIN Office in February with Deputy Directors and Assistant Directors. The purposes of these meetings were to evaluate the progress made in the Department, to agree next steps and to identify and plan how ESSPIN will support the implementation of the plan.

169. Based on an approach set out in SPARC's guide to corporate planning, PPM&R staff examined how far they had progressed in examining whether the functions of their work units need to be done at all, whether other departments, agencies or actors could do them more efficiently or effectively, and what the consequences are for its organisational structure.

170. The structures required for moving forward were agreed, including the establishment of a Steering Committee and three Sub-committees:

   a. To monitor the functional, systems and process reviews and be responsible for communication and knowledge management
   b. To take responsibility for workforce planning and the development of a Service Charter
   c. To take responsibility for job analysis, job descriptions, training needs analysis and capacity building

171. ESSPIN has engaged a national OD Consultant who will support the Department to implement the Corporate Plan approach to institutional strengthening and the appointment of the various committees.

172. A change of management in the Federal Inspectorate Service (FIS) has facilitated ESSPIN engagement with the department. Working sessions were held to: review the draft Bill for the proposed National Commission for Education Quality Assurance (NAEQA); discuss the significant changes made to the Quality Assurance Handbook by the FIS management team and the negative impact this has had; agree the outline of an acceptable revision to the Handbook restoring its consistency with fundamental principles of QA evaluation.

173. The experience of the 56th NCE Session held from 1-5 March in Abuja confirmed the need to expedite ESSPIN's plans to reform the policy formulation process. The quality of the policy papers presented demonstrated lack of depth, inadequate analysis and the consequences of a lack of standardized guidelines for the preparation of policy papers. An absence of any monitoring mechanism meant that several policies had not enacted. The JCCE and NCE plenary sessions lacked focus and an inordinate amount of time was spent on issues unconnected to the major problems facing the education system.

174. ESSPIN has provided Universal Basic Education Commission (UBEC) with a document summarising the main findings from the series of interactions that took place before Christmas and outlining the next steps in the work programme. The paper advised that addressing the issues of organisational culture at UBEC and the relationship between UBEC and SUBEBs were essential to the reform process. They are also essential if UBEC is to improve its performance in carrying out its core function of channelling federal funds to support basic education. Moving forward will require a radical corporate re-orientation of UBEC's ethos towards the service, facilitation and support role, which is implicit in the 2004 UBE Act. This will mean re-visioning their relationship with the SUBEBs and creating a new operating framework, in which there is a greater degree of support, mutual respect and trust.

175. ESSPIN has agreed with the Executive Secretary that the cost of providing expert inputs to drive this organisational reform process should be met by UBEC. ESSPIN's support would primarily consist of assisting UBEC with the detailed work planning of the reform programme, assisting with recruiting and managing consultants (experts), monitoring, reviewing and providing mentoring and support to the change management group.

176. Steady progress has been made in collaboration with NCCE in relation to reform of Colleges of Education, in particular curriculum reform, college quality assurance and college institutional restructuring. ESSPIN has proposed a schedule for co-operation over the next year aligning this to specific outputs.

Major features of the work plan for the coming months

177. ESSPIN will be working through the PPM&R Technical Committee agenda and on a regular basis reporting to the Permanent Secretary. Further organisational work will be undertaken by the newly appointed OD specialist.

178. ESSPIN will engage a consultant in the second quarter to scope the policy formulation process, make recommendations and design an implementation plan.

179. Further work with FIS will be needed to consolidate the restoration of the Quality Assurance Handbook. ESSPIN will also be working with the new leadership of FIS to establish a common understanding within the department of its role and functions within a federal quality assurance system.

180. The next steps for the work with UBEC are as follows:

- Follow up the organisational review assessing UBEC's 'fitness for purpose' against the functions as determined by the 2004 Act, and make recommendations for restructuring UBEC so it can perform better against its mandate.
- In parallel, begin the process of working with staff to examine their organisational culture and the way this impacts on their work and their internal and external relationships.
- Support the preparation of a draft strategic plan which will refocus and re-orientate UBEC towards the facilitation and Basic Education sector support role
- Propose a new organisational structure along with revised staff positions (and the skills and competencies needed by those positions), which will directly contribute to UBEC improving its service delivery performance against its core business objectives and targets.
- Support the preparation of a 3 year corporate plan which will detail the organisational structure and the skilled human, financial and other resources needed to successfully implement the strategic plan and achieve the targets set out in it.

181. In the longer term, ESSPIN is looking to enhance the position of federal institutions in providing relevant services to states. A follow-up session to the China Study Tour, held in early February demonstrated that significant impact can occur by influencing the thinking of Commissioners and Permanent Secretaries, by making available information on best practices. Amongst the themes discussed at the meeting were changes in teachers' career structures, issues of teacher education and training, direct funding for schools and the importance of connecting policy, planning and management. In this regard ESSPIN is planning a series of capacity building sessions for the new Commissioners, who will take up post in 2011. Part of this programme will involve the development of guidance notes on the planning and implementation cycle.

Cross-cutting Issues

Gender and Social Inclusion

182. A Social Development and Gender Specialist was appointed and plans were underway for her to start working in Abuja in February 2010. Unfortunately, due to family circumstances, the person appointed is unable to come to Nigeria in the immediate future. While the search for a replacement proceeds, ESSPIN will source short-term TA to take forward work that will include inclusion issues for disabled children in Kaduna, girls' education and nomadic education in Jigawa and the development of a CCT pilot through SBMCs in Kano.

183. ESSPIN and PATHS2 agreed with the other SLPs to take the lead in drafting the Structured Approach Paper on Gender and Social Inclusion. The ESSPIN Social Development Lead Specialist has agreed with Voice and Accountability Technical Lead for PATHS2 that ESSPIN will produce the draft SAP by mid-April 2010.

184. As reported above, ESSPIN and PATHs 2 will conduct a joint consultancy on Civil Society involvement in sector planning.

EMIS

185. The school census activities have progressed according to plan. Data entry was completed in mid-February in Jigawa, Kaduna and Kano and in early March in Kwara and Lagos. Templates for the state school census report, the LGEA report card and the school report card have been developed. A week-long training in Excel and on how to compile the state school census report tables was carried out for EMIS unit staff in Jigawa, Kaduna and Kano in early March. The publication of the ASC report is expected to be completed by the EMIS units in April, as per the original publication schedule. Kwara and Lagos will follow shortly thereafter.

186. The fieldwork of the school census validation survey was completed on March 15 in a sample of 400 schools (80 per state). The National Population Commission was contracted to carry out the survey and ESSPIN trained the enumerators in January. The purpose of the survey is to assess the quality of school census data and to collect supplementary information (notably on attendance), taking advantage of the fact that school visits were not announced in advance.

187. An example of how the school census data have already been utilised is in the preparation of the Annual Education Sector Performance Report in Kano.

Monitoring and Evaluation

188. Fieldwork for the ESSPIN community survey is taking place from mid-March to mid-April in a sample of 320 schools. CSACEFA has been contracted to carry out the survey and ESSPIN conducted two training sessions in Kaduna: the first (February) focused on state field managers and on piloting the draft instruments; the second (March) focused on

enumerators. The main purpose of the survey is to assess the nature, level and source of support that schools receive from communities and to elicit individual perceptions of the quality of basic education services. The survey includes two groups of respondents: parents/guardians of students selected from Class 2 and formal/institutional respondents (head teacher, SBMC chair and member, PTA chair and CBO chair).

189. Work on monitoring head teachers has been built into the capacity building programme of SSIT members and has been ongoing since late January.

190. Preparations are progressing for the Nigeria Education Data Survey (NEDS), which is sponsored by DFID and USAID and sub-contracted to Research Triangle International (RTI). Questionnaires, interviewer manuals and supervisor manuals have all been completed. The pre-test and the training of trainers have been conducted and field training is expected to be completed by 19th April.

191. There has been considerable progress in building monitoring and evaluation capacity at the state level, through the introduction of the annual education sector review / performance report (AESR/AESPR) process.   The process was launched in Jigawa and Kaduna. Drafting workshops for the main narrative chapter of the AESPR were held in February with education MDAs and a zero draft of the AESPR is expected by the end of March. A zero draft has been completed in Kwara, which was one of the pilot states that began working on the AESPR in the fourth quarter of 2009. The preparation of the first full draft will begin in mid-March following the finalisation of the school census data entry process. Progress has been fastest in Kano, which was the second pilot state. The full draft of the AESPR was prepared based on the school census data ahead of the Kano State Education Stakeholders Forum held in early March.

192. The objectives of the AESPR are to:

- Take stock of the sector and identify priorities to be addressed in the 2011-2013 MTSS. This involves: i) describing the evidence on key education outputs and outcomes (ESP/MTSS indicators); ii) observing whether these trends are consistent with expectations in light of current policies; iii) analysing evidence in terms of changes that should be made to these policies.
- Disseminate information and provide a platform for accountability and for consultation with non-government stakeholders.
- Identify whether there are information gaps and the processes that need to be improved.

Monitoring Learning Achievement

193. At the *state* level, an early grade assessment of literacy and numeracy was pre-tested in Kano and Lagos in November 2009 and the report was finalised in February. The instrument is based on an approach that uses one-to-one interaction between the

enumerator and the student. The pre-test was carried out to prepare the ground for the full survey to test students of Class 2 and Class 4, which is scheduled for June 2010. As the survey took place early in the school year, students from Class 3 and Class 5 respectively took part in the pre-test. The results confirmed that students should be tested, not only at the expected level of competence, but also at lower levels in order to understand the challenges:

194. The pre-test report has been disseminated. The next steps include the preparation of the survey in cooperation with the States, in April and the delivery of enumerator training in May. A sampling plan has been developed, which involves the testing of approximately 4000 students in each of the six ESSPIN states.

195. At the *federal* level, the FMoE has postponed the proposed national MLA from June to September 2010. There are now some signs that the Ministry department responsible is willing to consider the necessary activities set out in the work plan that ESSPIN suggested in November.

Communications and Knowledge Management

196. Five short state documentaries under the collective title "Better Schools, Better Nigeria" have been completed. Pre-release screenings in Abuja and all states and further editing ensured final versions were approved by state and other stakeholders, including DFID. Distribution of DVDs is underway with advance copies of editable material sent to DFID UK in rapid response to an urgent request for assistance with high level publicity events. DVD copies and accompanying literature have also been provided to the Global Schools Programme in the UK. Further editions of DVDs will be made more widely available for distribution and screening in the next quarter once local language and short, internet friendly, versions of each film are ready to be included. Broadcasting arrangements at national and state level are being finalised.

197. A simple and inexpensive system based on mobile phone SMS / text messaging, free open source software and a contact database has been devised to promote audience attention and measure response to the ESSPIN media products. Comprehensive baseline audience research has been devised and included in the ongoing Community Survey with C&KM input provided to the training of field workers.

198. This quarter has seen the completion of a competitive selection process for the radio drama producer with production due to start next quarter, and national and state broadcast planned to coincide with the new school year. A similar process to find service providers for theatre-for-development work in the states is underway.

199. A state and national level orientation and immersion programme for up to 150 education sector journalists is planned to start next quarter.

36

200. A photographer has been deployed to the states for the further development of ESSPIN's photo library and to initiate a longitudinal photographic study of ESSPIN pilot schools and communities.

201. ESSPIN maintains its commitment to support CSACEFA's roll-out of the *1 Goal* campaign and responded to a *1 Goal* request for assistance by offering funded technical support to film making.

202. C&KM activities across the four programme outputs have included:

- Providing a first round of TA in support to the development of the Nigerian Education Knowledge Network (NEKNet) at NERDC.
- Designing and printing 23,000 copies of the FME Road Map summary document.
- Documenting and disseminating learning from the MTSS process.
- Developing and designing communications materials for schools to promote the work of SSITs and for communities to promote SBMCs.
- Producing Assessment of Teacher Development Needs materials.
- Developing training materials for the SSITs.
- Designing and distributing Academic Year Planners for head teachers and SSITs.

203. The ESSPIN website has been refreshed with new background information. The Resource Centre is being overhauled. The number of reports available on the website has been rationalised (with much material to be archived to the intranet). Further work is underway to improve accessibility. In the last quarter, over 30 formatted reports were added to the ESSPIN documentary series.

Section 3:   Emerging Issues / Risks

204. The political environment continues to present challenges. The crisis in the Federal government is likely to delay decision making at the federal level. The advancing imminence of the elections in 2011 threatens to destabilise the reform nascent processes that the SLPs are supporting.

