

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

Assignment Report

**Facilitation of visioning workshops for State SUBEBs
and Kwara State LGEAs**

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Acronyms and Abbreviations

AME	Agency for Mass Education
CSC	Civil Service Commission
CUBE	Capacity Building for Universal Basic Education
DFID	Department for International Development
EMIS	Education Management Information System
ES	Executive Secretary; Education Secretary
ESP	Education Strategic Plan
ESSPIN	Education Sector Support Programme in Nigeria
HC	Honourable Commissioner
HOS	Head of Section
HR	Human Resources
HRD	Human Resources Development
HRM	Human Resources Management
HRMIS	Human Resources Information System
IBRG	Institution Building Reform Group
ICT	Information Communication and Technology
KWSUBEB	Kwara State Universal Basic Education Board
LGEA	Local Government Education Authority
LSS	Local Schools Supervisor
LSUBEB	Lagos State Universal Basic Education Board
MDA	Ministry, Department and Agency
MoEST	Ministry of Education Science and Technology
MoU	Memorandum of Understanding
MTSS	Medium Term Sector Strategy
OD/ODM	Organisational Development/Organisational Development and Management
OHOS	Office of the Head of Service
PRS	Planning Research and Statistics
PS	Permanent Secretary
QAB	Quality Assurance Bureau
SESP	State Education Support Project
SPARC	State Partnership for Accountability Responsiveness and Capability
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TRAPCo	Teacher Recruitment and Promotion Committee
TSC	Teaching Service Commission

Abstract

1. As support to States move towards the implementation phase, ESSPIN has prioritised support for SUBEBs and LGEAs and key MDAs or departments. The starting point for this support is the facilitation of a visioning process that will lead to the development of strategic plans that articulate the MDAs' direction over the next three years and the identification of state owned and led reform priorities and initiatives which ESSPIN can support.

Executive Summary

2. The purpose of the assignment was to assist SUBEBs to put together an approach and a plan that will facilitate good management in line with the overall state economic development direction. Visioning workshops were facilitated for Kaduna, Kwara and Lagos State SUBEBs; and Kwara State LGEA Secretaries.
3. The Kaduna State SUBEB visioning workshop was moderately successful. The SUBEB Executive Chairman was very supportive and was happy with the workshop output. However the ground covered was compromised by late starts and interrupted attendance by senior participants. A further workshop will be organised to complete the development of the strategic plan.
4. The Kwara State and Lagos State SUBEB visioning workshops were highly successful. Participation during the workshops was enthusiastic and substantial issues were identified for the strategic plan. Arrangements have been agreed for the SUBEBs to identify activities to support agreed strategic objectives, after which ESSPIN will provide support to finalise activities and initiate implementation.
5. The visioning workshops have produced outputs which will provide a solid base for future ESSPIN support for state-led organisational initiatives. The visioning workshop for Kwara State LGEA Education Secretaries provided an opportunity to produce an LGEA strategy aligned to SUBEB, and capacity building for Education Secretaries. It also provided a platform for Education Secretaries to address direct operational issues with SUBEB.
6. Support was provided to the Institution Building Reform Group in Kwara State to plan for the implementation of the MoU. Initial steps include developing a communication strategy for the MoU and activating the new teacher recruitment mechanism, including setting up the Teacher Recruitment and Promotion Committee (TRAPCo) to oversee the recruitment and promotion of teachers by SUBEB and TSC.
7. The next steps in the strategy development process will include finalisation of the SUBEB strategic plans, facilitating the identification of priorities for 2010 and activity planning by departments.

8. Kwara State SUBEB and Lagos State SUBEB have prioritised broad organisational reform in their strategic plans, and this will require substantial OD support from the State based ODM specialists, international OD TA as well as other institutional development support.

Introduction

Background Information

9. In order to help the State Ministries of Education, their department and agencies and the LGEAs to participate in the development agendas of the States, it is important that they are assisted to organize themselves in a coherent way. The MDAs and LGEAs need to participate fully in the ongoing MTSS process. Under the organisational development component, ESSPIN needs to help the departments within the ministry, SUBEBs and the LGEAs to identify where they want to be in the next three years and the strategy to get where they want to be.
10. ESSPIN supported a visioning exercise or a strategic planning process for the relevant departments, SUBEBs and LGEAs to examine their current situation and changes envisaged within the organisations and their environments for the next three years.

Purpose of the Consultancy

11. The main objective for the strategic plan is to help the MDAs put together an approach and a plan that will facilitate good management in line with the overall state economic development direction.
12. Specific objectives included:
 - To help MDAs and the LGEAs to develop a strategic framework which will identify their vision, values, mission, goals, objective and key result areas.
 - In line with the strategic framework, help MDAs and LGEAs agree functions that will help their organisations achieve the stated objectives;
 - Based on the new functions design and agree new organisational structures;
 - Develop a work plan to implement agreed strategies.

Structure of the Report

13. This report covers the first phase of facilitation of visioning workshops for Kaduna, Kwara and Lagos State SUBEBs and Kwara State LGEA Secretaries. It covers a description of the visioning process, the workshop outputs, and the next steps in finalising the strategic plans, and indicative steps for implementation of the plans.