205. To mitigate the adverse effects of political uncertainty, ESSPIN is helping to institutionalise the reform process across MDAs by developing the capacity of specific technical committees and by demonstrating sound progress towards school improvement in the pilot locations. Originally created to provide input into the MTSS on issues such as institutional development, education quality improvement and quality assurance, the technical committees form the basis of permanent reform groups spanning the relevant MDAs. By establishing sufficient appreciation of reform processes amongst senior and middle-ranking civil servants, and by having a set of solid achievements on the ground in pilot schools, it is anticipated that the reform process can survive the coming political upheaval and provide a basis for further growth under new administrations in 2011.

Annex A: List of Consultancies over the Last Quarter, January – March 2010

Consultant	Description of Assignment	Nat/Int	Days	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
Agodi Alagbe	FME Reform (Education Quality)	I	65													
Allan Findlay	EMIS	I	60													
Allison Peareth	IQTE	I	24													
Austin Edeze	FME Reform	N	65													
Ayo Adeoshun	SSIT	I	45													
Baki Mlalazi	Human Resource Development	I	17													
Barry Reeves	Organisational and Development Mgt (ODM)	I	37													
Chris Morgan	Communications	I	27													
Daniel Akogwu	School Infrastucture	N	37													
David Johnson	Teacher Assessment	I	22													
David Strawbridge	Schools Improvement	I	65													
Devesa Domenec	EMIS	I	65													
Dick Coppinger	Architecture and Enginerring	I	26													
Francis Watkins	Social Development	I	13													
Gaurav Siddhu	Assistant Specialst M & E	I	55													
Harold Thomas	Institutional & Employment (teachers) - Kwara	I	24													
Helen Pinnock	SBMC Research	I	13													
Jaap Kuiper	Teacher Education, Oro College Reform	I	24													
James Mcveigh	Inspectorats/Quality Assuarance	I	11													
Jawaad Vorha	MTSS	I	18													
Jim Minton	Communications	I	12													
Joanna Harma	EMIS	I	60													

Name	Role	I/N	Days	
John Gray	Public financial Manangement	I	44	
Keith Edwards	Quality Assurance	I	11	
Kenneth Uwah	FME Reform (Communication)	N	65	
Lawrence Onibon	School Infrastucture	N	31	
Lilian Breakell	Schools Development	I	46	
Louise Daniel	KM NERDC (Comm)	I	6	
Lynton Gray	MTSS	I	18	
Manos Antoninis	Lead Specialist Monitoring and Evaluations	I	36	
Masooda Bano	IQTE	I	7	
Mathias Rwehera	MTSS-Jigawa, Kano and Kaduna	I	24	
Mohammed Bawa	Community Participation	N	32	
Nigel Wakeham	Architecture and Enginerring	I	27	
Obinna Onwujekwu	Kwara activity based planning and budgeting	N	34	
Penny Holden	Lead Specialist Inspectorates & Quality Assuarance	I	12	
Rachael Dore -weeks	Gender	I	39	
Ray Jardine	Inspectorates	I	12	
Rusell Craig	MTSS	I	32	
Sergij Gabrasck	Assessment of Primary & JSS Teacher's Subjects	I	20	
Sulleiman Adediran	SBMC Research	N	33	
Susan Williamson	Teacher Strategy	I	55	
Wole Olumiyete	MTSS	N	44	
Total International			1072	
Total National			341	

39

Annex B: List of Consultancies for the Next Three Months, April – June 2010

Consultant	Description of Assignment	Nat/Int	Days	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
Agodi Alagbe	FME Reform (Education Quality)	I	46													
Allan Findlay	EMIS	I	46													
Allison Peareth	IQTE	I	18													
Austin Edeze	FME Reform	N	45													
Ayo Adeoshun	SSIT	I	36													
Baki Mlalazi	Human Resource Development	I	24													
Barry Reeves	Organisational and Development Mgt (ODM)	I	25													
Chris Morgan	Communications	I	56													
Daniel Akogwu	School Infrastucture	N	23													
David Johnson	Teacher Assessment	I	7													
David Strawbridge	Schools Improvement	I	41													
Dick Coppinger	Architecture and Enginerring	I	11													
Harold Thomas	Institutional & Employment (teachers) - Kwara	I	30													
Jaap Kuiper	Teacher Education,Oro College Reform	I	23													
Jawaad Vorha	MTSS	I	24													
John Gray	Public financial Manangement	I	24													
Kenneth Uwah	FME Reform (Communication)	N	41													
Lawrence Onibon	School Infrastucture	N	23													
Lilian Breakell	Schools Development	I	31													
Lynton Gray	MTSS	I	17													
Manos Antoninis	Lead Specialist Monitoring and Evaluations	I	27													
Mathias Rwehera	MTSS-Jigawa, Kano and Kaduna	I	33													
Mohammed Bawa	Community Participation	N	28													
Nigel Wakeham	Architecture and Enginerring	I	11													
Olajide Florence	Inspectorates	I	11													
Penny Holden	Lead Specialist Inspectorates & Quality Assuarance	I	17													
Ray Jardine	Inspectorates	I	11													
Sergij Gabrasck	Assessment of Primary & JSS Teacher's Subjects	I	11													
Sulleiman Adediran	SBMC Research	N	28													
Susan Williamson	Teacher Strategy	I	41													
	Total International		621													
	Total National		188													

Annex C: Three Months Rolling Indicative Workplan, April – June 2010

Federal Level Workplan: April - June 2010

Act. No	Act. Code	OUTPUT 1 - Federal Level Activity	Previous Month																
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
1	FED1.1	**Engagement with National Roadmap Implementation Task Team (NRITT)**																		
i	FED1.1.1	Provide advisory support																		
ii	FED1.1.2	Provide support to events																		
2	FED1.2	**Institutional development in selected Federal MDAs (see below for detailed activity schedules - to be offet for individual institutions)**																		
i	FED1.2.1	PPM&R																		
ii	FED1.2.2	UBEC																		
iii	FED1.2.3	NCCE																		
iv	FED1.2.4	NAEQA																		
v	FED1.2.5	NTI																		
vi	FED1.2.6	NIEPA																		
A	FED1.2.7	**Institutional development processes e.g PPM&R**																		
i	FED1.2.8	Self evaluation Exercise: review of mandate and current performance - similar to SEAT																		
ii	FED1.2.9	Functional system review & development																		
iii	FED1.2.10	Human Resource Managment System: Needs assessment, Job profiling & descriptions, Individual profiling, Appraisal																		
iv	FED1.2.11	Staff Development Plan: TNA,capacity building plan, Leadership & Management plan. Implementation																		
v	FED1.2.12	Process mapping and Re-engineering: review of processes & collaboration process with States																		
3	FED1.3	**Supporting Selected Functions within Policy, Planning, Mangement & Research (PPM&R)**																		
A	FED1.3.1	**POLICY**																		
i	FED1.3.2	Scope and analyze the NCE/JCCE process - management, effectiveness, stakeholder involvement, monitoring role e.t.c																		
ii	FED1.3.3	Support processes for commisioning and conduct of policy based research (TBD)																		
iii	FED1.3.4	Provide capacity building opportunities and training for developing policy briefs (TBD)																		
B	FED1.3.5	**PLANNING**																		
i	FED1.3.6	Support PPMR role in development and implementation of Federal MTSS based upon Roadmap																		
ii	FED1.3.7	Strengthen PPM&R to coordinate ESP and MTSS implementation in States.																		

Act. No	Act. Code	OUTPUT 1 - Federal Level Activity	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
C	FED1.3.8	**EMIS**																		
i	FED1.3.9	Input to/support National EMIS Committee																		
ii	FED1.3.10	Develop EMIS software for 2009-10																		
iii	FED1.3.11	Disseminate EMIS software for 2009-10 to the States and train staff																		
iv	FED1.3.12	Develop and distribute guidelines for conduct of Annual Census																		
v	FED1.3.13	Identify training needs for States and carry out training																		
vi	FED1.3.14	Design and implement validation surveys in representative school samples																		
vii	FED1.3.15	Assist implementation of school census in Nov 2009, including public campaign																		
viii	FED1.3.16	Analyse the results of the validation surveys and disseminate																		
ix	FED1.3.17	Analyse Data and produce Annual Census Report																		
D	FED1.3.18	**Monitoring Learning Achievement (MLA)**																		
i	FED1.3.19	Review and discuss report by the task specialist on Learning assessment system																		
ii	FED1.3.20	Develop a strategic document for the implementation of the proposed national MLA exercise in 2010							●●●●●	●●●●●●	●●●●●									
iii	FED1.3.21	Conduct a forum to discuss the establishment of a national assessment system and the draft action plan																		
iv	FED1.3.22	Plan and conduct pilot in ESSPIN States for a learning assessment survey for the school year 2009/2010																		
v	FED1.3.23	Plan and conduct national MLA in all States																		
vi	FED1.3.24	Prepare template and agree process for Annual Education sector performance report																		
E	FED1.3.25	**Communications and Knowledge management**																		
i	FED1.3.26	Support to setting up Knowledge Management systems - Nigeria Education Knowledge Network (NEKNet)			■■■■■															
ii	FED1.3.27	Support to development of FME Documentation Centre																		
iii	FED1.3.28	Support Federal Ministry in creating summary version of roadmap & dissemination to States																		
iv	FED1.3.29	Ongoing support for federal communications committee			■■■■■															
4	FED1.4	**Supporting Selected Functions within Universal Basic Education Commission (UBEC)**																		
A	FED1.4.1	**Funding, Resource Mobilization and Utilization**																		
i	FED1.4.2	Visioning & self evaluation Exercise: review of mandate and current performance																		
ii	FED1.4.3	Build political will and consensus on the need for reforms in funding mechanisms for education																		
iii	FED1.4.4	Support development of legislation for reform of funding flows.																		
iv	FED1.4.5	Continue support to the improvement in the efficiency in the disbursement and use of of federal education funds for basic education																		
v	FED1.4.6	Develop internal and external accountability mechanisms aimed at streamlining the federal funding flows		●●●●●●●●●●●●					●●●●●●●●●●			●●●●●●●●●●					●●●●●●●●●●			
vi	FED1.4.7	Link access to UBE IF and VPF, to ESPs and MTSS plans																		
vii	FED1.4.8	Review current procurement practices and develop and deliver training on revised procurement guidelines for SUBEBs		●●●●●●●●●●●●					●●●●●●●●●●			●●●●●●●●●●					●●●●●●●●●●			

42

Act. No	Act. Code	OUTPUT 1 - Federal Level Activity	Previous Month																	
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
5	FED1.5	Support to National Commission for Colleges of Education (NCCE) to reform Teacher Education and Colleges of Education																			
i	FED1.5.1	Review and implement wide use of Teacher standards,																			
ii	FED1.5.2	Audit revised NCE curriculum,																			
iii	FED1.5.3	Field testing of NCCE developed Teaching practice modules,																			
iv	FED1.5.4	Development of a comprehensive Quality Assurance system for COEs																			
v	FED1.5.5	Structuring and benchmarking of a Teacher career path																			
6	FED1.6	Support to National Teachers Institute (NTI)																			
i	FED1.6.1	Review In-service training systems																			
ii	FED1.6.2	Review and develop training materials																			
iii	FED1.6.3																				
7	FED1.7	Legislative/Political arm of Government (Governance)																			
i	FED1.7.1	Prepare draft proposals for legislation and regulatory reform to remove barriers and improve effectiveness of basic education service delivery																			
ii	FED1.7.2	Develop strategies for linking more closely political processes to planning and budgeting. Encourage closer collaboration.																			
8	FED1.8	Standards & Quality Assurance:																			
i	FED1.8.1	Support creation and development of NAEQA																			
ii	FED1.8.2	Adopt/adapt national QA instruments																			
iii	FED1.8.3	Develop & deliver training for staff in their new roles																			
iv	FED1.8.4	Build integrated system of quality assurance with States																			
v	FED1.8.5	Train key inspectors to write the annual national report on the quality of education																			
vi	FED1.8.6	Support collection, colation and analysis of inspection outcomes received from states, and produce annual national report on the quality of education																			
vii	FED1.8.7	work with states to review lessons learnt from first cycle including modifying materials																			
9	FED1.9	Developing Partnerships with MDG Office																			
i	FED1.9.1	Incorporating MDG funds into State Sector Plans																			
ii	FED1.9.2	Support to the monitoring of impact of MDG funds																			
iii	FED1.9.3	Work with MDG on selected initiatives such as CCTs, SBMC development etc																			

Education Sector Support Programme in Nigeria

Jigawa Workplan: April - June 2010

Act. No	Act. Code	Output 2 Activity	Previous Month																	
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
		Policy & Strategy, PFM and PSM																		
1	JG2.1	**Policy Engagement**																		
i	JG2.1.1	Facilitate policy engagement on a) resource allocation; b) decentralisation; c) hiring of teachers; and d) transparency																		
ii	JG2.1.2	Conduct a study to identify benefits of direct funding to schools and disseminate																		
iii	JG2.1.3	Conduct advocacy on the decentralisation agenda																		
iv	JG2.1.4	Support LGEA planning																		
2	JG2.2	**Departmental Workplans and MTSS**																		
i	JG2.2.1	Support MDA Workplan preparation (mandates, orientation, activity plans, programme budgets, training & capacity building)																		
ii	JG2.2.2	LGEA preparation for MTSS involvement																		
iii	JG2.2.3	Review of MTSS 2010-2012 process																		
v	JG2.2.4	Support preparation of MTSS 2011-2013																		
vi	JG2.2.5	Support to MDA 2011 budget preparation based on MTSS																		
vii	JG2.2.6	Support to Budget Execution (including Monitoring)																		
3	JG2.3	**Strengthening Transparency & Accountability Mechanisms**																		
i	JG2.3.1	Support development of inter-MDA MoU																		
ii	JG2.3.2	Develop minimum standards for transparency for intended & executed expenditures (in collaboration with UBEC)																		
iii	JG2.3.3	Support SUBEB, MOEST & LGEAs to implement minimum transparency standards																		
iv	JG2.3.4	Support financial and accounting system reviews in SUBEB and LGEAs																		
v	JG2.3.5	Provide follow-on support to accounting & financial reporting systems																		
4	JG2.4	**Institutional / Organisational Development /HR**																		
i	JG2.4.1	Conduct SUBEB visioning exercise																		
ii	JG2.4.2	Support SUBEB activity planning based on approved templates																		
iii	JG2.4.3	Conduct visioning exercise for LGEA clusters (from Sept)																		
iv	JG2.4.4	Support activity planning in LGEAs as part of annual implementation plan																		
v	JG2.4.5	Commence work on LGEA Manual and pilot application																		
vi	JG2.4.6	Training & development: customised training & mentoring for MDA staff																		
vii	JG2.4.7	Liaise with SPARC & PATHS2 to harmonise capacity building strategies																		
viii	JG2.4.8	Support training activities for implementation of MTSS																		
ix	JG2.4.9	Support systems development for improved effectiveness & efficiency (SUBEB, LGEAs & relevant departments) (HR systems, e.g. job descriptions, performance mgt)																		
x	JG2.4.10	Support legal & organisational review of teacher recruitment and deployment																		
xi	JG2.4.11	Strengthen leadership capacity of managers and politicians																		
xii	JG2.4.12	Support sharing of local and international best practice																		

44

Act. No	Act. Code	Output 2 Activity	Previous Month					05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar													
		M&E, EMIS, MLA and QA																		
5	JG2.5	M&E and EMIS																		
i	JG2.5.1	Support entry & analysis of school census data																		
ii	JG2.5.2	Support validation exercise for 2009 school census (National Population Commission)																		
iii	JG2.5.3	Support State EMIS Committee																		
iv	JG2.5.4	Support dissemination of EMIS reports & capacity building																		
v	JG2.5.5	Support definition and measurement of education indicators																		
vi	JG2.5.6	Support production of the AESPR & AESR process (capacity building, drafting & dissemination)																		
6	JG2.6	MLA																		
i	JG2.6.1	Advocacy, Information & Publicity (brochure, seminar, meetings)																		
ii	JG2.6.2	Deliver accredited training course for Enumerators (June MLA Testing)																		
iii	JG2.6.3	Finalise test instruments, marksheets and enumerator guidelines; Initiate printing																		
iv	JG2.6.4	Design sample for MLA Testing based on 2009 census data																		
v	JG2.6.5	Finalise MLA Manual																		
vi	JG2.6.6	Conduct MLA Testing																		
vii	JG2.6.7	Finalise MLA report; disseminate outcomes; develop benchmarks / progress charts																		
7	JG2.7	QA																		
	JG2.7.1	Assessment of QA Readiness (SEIMU inspectors)																		
	JG2.7.2	Programme of QA evaluations (field support)																		
	JG2.7.3	Support to administration and management of QA process																		
	JG2.7.4	Support integration of QA process with School Improvement Programme																		
	JG2.7.5	Establish and implement QA reporting policy																		

45

Act. No	Act. Code	Output 3 Activity	Previous Month																	
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
1	JG3.1	Infrastructure - Classrooms, Water & Sanitation																			
i	JG3.1.1	Selection of Schools + Water + Sanitation sites																			
ii	JG3.1.2	Water site survey																			
iii	JG3.1.3	Preparation, administration & evaluation of bids for water points																			
iv	JG3.1.4	Production of hydrological survey reports																			
v	JG3.1.5	Construction of water points																			
vi	JG3.1.6	Preparation & evaluation of tenders for classroom / latrines construction																			
vii	JG3.1.7	Commencement of 6 month construction period																			
viii	JG3.1.8	Strengthen LGEA and community level capacity for monitoring & maintenance																			
ix	JG3.1.9	Align implementation with school improvement / SBMC programme																			
2	JG3.2	School Improvement Programme - SSIT, HT, PSI (SSO)																			
i	JG3.2.1	Recruitment of SSIT																			
ii	JG3.2.2	SSIT Induction and development of workplans																			
iii	JG3.2.3	SSIT operational process - planning, logistics, reporting, etc.																			
iv	JG3.2.4	SSIT capacity building																			
v	JG3.2.5	Module 1 Head Teacher / School Support Officer training for SSIT																			
vi	JG3.2.6	Module 1 training delivered in LGEAs by SSIT																			
vii	JG3.2.7	Routine school visits																			
viii	JG3.2.8	Module 2 Head Teacher / School Support Officer training for SSIT																			
ix	JG3.2.9	Module 2 delivered in LGEAs by SSIT																			
x	JG3.2.10	Develop school grant processes and costing																			
xi	JG2.3.11	Disburse school grants																			
xii	JG2.3.12	Education Quality Team meetings																			
3	JG3.3	School Improvement Programme - Teachers																			
i	JG3.3.1	Design and development of training modules/lesson plans for teachers																			
ii	JG3.3.2	Training of teachers																			
iii	JG3.3.3	In-school support and follow-up																			
iv	JG3.3.4	Quality assurance (school evaluations)																			
v	JG3.3.5	Quality assurance (institutional capacity building - tools, reporting system)																			

46

Act. No	Act. Code	Output 3 Activity	Previous Month																		
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
4	JG3.4	**Teacher development: Pre-service**																		
i	JG3.4.1	Institutional / capacity development of College of Education Gumel																		
ii	JG3.4.2	VSO placement (teacher training)																		
5	JG3.5	**Teacher Deployment**																		
i	JG3.5.1	Development of stategic and management roles of State and SUBEB re teacher education																		
ii	JG3.5.2	Teacher deployment study and follow-up including analysis of deployment of female teachers																		
iii	JG3.5.3	Development of finanace model for teacher education																		
iv	JG3.5.4	Development of teacher (educator) career path																		
6	JG3.6	**Teacher Development Needs Assessment (including gender analysis)**																		
i	JG3.6.1	Planning, Preparation and logistics for implementation																		
ii	JG3.6.2	Implentation of survey instrument									▪▪▪▪▪▪▪									
iii	JG3.6.3	Data check and entry								●●●●●●●●●●●●●●●●●●●●									
iv	JG3.6.4	Data analysis and preparation of report														●●●●●●●●●●●				
v	JG3.6.5	Feedback workshop																▪		
7	JG3.7	**Conditional Cash Transfers**																		
i	JG3.7.1	Scoping mission and strategy formulation to increase girls enrolment and retention																		
8	JG3.8	**Islamiyya, Qur'anic & Tsangaya Education (IQTE)**																		
i	JG3.8.1	Strengthen State capacity to regulate and monitor IQTE																		
ii	JG3.8.2	Conduct Almajiri pilot study																		
iii	JG3.8.3	IQTE survey																		
iv	JG3.8.4	Model for integration of Tsangaya schools																		

47

Act. No	Act. Code	Output 4 Activity	Previous Month																	
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
1	JG.4.1	**SBMC Development and CSO Work**																		
i	JG.4.1.1	State and Community Level Visioning																		
ii	JG.4.1.2	Completion of SBMC Guidelines - State level validation; Reinforce legislation (SAVI)																		
iii	JG.4.1.3	Planning SBMC training: mapping school clusters by SBMC trainers (CSOs / SMUs)																		
iv	JG.4.1.4	National workshop on SBMC policy and school financing																		
v	JG.4.1.5	SBMC training materials / handbook development																		
vi	JG.4.1.6	Community Survey - design, survey & analysis (in collaboration with CSACEFA)																		
vii	JG4.1.7	Contract CSOs and conduct induction																		
viii	JG.4.1.8	Initial Orientation on work in communities (CSOs, STT, DSM) - 1st tranche																		
ix	JG4.1.9	Community / LGEA Advocacy visits																		
x	JG.4.1.10	Inclusive community forums for stakeholder participation (SBMC re-formation)																		
xi	JG.4.1.11	SBMC ToT - 1st tranche																		
xii	JG.4.1.12	SBMC training at cluster level - 1st tranche																		
xiii	JG.4.1.13	Second Orientation on work in communities (CSOs)																		
xiv	JG.4.1.14	Follow-up support visits to communities																		
xv	JG.4.1.15	SBMC ToT - 2nd tranche																		
xvi	JG4.1.16	SBMC training at cluster level - 2nd tranche																		
xvii	JG.4.1.17	School Development Planning																		
xviii	JG.4.1.184	SBMC ToT - 3rd tranche (review and lessons learned) (Oct)																		
xix	JG4.1.19	SBMC top-up training (Sep)																		
xx	JG4.1.20	Workshop on responding to demands / creating dialogue (for LGA, LGEA officers) (Oct)																		
xxi	JG4.1.21	Support to Task Team on SBMCs																		
2	JG4.2	**Gender & Inclusive Education**																		

Kaduna Workplan: April - June 2010

Act. No	Act. Code	Output 2 Activity	Previous Month																	
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
1	KD2.1	Development, Implementation and Monitoring of MTSS (SMoE / SUBEB / LGEAs + other MDAs)																		
i	KD2.1.1	Alignment of MTSS Strategic Framework with 2010-2012 Budget Proposals of Education MDAs																		
ii	KD2.1.2	Production of Zero Draft of Kaduna Education Sector 2010-2012 MTSS Document																		
iii	KD2.1.3	Stakeholders' Review and Critique of Zero Draft Kaduna Education MTSS Document																		
iv	KD2.1.4	Production of final Draft 2010-2012 MTSS Document																		
v	KD2.1.5	Presentation of Draft MTSS Document to MoE/Kaduna ESP Committees for Approval																		
vi	KD2.1.6	Stakeholders' Review and Endorsement of Kaduna 2010-2012 MTSS Document																		
vii	KD2.1.7	Reproduction of copies of Kaduna Education Sector 2010-2012 MTSS Document																		
viii	KD2.1.8	Support for the Dissemination of copies of MTSS Document to Stakeholders																		
ix	KD2.1.9	Support to MDAs development of Annual Implementation and Quarterly Activity Plans																		
x	KD2.1.10	2010 MTSS Implementation Monitoring, Evaluation and Review																		
xi	KD2.1.11	Development of 2011-2013 MTSS (plans & budgets), with inclusion of LGEAs																		
2	KD2.2	Support for the Review/Clarification of Mandates- MoE, SUBEB and LGEA																		
i	KD2.2.1	Policy discussion with MDAs on key Basic Education Mandates (including workshops as appropriate)																		
ii	KD2.2.2	MoE, SUBEB, LGEA Mandates Review																		
iii	KD2.2.3	Production of draft revised Mandates across MDAs																		
iv	KD2.2.4	Production of final Mandates																		
3	KD2.3	M&E																		
i	KD2.3.1	Support to establishment of a unit with specific responsibility for M&E inside PRS																		
ii	KD2.3.2	Support to capacity building of M&E Unit																		
iii	KD2.3.3	Annual Education Sector Performance Report																		

Act. No	Act. Code	Output 2 Activity	Previous Month																	
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
4	KD2.4	Corporate Planning - develop & pilot improved management procedures and practices in selected depts of SMoE , SUBEB and LGEAs																			
i	KD2.4.1	Support Visioning Process; Functions, Structures and Responsibilities of SMoE , SUBEB and LGEAs																			
ii	KD2.4.2	Training (change management / leadership) for ESs and HODs of LGEAs																			
iii	KD2.4.3	Support for workforce planning and improved management practices																			
iv	KD2.4.4	Support for Review of the existing & design of an improved system of monitoring/evaluating staff & organisational performance																			
v	KD2.4.5	Support for the Review and reform financial management systems																			
vi	KD2.4.6	Support for the Review and reform of asset and procurement management systems																			
vii	KD2.4.7	Carry out annual management reviews																			
5	KD2.5	Strengthening Quality Assurance in Basic Education.																			
i	KD2.5.1	Training Workshop for Inspectors on the use of new inspection approach (Whole School Inspection (WSI)																			
ii	KD2.5.2	Support to development of & operational guidelines for a State Education QA Service																			
iii	KD2.5.3	Support to developing School Self Evaluation processes for Head-teachers.																			
iv	KD2.5.4	Annual review of Inspection processes and outcomes																			
6	KD2.6	Support for SEMIS Development and Accurate Record Keeping and Data Management.																			
i	KD2.6.1	Develop SEMIS action plan to define structures and processes																			
ii	KD2.6.2	Software installation & Training Workshop on NEMIS Software for SMoE & SUBEB																			
iii	KD2.6.3	Development and training in SC Form Completion and data management at LGEA and School level																			
iv	KD2.6.4	Support for Annual School Census (ASC) Exercise and Validation																			
v	KD2.6.5	Data entry and cleaning																			
vi	KD2.6.6	Data analysis and reporting																			
vii	KD2.6.7	Publication of Annual Educ. Statistics																			
viii	KD2.6.8	Develop and distribute school report cards																			
7	KD2.7	Communications & Knowledge Management																			
i	KD2.7.1	Develop and support the State Ministry Communication Committees (Central & Zonal)																			
ii	KD2.7.2	Support dissemination across the State of messages on key reform initiatives, e.g. MTSS and AESPR																			

50

Act. No	Act. Code	Output 3 Activity	Previous Month																	
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
1	KD3.1	**Overall WSD planning in pilot LGEAs** (including pilot school selections)																			
i	KD3.1.1	Final scoping visits to 7 LGEAs - decisions on clusters, pilot schools & 'hub' schools																			
ii	KD3.1.2	Visioning & general orientation for LGEA staff on ESSPIN WSD work																			
2	KD3.2	**Infrastructure (School Classroom Blocks of 2 Classrooms)**																			
i	KD3.2.1	Scoping of infrastructure work , selection of schools, proposal agreement with SUBEB & LGEAs, selection and appointment of consultants																			
ii	KD3.2.2	Site surveys and preparation of Bidding Docs																			
iii	KD3.2.3	Review of Bidding Docs, Tendering, Evaluation of Tenders and Contractor Appointment																			
iv	KD3.2.4	Implementation of infastructure works (6-month construction period)																			
v	KD3.2.5	Capacity building at LGEA / commmunity levels (e.g workshops on supervision, maintenance)																			
vi	KD3.2.6	Construction work supervision missions																			
3	KD3.3	**Infrastructure (support to SSIT Office)**																			
i	KD3.3.1	Scoping & implementation of infrastructure work at Gidan Waya College SSIT Office site																			
4	KD3.4	**Water Supply / Sanitation & School Health**																			
i	KD3.4.1	Identification of pilot schools to receive W&S inputs (20 in Year 1 / 80 in Yr 2)																			
ii	KD3.4.2	Contract set-up for W&S inputs & payment systems (*Consultant Company = DarlHab & MoU with KADWATSAN*)																			
iii	KD3.4.3	Water Supply tender evaluations and award of contracts																			
iv	KD3.4.4	Borehole Drilling & water point installation																			
v	KD3.4.5	Water Supply Maintenance / Training																			
vi	KD3.4.6	Sanitation Consultant selection and appointment																			
vii	KD3.4.7	Sanitation site surveys and preparation of Bidding Docs																			
viii	KD3.4.8	Evaluation of Bidding Docs, Tenders and award of contracts																			
ix	KD3.4.9	Construction period (6-months)																			
x	KD3.4.10	Establishment of Environmental Health Clubs at pilot Schools																			
xi	KD3.4.11	Scoping work & design of School Health Package (*node with PATHS2/SAVI*)																			

Education Sector Support Programme in Nigeria

			Previous Month																	
Act. No	Act. Code	Output 3 Activity	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
5	KD3.5	**School Development Planning**																		
i	KD3.5.1	Review SESP school development planning tools																		
ii	KD3.5.2	Develop school grant processes and costing (with pilot schools)																		
iii	KD3.5.3	Disburse funds																		
6	KD3.6	**DEO/DES, Headteacher & Teacher Development Teams & Module preparation**																		
i	KD3.6.1	Formation / orientation meetings of State Teacher Education Quality Task Team																		
ii	KD3.6.2	Identification & selection of members for State School Improvement Team																		
iii	KD3.6.3	Induction, Initial Training & (further) Module Training for SSIT																		
iv	KD3.6.4	Design and development of training modules (for DEOs, DESs & HTs)																		
v	KD3.6.5	Planning, Delivery and Review of Module Delivery by SSIT (to DEOs, DESs & HTs)																		
vi	KD3.6.6	SSIT follow-up support work in schools & LGEAs with SQS support																		
7	KD3.7	**Teacher development: materials and In-service support**																		
i	KD3.7.1	Review of existing in-service materials *(SESP TPD)*																		
ii	KD3.7.2	Design, development and review of training modules																		
iii	KD3.7.3	Training of SSIT																		
iv	KD3.7.4	Training of teachers																		
v	KD3.7.5	In-school support and follow-up (M&E)																		
8	KD3.8	**Teacher development: Pre-service (Gidan Waya) and SMoE/SUBEB**																		
i	KD3.8.1	Support to Institutional / Management reform processes at Gidan Waya																		
	KD3.8.2	Study Visit by Kaduna State CoE (Gidan Waya) staff to Oro College (Kwara State)																		
ii	KD3.8.3	Development of strategic and management roles of SMoE & SUBEB re teacher education *(linked to Output 2 work)* , with focus on:																		
	KD3.8.4	(i) Teacher deployment & teacher career path																		
	KD3.8.5	(ii) Development of finance model for teacher education																		
9	KD3.9	**Baseline (A): Classroom observation**																		
i	KD3.9.1	Implementation of classroom observation survey																		
ii	KD3.9.2	Data entry / analysis / preparation & presentation of report																		

Act. No	Act. Code	Output 3 Activity	Previous Month					05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Ju
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar													
10	KD3.10	Baseline (B): Teacher Assessment (Written)																		
i	KD3.10.1	Preparation and logistics for implementation *(including pilot)*																		
ii	KD3.10.2	Implementation of survey instrument																		
iii	KD3.10.3	Data check and entry																		
iv	KD3.10.4	Data analysis and preparation of report																		
v	KD3.10.5	Feedback workshop (all relevant stakeholders)																		
11	KD3.11	Baseline (C): Monitoring Learning Achievement (MLA)																		
i	KD3.11.1	Preparation and logistics for MLA exercise (Committee, logistics, etc.)																		
ii	KD3.11.2	Selection of Enumerators																		
iii	KD3.11.3	Conduct tests																		
iv	KD3.11.4	Data analysis and preparation of report																		
v	KD3.11.5	Feedback workshop (all relevant stakeholders)																		
12	KD3.12	Islammiyah, Qur'anic & Tsangaya Education																		
i	KD3.12.1	Support development of State's IQTE Management Strategy																		
ii	KD3.12.2	Identify existing IQTE pilot schools (SUBEB) and plan selected monitoring operation																		
iii	KD3.12.3	Support development of a pilot structure for the use of State Scholarships to encourage female Moslem teachers to teach 'core subjects' in rural IQTE Schools (role model value)																		
13	KD3.13	Instructional Materials for Schools																		
i	KD3.13.1	Teacher Resource Packs for Core Subjects - design, writing, trialling & editing, approval by TIMU, printing & distribution																		
14	KD3.14	LGEA & School 'twinning'																		
i	KD3.14.1	Establishing links with UK Schools & Training Institutions																		
15	KD3.15	Communications & Knowledge Management																		
i	KD3.15.1	Communications support (messages, training & Video Record) of WSD activities in 7 pilot LGEAs																		
ii	KD3.15.2	Support Zonal Communication Committees (3 across the State) (with ESSPIN pilot work as reference point)																		

Act. No	Act. Code	Output 4 Activity	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
	KD4.0.1	**DEVELOPMENT OF SBMCs**																		
1	KD4.1	**Community Mobilisation**																		
i	KD4.1.1	Form Kaduna State SMBC Task Team (STT), develop TORs & hold periodic planning meetings																		
ii	KD4.1.2	Presentation of SBMC Research findings to stakeholders																		
iii	KD4.1.3	State & LGEA visioning / orientation exercises to develop community mobilisation approaches																		
iv	KD4.1.4	Support Abuja-led development of SBMC training materials & SBMC Handbook																		
v	KD4.1.5	Contract & induct CSO service providers																		
vi	KD4.1.6	Training of CSOs (TOT)																		
vii	KD4.1.7	CSOs conduct community sensitisation & mobilisation in LGEAs / school communities																		
2	KD4.2	**Roll out training and support to SBMCs in 7 selected LGAs**																		
i	KD4.2.1	Selection & clustering of schools for SBMC support and training in pilot LGEAs																		
ii	KD4.2.2	Training of SBMC members (by contracted CSOs)																		
iii	KD4.2.3	SBMCs engage with SDP planning process *(with Output 3)*																		
iv	KD4.2.4	Supervision, monitoring and follow-up of SBMC development																		
	KD4.0.2	**ACCESS & SOCIAL INCLUSION**																		
3	KD4.3	**Social Inclusion - development of strategy for Special Needs, Out-of-School children & other excluded groups**																		
i	KD4.3.1	Design & implement a local (LGEA-based) mapping exercise to assess out-of-school girls and boys (including disabled children)																		
ii	KD 4.3.2	Develop low-scale pilot activities on mainstreaming disabled children (to inform policy / strategy)																		
4	KD4.4	**Scoping study of Private Sector Basic Education provision**																		
	KD4.0.3	**COMMUNICATIONS & KNOWLEDGE MANAGEMENT**																		
5	KD4.5	**Develop SBMC / Community-level communications**																		
i	KD4.5.1	Support / develop Zonal Communication Committees *(see also Output 1)* engagement with community & SBMCs, including development of appropriate messages																		
ii	KD4.5.2	Develop communication skills of stakeholders (e.g. SMU, STT, CSO, KSECC, LGEAs) and support production of related materials																		
6	KD4.6	**Media engagement and monitoring / tracking**																		
i	KD4.6.1	Support & strengthen media engagement (e.g. through Journalists' Forum) with community level issues and developments																		
ii	KD4.6.2	Conduct periodic / annual public & stakeholder surveys to check attitudes to and engagement with education reform at the community level																		

Kano Workplan: April - June 2010

Act. No	Act. Code	Output 2 Activity	Previous Month																
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
1	KN2.1	Policy Engagement																		
	KN2.1.1	Resource Engagement																		
	KN2.1.2	Decentralisation																		
	KN2.1.3	Teacher hiring and deployment																		
	KN2.1.4	Accountability and transparency																		
2	KN2.2	EMIS and M/E																		
	Kn2.2.1	Support 2009 Annual School Census																		
	KN2.2.2	Dissemination of 2009 ASC																		
	KN2.2.3	Support 2010 ASC																		
	KN2.2.4	Dissemination of 2010 ASC																		
	KN2.2.5	Develop and implement School Mapping programme																		
	KN2.2.5	Support 2009 AESR																		
	KN2.2.6	Support 2010 AESR																		
	KN2.2.7	Support establishment of M/E section in SMoEd																		
	KN2.2.8	Support to Budget execution and monitoring																		
	KN2.2.9	Support co-ordinated school inspection for QA																		
	KN2.2.10	Support development and use of School Report Cards																		
	KN2.2.11	Support to ESSPIN Baseline Studies																		
3	KN2.3	Support to Education Planning and Budget Cycle/SMoED																		
	KN2.3.1	Support to Sector Management/ESSC																		
	Kn2.3.2	Institutional Audit/SMoEd																		
	KN2.3.3	Development of MoU with SMoEd																		
	KN2.3.4	Follow Up activities to Institutional Audit																		
	KN2.3.5	Support to Departmental Work Plans/materials/training																		
	KN2.3.6	Monitoring Departmental Work Plans																		
	KN2.3.7	Restructuring Recurrent Budget																		
	KN2.3.8	PFM co-ordination with MPB/SPARC																		

55

Act. No	Act. Code	Output 2 Activity	Previous Month																	
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
4	KN2.4	**Engagement with SUBEB**																			
	KN2.4.1	SUBEB visioning/strategic planning																			
	KN2.4.2	Institutional Audit																			
	KN2.4.3	Development of MoU with SUBEB																			
	KN2.4.4	Capacity Building/Follow Up activities to Institutional Audit																			
	KN2.4.5	Support to Departmental Work Plans/materials/training																			
	KN2.4.6	Monitoring Departmental Work Plans																			
	KN2.4.7	Restructuring Recurrent Budget																			
5	KN2.5	**Engagement with LGEA's**																			
	KN2.5.1	LGEA visioning/strategic planning																			
	KN2.5.2	Institutional Audit																			
	KN2.5.3	Development of MoU with LGEA's																			
	KN2.5.4	Follow Up activities to Institutional Audit																			
	KN2.5.5	Develop Operations Manual																			
	KN2.5.6	Operations Manual/Dissemination and training																			
	KN2.5.5	Support to Departmental Work Plans/materials/training																			
	KN2.5.6	Monitoring Departmental Work Plans																			
	KN2.5.7	Restructuring Recurrent Budget																			
	KN2.5.8	Establishing LGEA Forum																			
6	KN2.6	**Support for 2010/12 MTSS**																			
	KN2.6.1	2009 MTSS Review																			
	KN2.6.2	Developing LGEA engagement with MTSS																			
	KN2.6.3	Strengthening SUBEB angagement with MTSS																			
	KN2.6.4	Preparation of 2010/12 MTSS																			
	KN2.6.5	2010 MTSS Review																			
	KN2.6.6	Preparation of 2011/13 MTSS																			
	KN2.6.7	2011 MTSS Review																			
	KN2.6.8	MTEF preparation with MPB/SPARC																			
7	KN2.7	**Legislative Programme**																			
	KN2.7.1	Legislative Review																			
	KN2.7.2	Developing legislative programme																			
	KN2.7.3	Engagement with SHA/stakeholders																			
	KN2.7.4	Preparation of Legislation																			
	KN2.7.5	Dissemination of legislative programme																			
	KN2.7.6	Support to Drafting																			
	KN2.7.7	Stakeholder promotion																			

56

Act. No	Act. Code	Output 2 Activity	Previous Month					05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar													
8	KN2.8	Organisational Development and Management																		
	KN2.8.1	Support systems development for improved efficiency and transparency (SMoED/SUBEB)																		
	KN2.8.2	Co-ordination with HoS/SPARC for Public Sector Reform																		
	KN2.8.3	Support strengthening of leadership capacity in MDA's/Change Management																		
	KN2.8.4	Support the Development of HRD systems and performance management (with PSR/SPARC)																		
	KN2.8.5	Support sharing of best practise amongst MDA's																		
	KN2.8.6	Support communications and Knowledge Management amongst MDA's																		
9	KN2.9	Quality Assurance at State and MDA Level																		
	KN2.9.1.	Support Annual Monitoring Student Learning Achievement Programme																		
	KN2.9.2	Support Teacher Competence Assessment Study																		
	KN2.9.3	Assist in the establishment of QAA																		
	KN2.9.4	Assist in developing co-ordinated Inspectorate activities on Federal QAA model/training																		
	KN2.9.5	Cascade training down to LGEA level																		
10	KN.10	Teacher Development																		
	KN2.10.1.	Support development of professional standards framework																		
	KN2.10.2	Support review/reform of terms and conditions of service																		
	KN2.10.3	Support resolution of untrained teacher issues																		
11	KN.11	Kano State College of Education																		
	KN2.11.1	Support Development Plan activities																		
	KN2.11.2	Support Teacher/Supply and Demand Study																		
	KN2.11.3	Support computerisation/systems development of Finance and Records																		
	KN2.11.	Support strengthening of Primary Education Department																		
12	KN2.12	Communications and Knowledge Management																		
	KN2.12.1	Support to MTSS and State Communications Committee																		
	KN2.11.2	Support to SUBEB publications																		
	KN2.11.3	Development of local radio initiatives																		
	KN2.11.	State education journalism award																		

Act. No	Act. Code	Output 3 Activity	Previous Month																
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
1	KN3.1	Whole School Development Programme																		
	KN3.1.1	Workshop to design WSDP model for Kano																		
	KN3.1.2	Sensitisation in 3 LGEA's																		
	KN3.1.3	Launch in 3 LGEA's																		
	KN3.1.4	HT Development in 3 LGEA's																		
	KN3.1.5	Design and develop training materials																		
	KN3.1.6	Select SSIT																		
	KN3.1.7	Train trainers																		
	KN3.1.8	Conduct training in pilot schools																		
	KN3.1.8	Extend to remaining +/- 270 schools in clusters																		
	KN3.1.9	Develop plan to roll out WSDP to other LGEAs/Schools																		
	KN3.1.10	Commence roll out of WSDP across the Stte																		
2	KN3.2	School Development Planning in 3 LGEA's																		
	KN3.2.1	Review of SESP documentation																		
	KN3.2.2	Community sensitisation																		
	KN3.2.3	Design Manual																		
	KN3.2.4	Translate into Hausa																		
	KN3.2.5	Select SP Trainer																		
	KN3.2.6	Training trainers																		
	KN3.2.7	Cluster training for pilot schools																		
	KN3.2.8	Cascade WSDP process to 30 clusters																		
4	KN3.4	School Grants - (i) school improvement, (ii) teaching & learning																		
	KN3.4.1	Develop Training Manual																		
	KN3.4.2	Select and train SP implementor																		
	KN3.4.3	SBMC Financial Management Training																		
	KN3.4.4	Monitoring/supervision (via LGEA's)																		
	KN3.4.5	Establishment of SUBEB Finance/Monitoring Unit																		
	KN3.4.6	Systems development and training																		
	KN3.4.7	Internal Audit																		
	KN3.4.8	Review																		

58

Act. No	Act. Code	Output 3 Activity	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
5	KN3.5	Conditional Cash Transfers																		
	KN3.5.1	Preparatory studies																		
	KN3.5.2	Impact Evaluations																		
	KN3.5.3	Community sensitisation and training																		
	KN3.5.4	Beneficiary identification																		
	KN3.5.5	CCT logistics																		
	KN3.56	Grants																		
	KN3.5.7	Monitoring																		
	KN3.5.8	Reviews																		
6	KN6	Water & Sanitation																		
	KN3.6.1	Situation analysis																		
	KN3.6.2	Planning Workshop in each LGEA																		
	KN3.6.3	Preparation/translation of Maintenance Manual & community training																		
	KN3.6.4	CSO partnership cost																		
	KN3.6.5	Construction phase 1: pilot schools																		
	KN3.6.6	Construction phase: other cluster schools																		
	KN3.6.7	Monitoring/supervision (via LGEA's)																		
7	KN3.7	Infrastructure																		
	KN3.7.1	Prepare/improve standard designs/costs for primary classrooms and JSS																		
	KN3.7.2	Prepare Manuals re implementation procedure, construction methods, maintenance and rehabilitation																		
	KN3.7.3	Identify/Recruit/train SP's for implementation																		
	KN3.7.4	Develop Community Construction Pilot																		
	KN3.7.5	Prepare Manuals																		
	KN3.7.6	Community mobilisation/SBMC training																		
	KN3.7.7	Training in focal schools																		
	KN3.7.8	Construction of demonstration classrooms at cluster centres in 3 LGEA's (ESSPIN funding)																		
	KN3.7.9	SUBEB/LGEA training																		
	KN3.7.10	Feasibility study for construction of JSS schools for girls																		
	KN3.7.11	Negotiate Grant Agreements between SMBC's and SUBEB																		

59

Act. No	Act. Code	Output 3 Activity	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
							Previous Month													
8	KN3.8	IQTE																		
	KN3.8.1	Support to establishment and institutional/organistional set-up of IEB																		
	KN3.8.2	Stakeholder dissemination																		
	KN3.8.3	Develop cluster Tsangaya model																		
	KN3.8.4	Maths and Literacy training for Islamiyya teachers																		
	KN3.8.5	TOT Master Teachers (100 per annum)																		
	KN3.8.6	Training of teachers in own schools																		
	KN3.8.7	International Consultation/Conference																		
	KN3.8.8	Stakeholder research																		
	KN3.8.9	Case Studies to examine practices in successful schools																		
	KN3.8.10	Research Dissemination Workshops																		
	KN3.8.11	Study of Almajiri																		
	KN3.8.12	Study of girls education in IQTE																		
9	KN3.9	Nomadic Education																		
	KN3.9.1	Planning Workshop																		
	KN3.9.2	Situation Analysis																		
	KN3.9.3	Study																		
	KN3.9.4	Strategic Planning Conference																		
10	KN3.10	Health Education																		
	KN3.10.1	Situational analysis study																		
	KN3.10.2	Strategy formulation																		
	KN3.10.3	Implementation																		
	KN3.10.4	HIV/AIDS																		
	KN3.10.5	Policy Formulation																		
	KN3.10.6	Joint programming with PATHS 2																		
	KN3.10.7	Review																		
11	KN11	Communications and Knowledge Management																		
	KN11.1	Stakeholder sensitisation																		
	KN11.2	Statebased activities																		
	KN11.3	Media																		

60

Act. No	Act. Code	Output 4 Activity	Previous Month																
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
1	KN4.1	School Based Management Committees																		
i	KN4.1.1	Select train CSO's																		
ii	KN4.1.2	CSO partnership cost																		
iii	KN4.1.3	Community sensitisation activities																		
iv	KN4.1.4	LGEA sensitisation																		
v	KN4.1.5	Clustering workshops																		
vi	KN4.1.6	Community/LGEA training																		
vii	KN4.1.7	SUBEB/DSM capacity Building																		
viii	KN4.1.8	SBMC training																		
ix	KN4.1.9	SBMC monitoring and supervision																		
x	KN4.1.10	Quarterly Reviews																		
xi	KN4.1.11	Roll out to 6 LGEA's (late 2010)																		
xii	KN4.1.12	Roll out to 6 LGEA's (late 2010)																		
xiii	KN4.1.13	Statewide roll out with SUBEB (2012)																		
2	KN4.2	CSO's																		
i	KN4.2.1	CSO Capacity Assessment and selection																		
ii	KN4.2.2	CSO sensitisation																		
iii	KN4.2.3	CSO operations manual																		
iv	KN4.2.4	CSO/Memoranda of Understanding																		
v	KN4.2.5	CSO training																		
vi	KN4.2.6	CSO mobilisation in 3 LGEA's																		
vii	KN4.2.7	CSO logistics																		
viii	KN4.2.8	Selection of CSO State Task Leader																		
ix	KN4.2.9	Monitoring and supervision																		
x	KN4.2.10	Performance reviews																		
xi	KN4.2.11	Phase 2 Implementation : 300 schools/3 LGEA's																		
3	KN4.3	Marginalised and Vulnerable Groups																		
i	KN4.3.1	Audit (with SAVI																		
ii	KN4.3.2	Sensitisation Workshops																		
iii	KN4.3.3	Participatory Planning Workshops																		
iv	KN4.3.4	Field Work Workshops in 3 LGEA's																		
v	KN4.3.5	Research Training Workshop																		
vi	KN4.3.6	Planning Workshop with CSO's/ DSM/LGEA's/SBMC's/PTA's																		
vii	KN4.3.7	Studies																		
viii	KN4.3.8	Community based activities																		

61

Act. No	Act. Code	Output 4 Activity	Previous Month					05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar													
4	KN4.4	**Gender and Inclusion**																		
i	KN4.4.1	Participatory planning workshops																		
ii	KN4.4.2	Community sensitisation activities																		
iii	KN4.4.3	Out of school women and girls (married/divorced/' run aways'/Studies																		
iv	KN4.4.4	Disabled and special needs/Studies																		
v	KN4.4.5	Design and implementation																		
vi	KN4.4.6	State Briefings on Results																		
5	KN4.5	**Girl's Education**																		
i	KN4.5.1	Programme Planning																		
ii	KN4.5.2	Sensitisation in 3 LGEA's																		
iii	KN4.5.3	State Symposium																		
iv	KN4.5.4	Study Tour to (2) GEP States																		
v	KN4.5.5	Strategy and Planning Workshop																		
vi	KN4.5.6	Implementation																		
vii	KN4.5.7	Review																		
6	KN4.6	**Communications and Knowledge Management**																		
i	KN4.6.1	Media programmes (radio, newspapers)																		
ii	KN4.6.2	Support to SUBEB publications																		
iii	KN4.6.3	Annual public opinion survey to check public attitudes to and engagement with education reform																		
iv	KN4.6.4	Other surveys of stakeholders, teachers, other partners as defined at State level																		
7	KN4.7	**Challenge Fund**																		
i	KN4.7.1	Programme Design (with Abuja)																		
ii	KN4.7.2	Project Identification																		
iii	KN4.7.3	Project Funding																		
iv	KN4.7.4	Review																		

62

Kwara Workplan: January -July 2010

Act. No	Act. Code	Output 2 Activity
1	KW2.1	**Policy Engagement**
i	KW2.1.1	Printing and distribution of MOU, ESA,ESP Documents
ii	KW2.1.2	Legislative Conferences
iv	KW2.1.4	Submission of new laws to HE and the HA
v	KW2.1.5	Development, Printing and distribution of Stakeholders' versions of MOU, ESA, ESP
vi	KW2.1.6	Development and implementation of Communication strategy on the reformed laws and MOU (weekly programme on Radio and Television)
2	KW2.2	**Support for EMIS and M&E**
i	KW2.2.1	Staff auditting and identification of training needs for EMIS staff across MDAs
ii	KW2.2.2	Capacity building for EMIS Staff
iii	KW2.2.3	Software installation and training on NEMIS Software
iv	KW2.2.4	Development and training in data management at LGEA and School level
v	KW2.2.5	Data entry and cleaning
vi	KW2.2.6	Validation survey and analysis
vii	KW2.2.7	ASC Data analysis
viii	KW2.2.8	State EMIS Committee meeting
ix	KW2.2.9	Preparation of ASC Draft report and school Report cards
x	KW2.2.10	Publication //Production of Annual Educ. Statistics /school report cards
xi	KW2.2.11	Support the definition and measurement of indicators
xii	KW2.2.12	Support the production of AESR
xiii	KW2.2.13	Presentation of draft AESR
xiv	KW2.2.14	AESR Stakeholder Forum
xv	KW2.2.15	Finalise/Print ASC Report
xvi	KW2.2.16	Distribute School report cards / workshop with output 3 and 4
xvii	KW2.2.17	High level meeting /workshops on state ASC report
xviii	KW2.2.18	Dissemination workshop for ASC report to stakeholders
vix	KW2.2.19	Integrating other sources into EMIS

Timeline columns: 01-Mar, 08-Mar, 15-Mar, 22-Mar, 29-Mar (Previous Month), 05-Apr, 12-Apr, 19-Apr, 26-Apr, 03-May, 10-May, 17-May, 24-May, 31-May, 07-Jun, 14-Jun, 21-Jun, 28-Jun

63

Act. No	Act. Code	Output 2 Activity	Previous Month																	
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
3	KW2.3	Support to Education Planning and Budgetting																		
3a		Support for 2010 Budget Implementation																		
		Support to MDA Work plan Preparation																		
i	KW2.3.1	Mandate from MPB and MDAs on 2010 budget																		
ii	KW2.3.2	Submission of the Draft MTSS for printing approval																		
iii	KW2.3.3	Printing and distribution of final 2010-2012 MTSS																		
iv	KW2.3.4	Translate MTSS into 2010 annual budget and provide support to MDAs																		
v	KW2.3.5	Preparation of 1st draft template for MDA workplans																		
vi	KW2.3.6	Capacity building and support for key MDAs to translate MTSS into departmental costed wkplan																		
vii	KW2.3.7	Preparation of Departmental 2010 Work plan																		
viii	KW2.3.8	Providing support to Negotiating the Annual Work plan at the MDAs																		
ix	KW2.3.9	Preparation of MDAs Programme Budgets																		
x	KW2.3.10	Provide support to implementation of Departmental work plan																		
xi	KW2.3.11	Design a template and provide support for the use for MDAs programme budgets for dissemination																		
3b		Support to Budget Execution (including monitoring)																		
		Support for preparation of 2011-2013 MTSS																		
x	KW2.3.10	LGEA Preparation for MTSS Involvement																		
xi	KW2.3.11	Agreement on Budget ceiling for 2011-2013																		
xii	KW2.3.12	Clarify Status of On-going Projects																		
xiii	KW2.3.13	Support Preparation of MTSS 2011-2013																		
xiv	KW2.3.14	Support to MDAs 2011 Budget preparation based on MTSS																		
xv	KW2.3.15	Review of the 2009 MTSS Process																		
4	KW2.4	Strenghtening Transparency and Accountability Mechanism																		
i	KW2.4.1	Diagnostic visit to review current financial system																		
ii	KW2.4.2	Support plan for reform/improvement at SUBEB																		
iii	KW2.4.3	Review current policies and practices for financial reporting																		
iv	KW2.4.4	Provide follow-up support accounting and financial reporting systems reviews																		
v	KW2.4.5	Support the development of Minimum Standards for transparency in expenditures(Production of Financial Regulations for SUBEB																		
vi	KW2.4.6	Work with SUBEB, LGEAs and MOEST to implement the minimum standards(use of the Financial Regulations)																		
vii	KW2.4.7	Help in Publicity for mininum statndards for MDAs																		

64

Act. No	Act. Code	Output 2 Activity	Previous Month					05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar													
5	KW2.5	Support to Decentralisation in funds Management and Planning in Basic Education																		
i	KW2.5.1	Conduct a study to identify and document the benefits of direct funding to schools																		
ii	KW2.5.2	Design a strategy of communications for DFS																		
iii	KW2.5.3	Conduct advocacy on the decentralisation agenda																		
iv	KW2.5.4	Support LGEA Planning																		
6	KW2.6	Institutional-Based OD/HR																		
i	KW2.6.1	Conduct visioning exercise with SUBEB																		
ii	KW2.6.2	Develop recommendations for organisational/institutional reform at SUBEB																		
iii	KW2.6.3	Support activity Planning for SUBEB																		
iv	KW2.6.4	Development of comms.strategy for the Institution building Reform Comm.																		
v	KW2.6.5	Conduct visioning exercise with LGEAs																		
vi	KW2.6.6	Support activity Planning in LGEAs																		
vii	KW2.6.7	Commence work on LGEA Manual																		
viii	KW2.6.8	Liase with other training institutions to harmonise capacity building strategies																		
ix	KW2.6.9	Support training activities for the implementation of MTSS																		
x	KW2.6.10	Support Systems Deve. for improved effectiveness and efficiency(SUBEB&LGEAs)																		
xi	KW2.6.11	Support the Activities for hiring teachers (TRAPCo Activities)																		
xii	KW2.6.12	Support for strenghtening Leadership capacity of Politicians and Managers																		
xiii	KW2.6.13	Support sharing of best practices (locally and internationally)																		
xiv	KW2.6.14	Meetings on Institution Reform																		
xv	KW2.6.15	Support the development of SUBEB Operation Manual																		
xvi	KW2.6.16	Support Organisational/Institutional reform at the MOEST																		
7	KW2.6	QA																		
i	KW2.7.1	Support School Inspections for QA																		
ii	KW2.7.2	Training on feedback and report writing																		
iii	KW2.7.3	Implementing Communication Strategy on QA Activities																		
iv	KW2.7.4	ICT Training for QAOs																		
v	KW2.7.5	Set up and monitor systems to manage inspections and reports																		
vi	KW2.7.6	Shool Evaluation, report writing and review																		
vii	KW2.7.7	SUBEB/LGEA Advocacy																		
viii	KW2.7.8	Head Teacher Training on self evaluation along with Output 3																		
ix	KW2.7.9	SSIT/QAB Training to share lessons learnt along with Output 3																		

65

Act. No	Act. Code	Output 3 Activity
1	KW3.1	**Support to State school Improvement Team (SSIT)**
i	KW3.1.1	Development of State School Improvement Team (SSIT)
ii	KW3.1.2	Redevelopment of Education Resource Centre (ERC) as base for SSIT
iii	KW3.1.3	Design and development of trainnig modules/materials
iv	KW3.1.4	Development and implementation of M&E
v	KW3.1.5	Evaluation, Review and feedback meetings
vi	KW3.1.6	Selection of additional SSIT
vii	KW3.1.7	Review and implementation of the SSIT Comms Strategy
2	KW3.2	**Improving teaching of literacy and numeracy**
i	KW3.2.1	Planning advocacy and publicity around literacy & numeracy hour
ii	KW3.2.2	Advocacy and publicity around teacher programme
iii	KW3.2.3	Materials development, printing and on going review
iv	KW3.2.4	Training and field support - Grades 1 -3
v	KW3.2.5	Training and field support - Grades 4 -6
vi	KW3.2.6	Development of M/e system
vii	KW3.2.7	Evaluation, Review and feedback meetings
3	KW3.3	**Improving teaching of literacy and numeracy (Head teacher Training)**
i	KW3.3.1	HT training
ii	KW3.3.2	Head Teachers cluster meetings
iii	KW3.3.3	Materials development, printing and on going review
iv	KW3.3.4	Support to Headteachers on development of SDPs
v	KW3.3.5	Support for improved funding flows to schools
vi	KW3.3.6	Review of impact of school grants and other funding flows to schools
vii	KW3.3.7	Development and support to "Improved Schools" award
viii	KW3.3.8	Development of M/e system
ix	KW3.3.9	Evaluation, Review and feedback meetings
x	KW3.3.10	Publicity for successes and challenges raised at the meetings

Timeline columns (Previous Month): 01-Mar, 08-Mar, 15-Mar, 22-Mar, 29-Mar, 05-Apr, 12-Apr, 19-Apr, 26-Apr, 03-May, 10-May, 17-May, 24-May, 31-May, 07-Jun, 14-Jun, 21-Jun, 28-Jun

Act. No	Act. Code	Output 3 Activity	Previous Month																
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
4	KW3.4	**Improving Support Service(SSO Training)**
i	KW3.4.1	Design and development of trainnig modules/materials
ii	KW3.4.2	SSO training and support
iii	KW3.4.3	Support to SSO and HoSS in report writing and feedback
iv	KW3.4.4	Development and implementation of M&E
v	KW3.4.5	Strenghtening relationships between SSIT, QAB and LGEAs
vi	KW3.4.6	Strenghtening capacity of School services to deliver quality Education
vii	KW3.4.7	QA
5	KW3.5	**Infrastructure development**
i	KW3.5.1	Construction - activities in support of 200 3-classroom blocks (State funded)
ii	KW3.5.2	Water - activities at above sites
iii	KW3.5.3	Support activities for alternative production of furniture
iv	KW3.5.4	Support to production of manual for SBMCs on supervision and monitoring
v	KW3.5.5	Support to project Units of MOEST /SUBEB/SMU/LGEAs on involvement of SBMCs in monitoring of water and Sanitation facilities
vi	KW3.5.6	Establish regular meeting between ESSPIN and PRS on Classroom construction
vii	KW3.5.7	Utilizing existing channels to disseminate developments on Clrm Constrution
6	KW3.6	**Teacher strategy co-ordination fora**
i	KW3.6.1	Coordination meeting of Reform committees
ii	KW3.6.2	Quality Coordination meeting
iii	KW3.6.3	TQI monitoring and follow up activities to support implementation of activities
7	KW3.7	**Career Path**
i	KW3.7.1	Review and reform salary scales
ii	KW3.7.2	Review and reform recruitment/posting/promotion processes
iii	KW3.7.3	Review and reform appraisal processes
iv	KW3.7.4	Dissemination of findings
v	KW3.7.5	Review and implementation of Career Path Communications Strategy
8	KW3.8	**Development of long term comprehensive in-service teacher programme linked with career path**
i	KW3.8.1	Review of teacher education programmes
ii	KW3.8.2	Strategic plan developed
iii	KW3.8.3	Qualification structure and framework established
iv	KW3.8.4	Operational plan developed
v	KW3.8.5	Advocacy for programme
vi	KW3.8.6	Curriculum developed
vii	KW3.8.7	Materials developed

Act. No	Act. Code	Output 3 Activity	Previous Month					05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar													
9	KW3.9	**Oro College Management Transformation**																		
i	KW3.9.1	Strengthen College governance																		
ii	KW3.9.2	Strengthen strategic management capacity of SMT																		
iii	KW3.9.3	Enhancement of operational management																		
iv	KW3.9.4	Implementation of institutional plan																		
v	KW3.9.5	Development of an Estates Strategy																		
vi	KW3.9.6	Staff development for administrative staff																		
vii	KW3.9.7	Embed reforms, quality assurance																		
viii	KW3.9.8	Development of a Communications Strategy for CoE Oro																		
ix	KW3.9.9	Review and implementation of CoE Comms Strategy																		
10	KW3.10	**Oro College Curriculum Transformation**																		
i	KW3.10.1	Assessment system																		
ii	KW3.10.2	Curriculum resource management																		
iii	KW3.10.3	Insitutional structure and programmes																		
iv	KW3.10.4	Strengtening relationship between SSIT and CoE on curriculum transformation																		
v	KW3.10.5	CoE Turn Around committee's support and Follow up activities																		
vi	KW3.10.6	Embed reforms, quality assurance																		
vii	KW3.10.7	Action research into classroom practices for CoE lecturers																		
11	KW3.11	**Support to SMoE**																		
i	KW3.11.1	Support for strategic direction for Teacher Education																		
ii	KW3.11.2	Support for development of a tertiary education sub-sector plan																		
iii	KW3.11.3	Funding model for CoE (pre- and in-service)																		
iv	KW3.11.4	Teacher suppy and demand model																		
12	KW3.12	**Baseline (A): Classroom observation**																		
i	KW3.12.1	Dissemination and support towards implementation of findings																		
13	KW3.13	**Baseline (B): Monitoring Learning Achievement (MLA)**																		
i	KW3.13.1	Inauguration of Steering Comm and Preparation for Implementation																		
ii	KW3.13.2	Select and Training of enumerators																		
iii	KW3.13.3	Implentation of instrument																		
iv	KW3.13.4	Data check and entry																		
v	KW3.13.5	Data analysis and preparation of report																		
vi	KW3.13.6	Feedback workshop (all relevant stakeholders)																		
vii	KW3.14.7	Publicity and awareness activities for MLA																		

Act. No	Act. Code	Output 4 Activity	Previous Month																
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
1	KW4.1	Demand																		
i	KW4.1.1	Support workshop on State SBMC Policy & school financing								■			■							
ii	KW4.1.2	Support development of State SBMC Handbook & training manuals						■		■		■								
iii	KW4.1.3	Formation of SMoEST/SUBEB/DSM/AME/CSOs Formun					■				■									
iv	KW4.1.4	Qualitative assessment of LOBs (delivery and message)																		
v	KW4.1.5	Support w/shop btw DSM/SUBEB Depts on information required for dissemination							■											
vi	KW4.1.6	Review and revise current SM and comms org structure																		
vii	KW4.1.7	Develop and support training programme for state DMU based on TNA				■■■■	■■■■■													
viii	KW4.1.8	Support DSM development of systems & communications with Comms Committee			■■■															
ix	KW4.1.9	Support training for LGEA SM officers by State DSM				■■■■■■■■														
x	KW4.1.10	Clustering of schools for CSOs																		
xi	KW4.1.11	Support training for CSOs				■■■■■■■■														
xii	KW4.1.12	Baseline community survey on indentification of CBOs in 4 pilot LGAs																		
xiii	KW4.1.13	Support Coordination of STT meetings		■			■	■	■											
xiv	KW4.1.14	Support harmonization of SBMC & CSOs activities																		
xv	KW4.1.15	Support inauguration & induction of selected CSOs					■													
xvi	KW4.1.16	Development of State SBMC Policy Guidelines		■	■ ■				■				■		■					
xvii	KW4.1.17	Develop and implement Communications Strategy for the STT/SBMCs			■■■		■	■■■	■	■	■■		■	■		■		■	■	■
xviii	KW4.1.18	LGAs visits for sensitization & mobilization on SBMC formation						●●●●	●●●●	●●●●	●●●● ●●●●									
xix	KW4.1.19	Support proper (re)formation of SBMCs in 210 schools										●●●●	●●●●	●●●● ●●●●						
xx	KW4.1.20	Support training of SBMC members					■■■													
xxi	KW4.1.21	Review of training manual																		
xxii	KW4.1.22	Community mapping (photograph)				■■■■														
xxiii	KW4.1.23	Community survey			●●●●●●●●●●●●●●	●●●●●●●●●●●													

Act. No	Act. Code	Output 4 Activity	Previous Month																	
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
2	KW4.2	Improve Access and Equity																		
i	KW4.2.1	Development of a bi-annual assessment to monitor hours of instruction received																		
ii	KW4.2.2	Support SBMC training prog on teachers/pupils attendance																		
iii	KW4.2.3	Support planning workshops for material development for Comms activities																		
iiii	KW4.2.4	Support for SBMCs comm. Materials on teachers/pupils attendance																		
iv	KW4.2.5	Support LGEA level training on SBMCs systems for teacher/pupils attendance																		
v	KW4.2.6	Policy study on teacher deployment/retention/attendance in rural areas																		
vi	KW4.2.7	Develop, pilot and monitor strategies to overcome rural teacher issues																		
3	KW4.3	Improve accountability, voice																		
i	KW4.3.1	Support bi-annual MLA analysis to monitor LGA, location and gender disparities																		
ii	KW4.3.2	plan Advocacy and Publicity for LGEA response to SBMCs																		
iii	KW4.3.3	Support DMU to design mechanisms for LGEAs to respond to SBMC voice by CC																		
iv	KW4.3.4	Transferred to training of LGEA SMU																		
v	KW4.3.5	Transferred to training of LGEA SMU																		
vi	KW4.3.6	Transferred to training of LGEA SMU																		

Lagos Workplan: April - June 2010

Act. No	Act. Code	Output 2 Activity	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
1	LG2.1	Management and Planning																		
i	LG2.1.1	Key policy makers workshop study tour /retreat to review costed activities and initiatives in 2nd MTSS																		
ii	LG2.1.2	Costing and finalisation of the draft logframe of 2nd MTSS																		
iii	LG2.1.3	Development of Lagos Eppsim Model plus costing ten year plan																		
iv	LG2.1.4	Final MTSS report with framework for 2010 and budget																		
v	LG2.1.5	Translate MTSS into 2010 annual workplan and budget																		
vi	LG2.1.6	Training need analysis																		
vii	LG2.1.7	Capacity building on review and evaluation of data sources																		
viii	LG2.1.8	Complete the Lagos Education Sector Plan,Costing the ten year development plan																		
ix	LG2.1.9	Stakeholder Meeting on the completed ESP																		
x	LG2.1.10	Training workshops on KPIs for planners in Ministry, SUBEB,LGEAs and LED																		
xi	LG2.1.11	Production of final copies and public presentation of the ESP																		
xii	LG2.1.12	Training for planners, research officers,statisticians in MOE ,SUBEB, LED on educational indicators																		
xiii	LG2.1.13	Training on interpretation of educational data to provide guidance for policy																		
xiv	LG2.1.14	Institution Assesment of SUBEB																		
xv	LG2.1.15	Review 2009 MTSS		■																
xvi	LG2.1.16	Develop 2011 MTSS											■■■	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●
xvii	LG2.1.17	Mid-year M & E workshop on implementation of 2010 budget																		
xviii	LG2.1.18	Annual Education Sector Review (starting 2011)						■	■■	■■										
	LG.2.1.19	Preparation of 2011 budget																		
xix	LG2.1.20	Annual Implementation Workplan		■■		■■■		●●●●●	●●●●●	●●●●●	●●●●●									

Act. No	Act. Code	Output 2 Activity	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
					Previous Month															
2	LG2.2	Quality Assurance																		
i	LG2.2.1	Adaptation of Quality Assurance tools																		
ii	LG2.2.2	Support working group to Develop a Strategic harmonization plan for the integration of all the various inspectorate bodies			■					■				■						
iii	LG2.2.3	Develop an organisational and insitutional plan for new QA agency																		
iv	LG2.2.4	Identify training needs and develop courses for inspectors																		
v	LG2.2.5	Train inspectors																		
vi	LG2.2.6	Schedule and carry out inspections																		
vii	LG2.2.7	Study tour of UK/China/Thailand and Local Study Tour			■															
viii	LG2.2.8	Train SBMCsand HTs in school self evaluation																		
ix	LG2.2.9	Production of annual state ranking report of schools based on inspectorate report																		
3	LG2.3	Instititutional reform: selected depts/agencies																		
i	LG2.3.1	Performance Management (review current systems, develop strategies, training in application of M&E system)																		
ii	LG2.3.2	Staff Development & Deployment (review deployment practices, job descriptions, institutional needs, TOT)																		
iii	LG2.3.3	Asset Management & Procurement (review policies & practices, share best practice, training & mentoring)																		
iv	LG2.3.4	Participatory Leadership & Decentralisation (review service delivery, decentralisation needs, staff development, TOT)																		
v	LG2.3.5	Financial Management Systems (review current systems, develop reform strategy, M&E mechanisms)	■■■■■	■■■■■		■	■													
vi	LG2.3.6	Human Resource Management Systems (review policies & systems, HRM best practice, HRM development plan)																		
vii	LG2.3.7	Organisational Development (review structures, service delivery, organisational development plan)																		
4	LG2.4	Political Level (Governance)																		
i	LG2.4.1	Study Tours (educational planning & financial management)																		
iii	LG2.4.2	Visioning and Leadership (workshops, meetings, policy development, ongoing support)																		
iv	LG2.4.3	Legal and regulatory framework for basic education																		
v	LG2.4.4	Decentralisation (review service delivery levels, case for decentralisation, costed proposal)																		
vi	LG2.4.5	Analytical Studies & Surveys (1 policy focused study or surveys per annum)																		

Act. No	Act. Code	Output 2 Activity	01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
5	LG2.5	**Support for EMIS development and Accurate Record Keeping and Data Management.**																		
i	LG2.5.1	Develop EMIS action plan to define structures and processes																		
ii	LG2.5.2	Modification & installation of data entry software and training for SMoE & SUBEB																		
iii.	LG2.5.3	Development and training in data management at LGEA and School level																		
iv	LG2.5.4	Critique of draft school Census form																		
v	LG2.5.5	Support design and conduct of School Census																		
vi	LG2.5.6	Data entry , cleaning and Training	■■	■■	■■	■										●●	●●	●●	●●	
vii	LG2.5.7	Data analysis and reporting						●●	●●	●●	●●	●●	●●							
viii	LG2.5.8	Publication of Annual Educ. Statistics														●●	●●			
ix	LG2.5.9	EMIS committee meeting													■					
x	LG2.5.10	Develop and distribute school report cards																		■■
xi	LG2.5.11	IT upgrades in EMIS units of SMoE and SUBEB																		
xii	LG2.5.12	Advocacy with State Government regarding private school census						■■		■■		■■				■■	■■		■■	
6	LG2.6	**Institutional development for pilot LGEAs.**																		
i	LG2.6.1	Build capacity for planning																		
ii	LG2.6.2	Develop annual budget process																		
iii	LG2.6.3	Leadership and Management Training for ESs and HODs of LGEAs																		
iv.	LG2.6.4	Training on data collection,aggregation and analyses for planners and EMIS staff																		
v	LG2.6.5	Printing of State school census report																		
vi	LG2.6.6	Distribution of school report cards to schools																		
vii	LG2.6.7	High level meeting on State school census report																		
viii	LG2.6.8	Workshops for State school census report																		
ix	LG2.6.9	State EMIS Committee meeting			■															
x	LG2.6.10	Conduct LGEAs visioning workshop									■■									
7	LG2.7	**Institutional Development.**																		
	LG2.7.1	Conduct SUBEB visioning workshop																		
	LG2.7.2	Support SUBEB in Organisational Review and Restructuring									■■	●●	●●							

Act. No	Act. Code	Output 3 Activity	Previous Month 01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
1	LG3.1	**Infrastructure**																		
i	LG3.1.1	Scoping study on school infrastructure																		
ii	LG3.1.2	Review of material for State prototypes																		
iii	LG3.1.3	Capacity building at State level: Workshops on school layouts and prototypes																		
iv	LG3.1.4	Preparation of construction & maintenance manual																		
v	LG3.1.5	Development and implementation of procurement and supervision procedures for school infrastructure development	●	●	●	●														
vi	LG3.1.6	Capacity building at LGEA and commmunity levels on supervision, maintenance, data collection																		
vii	LG3.1.7	Implementation of school based infrastructure project						●	●	●	●	●	●	●	●	●	●	●	●	
viii	LG3.1.8	Handover of project																■		
ix	LG3.1.9	Reporting and finalisation of report				■						●						■		
	LG3.1.9.1	Monitoring of infrastructure projects						●	●	●	●	●	●	●	●	●	●	●	●	●
2	LG3.2	**Water and sanitation**																		
i	LG3.2.1	Scoping/Baseline study activities will be aligned with the infrastructure programme above																		
ii	LG3.2.2	Development and implementation of procurement and supervision procedures		■																
iii	LG3.2.3	Capacity building at SUBEB, LGEA and commmunity levels on supervision, maintenance, data collection																		
iv	LG3.2.4	Installation of water facility	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
v	LG3.2.5	Support the establishment of Environmental Health Clubs in Schools						●	●	●	●	●	●	●	●	●	●	●	●	●
vi	LG3.2.6	Handover of water points																		
vii	LG3.2.7	Reporting and finalisation of report																		
	LG 3.2.8	Monitoring of water and Sanitation projects						●	●	●	●	●	●	●	●	●	●	●	●	●
3	LG3.3	**School Transformation/Development**																		
i	LG3.3.1	Organise specialist forum on school Improvement																		
ii	LG3.3.2	Develop modalities for Piloting school Improvement in public primary schools																		
iii	LG3.3.3	Review of school funding, disbursement and utilisation																		
iv	LG3.3.4	Initiate school Improvement in pilot schools	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
v	LG3.3.5	Replicate school Improvement across the State																		
4	LG3.4	**Local School Supervisor and Headteacher Development**																		
i	LG3.3.1	Scoping study																		
ii	LG3.3.2	Identification, selection and inauguration of State School Improvement Teams																		
iii	LG3.3.3	Support the renovation of office for the SSIT	●	●	●															
iv	LG3.3.4	Design and development of training modules					■	■	■					■						
v	LG3.3.5	Induction workshop for SSIT																		
vi	LG3.3.6	Conduct HT baseline Survey																		
vii	LG3.3.7	Training of SSIT on training modules		■		■										■	■		■	■
viii	LG3.3.8	SSIT prepare logistics for district level training																		■
ix	LG3.3.9	Training of School Supervisors and headteachers on developed modules								■	■									
x	LG3.3.10	In-school Support and follow up support						●	●	●	●	●	●	●		■	■	■		

74

Act. No	Act. Code	Output 3 Activity	Previous Month					05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
			01-Mar	08-Mar	15-Mar	22-Mar	29-Mar													
5	LG3.5	Teacher development: In-service support																		
i	LG3.4.1	Identification, selection and inaguration of State School Improvement Teams																		
ii	LG3.4.2	Support the renovation of office for the SSIT																		
iii	LG3.4.3	Design and development of training modules and lesson plans																		
iv	LG3.4.4	Induction workshop for SSIT																		
v	LG3.4.5	Training of SSIT on training modules																		
vi	LG3.4.6	SSIT Training of teachers on developed modules																		
vii	LG3.4.7	In-school support and follow-up																		
6	LG3.6	Teacher development: Pre-service Colleges of Education																		
i	LG3.6.1	Institutional review Scoping study																		
ii	LG3.6.2	Staff development (Organisation and Management)																		
iii	LG3.6.3	Staff development (Training): teacher standards/competencies, curriculum, pedagogy																		
iv	LG3.6.4	Training materials development																		
v	LG3.6.5	Development of College Quality Assurance Systems																		
7	LG3.7	Teacher Deployment																		
i	LG3.7.1	Development of stategic and management roles of State and SUBEB in teacher deployment																		
ii	LG3.7.2	Teacher deployment study and follow-up																		
iii	LG3.7.3	Development of finance model for teacher education																		
iv	LG3.7.4	Development of teacher (educator) career path																		
8	LG3.8	Baseline: Classroom observation repeated annually																		
i	LG3.8.1	Implementation of classroom observation instrument																		
ii	LG3.8.2	Data check																		
iii	LG3.8.3	Data entry																		
iv	LG3.8.4	Data analysis workshop and preparation of report																		
v	LG3.8.5	Disseminate Result from COI																		
vi	LG3.8.6	Review of Processes and Instrument																		
vii	LG3.8.7	Pre test reviwed Processes and Instrument																		
viii	LG3.8.8	Conduct training of Classroom Observers																		

Act. No	Act. Code	Output 3 Activity	Previous Month 01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
9	LG3.9	Baseline: Teacher Assessment to be repeated Year 5/6																		
i	LG3.9.1	Preparation and logistics for implementation																		
ii	LG3.9.2	Implentation of survey instrument																		
iii	LG3.9.3	Marking, data check and entry																		
iv	LG3.9.4	Data analysis and preparation of report																		
v	LG3.9.5	Feedback workshop																		
10	LG3.10	Health Education in partnership with PATHS																		
i	LG3.10.1	Scoping study																		
ii	LG3.10.2	Strategy formulation workshop with stakeholders																		
iii	LG3.10.3	Capacity buiding for HTs & SBMCs to Integrate School health and HIV/AIDs issues into school development planning																		
iv	LG3.10.4	Collaborate with PATHS 2 on all School Health related activities																		
11	LG3.11	Textbooks																		
i	LG3.11.1	Procurement and distribution survey																		
ii	LG3.11.2	Develop a state textbook policy (selection,evaluation, book management, use and procurement, distribution)																		
iii	LG3.11.3	Training on book evaluation and management for state level, LGEA and school level officials																		
iv	LG3.11.4	Organise and support state level annual book review																		
12	LG3.12	Monitoring Learning Achievements in primary and JS schools																		
i	LG3.12.1	Organise forum at state level on development and plans for 2010 MLA																		
ii	LG3.12.2	Develop Information and Communication materials on MLA																		
iii	LG3.12.3	Deliver an accredited training course for MLA enumerators																		
iv	LG3.12.4	Finalise MLA manual																		
v	LG3.12.5	Planning,prepartion and logisics for conduct of MLA																		
vi	LG3.12.6	Develop and produce MLA test at BE Level																		
vii	LG3.12.7	Conduct MLA test in the state																		
viii	LG3.12.8	Analyse the MLA results,produce report and disseminate findings																		
ix	LG3.12.9	Develop a state specific Learning Achievement benchmark																		
x	LG3.12.10	Present benchmarks/progress charts for states																		
13	LG3.13	Regular meetings with Education Quality Group to discuss progress on School Improvement																		
14	LG3.14	Review of JSS curriculum to support integration of voc. Skills, Climate Change, ICT, entrepreneurship etc																		
15	LG3.15	Language and literacy curriculum review																		
17	LG3.16	Regular meetings with National Education Quality Group to discuss progress on School Improvement																		

Act. No	Act. Code	Output 4 Activity
1	LG4.1	**CSO (education) Capacity Building on Skills and Process of Community Mobilisation (with Savi)**
i	LG4.1.1	Conduct Mapping,Capacity Needs Assessment and selection for CSOs working in education
ii	LG4.1.2	Analyse and disseminate findings to CSOs at a 2-day workshop
iii	LG4.1.3	Develop Training Manuals for CSOs
iv	LG4.1.4	Conduct initial Training for CSOs
v	LG4.1.5	Conduct Training of CSOs/CBOs/FBOs/NGOs
vi	LG4.1.6	Develop & implement mentoring and monitoring plan for the CSOs/CBOs/FBOsNGOs
vii	LG4.1.7	Develop central campaigning theme of promoting greater community participation in school improvement
2	LG4.2	**Formation of LGA CSOs/CBOs /FBOs/NGO Coalitions for education**
i	LG4.2.1	Conduct stakeholders' meetings at LGA level to create mechanisms for community monitoring
ii	LG4.2.2	Create platforms for expressing demand for better education services through advocacy
iii	LG4.2.3	Facilitate the development of education aspects of a community action plan
iv	LG4.2.4	Conduct community enligthenment campaigns with communication specialist, CBOS and FBOs inputs
v	LG4.2.5	Empower CSOs/CBOs/NGOs through training on use and articulation, campaigns, advocacy skills in collaboration with other SLP programmes
vi	LG4.2.6	Establish network and exchange visits for CSOs/CBOs/NGOs
vii	LG4.2.7	CSO and SMU Review Meeting
3	LG4.3	**Roll out training and support to SBMCs in selected LGAs**
i	LG4.3.1	Conduct SMU capacity Needs Assessment
ii	LG4.3.2	Engage CSOs for Partnership
iii	LG4.3.3	Conduct State Task Team 2-day workshop
iv	LG4.3.4	Engage State House of Assembly on SBMC
v	LG4.3.5	Conduct SBMC State Level Visioning Process 2
vi	LG4.3.6	Conduct Community Scoping/Awareness visit to community
vii	LG4.3.7	LGEA Training for Education Secretaries, SUBEB, Districts,SME,etc
viii	LG4.3.8	Community/LGEA/LGA Visits/Advocacy
ix	LG4.3.9	Support the Restructuring of SBMC
x	LG4.3.10	Develop training materials and train trainers
xii	LG4.3.11	Cluster schools for SBMC support and training (aligned to SDP pilots)
xiii	LG4.3.12	Initial training of SBMC members
xiv	LG4.3.13	SBMCs engage with SDP planning process (output 3)
xv	LG4.3.14	SBMC Trainings
xvi	LG4.3.15	Community Forum /meetings
xvii	LG4.3.16	Supervision, monitoring, follow-up & ongoing mentoring of SBMC development
xviii	LG4.3.17	A& E/C & KM Workshop in Kano (Communication Strategy Meeting)
xix	LG4.3.18	Development of SBMC Community mobilization and Training strategies into Local Language

Timeline columns: Previous Month (01-Mar, 08-Mar, 15-Mar, 22-Mar, 29-Mar), 05-Apr, 12-Apr, 19-Apr, 26-Apr, 03-May, 10-May, 17-May, 24-May, 31-May, 07-Jun, 14-Jun, 21-Jun, 28-Jun

77

Act. No	Act. Code	Output 4 Activity	Previous Month 01-Mar	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
4	LG4.4	**Private School Strategy**																		
i	LG4.4.1	LGEA Training for Education Secretaries, SUBEB, Districts,SME,etc																		
ii	LG4.4.2	Facilitate formation of coalition of private schools in Lagos State for proper networking, synergy, mentoring and quality							■■				■■			■■				
iii	LG4.4.3	Facilitate Capacity building of private education department in Lagos SMoE support																		
iv	LG4.4.4	Facilitate hamonised inspection for both public and private schools in lagos State																		
v	LG4.4.5	Review existing policy and guidelines forprivate school establishment and operation in Lagos state																		
vi	LG4.4.6	Support capacity building workshop through training for proprietors and headteachers of private schools by SMoE																		
vii	LG4.4.7	Facilitate self evaluation within private schools																		
viii	LG4.4.8	Develop a strategy for Private education support																		
5	LG4.5	**Out-of-School Children**																		
i	LG4.5.1	Conduct studies to investigate numbers of out of school children and reasons																		
ii	LG4.5.2	Based upon study findings develop strategies to bring children into schoool																		
iii	LG4.5.3	Implement strategies																		
6	LG4.6	**Development, Production and Distribution of Information, Education and Communication (IEC)**																		
i	LG4.6.1	Collate and review relevant IEC/BCC materials on access and equity, voice and demand for Education, community participation in education							■■■■■											
ii	LG4.6.2	Conduct a two-day stakeholders' workshop on relevance and utilisation IEC/BCC materials to review and make inputs																		
iii	LG4.6.3	Facilitate the engagement of an artist to design and adapt relevant and suitable messagesfor access and equityactivities																		
iv	LG4.6.4	Facilitate pretesting of the approved IEC/BCC materials in communities									■■■									
v	LG4.6.5	Conduct a 2-day workshop to modify, correct, suggestions, upgrade and approve the IEC/BCC materials											■■							
vi	LG4.6.6	Facilitate contracting a printer on specifications/quality and quantity of IEC/BCC required to distribution to disseminate Access and equity messages																		
vii	LG4.6.7	Distribution of IEC/BCC materials																		
7	LG4.7	**Gender and Social Exclusion**																		
i	LG4.7.1	Conduct a scoping study to identify gender on socially excluded children of school age in Lagos state													■■■■■ ■■					
ii	LG4.7.2	Mobilise community / SBMC to raise level of awareness for male and female for retainership, completion and achievment in school									■■■■									
iii	LG4.7.3	Conditional cash transfer equally for both boys and girls to keep them in school																		
iv	LG4.7.4	Conduct community awareness activities using IEC / BCC materials on attitudinal change to education														■■■■■ ■■■■■				
v	LG4.7.5	Conduct social marketing on approaches to male attitude & promote educational values														■■■■■ ■■■■■				
8	LG4.8	**C & KM overarching activity**																		
i	LG4.8.1	Documentation of all output 4 workplan activities by the C & KM cross cutting output																		