Methodology and Main Activities

14. In line with the overall ESSPIN approach, it was decided to adopt a participative approach to strategy development, so as to achieve ownership of the strategies by the SUBEBs. Workshops are the most appropriate approach to strategy development, as bring participants together and tap into their collective experience and also present an opportunity to provide training in new concepts. Originally, the workshops were planned over three to four days, but from experience of participant contributions (diminishing returns beyond day two) and the pressures of the office, were reduced to two-and-a-half days. Where possible, workshops were held as retreats, away from the participants' main workplaces to ensure full attendance and participation. A standard framework for the visioning process was used across all workshops, with slight customisation to meet the needs of the participants.
15. All the workshops were organised by the State ESSPIN offices and technical support was provided by other ESSPIN specialists. The workshop for Kaduna SUBEB was co-facilitated with Barry Reeves. The workshop for Kwara State SUBEB was facilitated with support from John Gray and the workshop for Lagos State SUBEB was facilitated with support from Chioma Obi-Osuji, Gboyega Ilusanya, Nguyan Feese and John Gray. The workshop for LGEA Secretaries in Kwara state was facilitated with support from Adebayo Ajibade and Katherine Adeyemi.
16. The main activities carried out during the assignment are listed below:
 - Facilitated visioning workshops for 3 SUBEBs – Kaduna, Kwara and Lagos
 - Facilitated a visioning workshop for LGEA Secretaries in Kwara State
 - Co-facilitated a planning and induction workshop for State-based ODM Specialists
 - Facilitated a meeting with the Kwara State SUBEB executive Board members and senior management on the next steps in completing the visioning process and report back on the workshop held with Education Secretaries
 - Held two meetings with the Institution Building Reform Group in Kwara State to plan next steps in the implementation of the MoU and update the Group's reform work plan
 - Held feedback meetings with the Kwara State ESSPIN office

Findings

SUBEB visioning workshops

17. Overall, the SUBEB workshops were a success. Participants enjoyed the experience and produced the anticipated outputs. The SUBEB Chairs felt that the process had addressed key issues facing their organisations and were happy with the draft Vision, Mission and Value statements, and the key result areas, goals and objectives produced. Because of the participative approach adopted, the SUBEBs have ownership of the outputs of the workshops and have committed to follow –up and complete the process. This should promote commitment towards implementation of agreed priorities and proposed solutions. The workshops also broadened the practical planning skills and understanding of strategic planning of the participants.
18. The Kaduna workshop suffered from late start and erratic attendance due to participants attending to other duties. Most of the Directors were away on other business. However the SUBEB Chairman was very supportive and attended all key sessions. As a result, Kaduna SUBEB was able to develop a Vision, Mission and Values which the participants were happy with. Also, the Chairman remains committed to completing the visioning process. Arrangements will be made by the ESSPIN office to complete the process. The output of the workshop was compiled by Barry Reeves.
19. The workshop for the Kwara State SUBEB occurred at a time when the organisation is undergoing significant change. A new senior management team is in place and is orienting the organisation towards reform, so the workshop provided an opportunity to craft a shared vision and strategy. The workshop was held as a retreat at Offa and the Executive Secretary, the permanent Board members and all directors attended. The Commissioner for Education officially opened the meeting.
20. Participation in the workshop was very active, and participants were pleased with the outcome. In addition to a draft strategy, participants developed common understanding, and SUBEB is now poised as a willing participant in the education sector reform in Kwara State and keen to embark on organisational transformation from within. A draft strategic plan for Kwara State SUBEB, compiled from the outputs of the workshop, is attached as **Annex 3**.
21. At a follow-up meeting on 12 February it was agreed that KWSUBEB would complete the first stage of the visioning process by developing the activities to address the identified strategies. Once that process is complete, the Kwara ESSPIN office will organise a facilitated meeting to finalise the activities.
22. The workshop for the Lagos State SUBEB occurred at an opportune time, as it coincided with the organisation’s plans to organise planning retreat. It was held at a retreat location

in Akodo and was attended by the Executive Chairman, permanent Board members, and Directors. The Senior Special Assistant to the Executive Governor, on Basic Education, also attended. Participation was very active, and participants willingly worked beyond the scheduled finishing time to complete the day's programme.

23. The SUBEB Executive Chairman is committed to improving the delivery of service to schools and rationalise departmental responsibilities. These issues were raised during the workshop and will be prioritised for future action. Many Board members share the Chairman's commitment, and participants were pleased with the outcomes of the three days' deliberations. An indication of the degree of commitment and leadership drive is the fact that Lagos State SUBEB held follow up meetings the week after the workshop, and has already held a meeting facilitated by ESSPIN to finalise the activities to support the objectives. It is now ready to develop departmental plans and start implementing agreed priority areas. A draft strategic plan for Lagos State SUBEB is attached as **Annex 4**.

Visioning workshop for LGEA Education Secretaries

24. As part of the reform programme, Kwara State has recruited a new crop of LGEA Secretaries who took office in September. The Institution Building Reform Group is providing support and capacity building to them. As part of that support, the Institution Building Reform Group, supported by the State ESSPIN office, organised an induction workshop, covering their duties and responsibilities, basic management principles, and teamwork, in December 2009. Given the previous engagement with the group and the need for continued capacity building, the Kwara State LGEA Secretaries therefore presented a suitable pilot group for organising visioning workshops at the LGEA level. A three-day visioning workshop was organised for all the 16 LGEA Education Secretaries in Kwara State, using the same framework as the one used for SUBEBs. Also in attendance at the workshop were the SUBEB Executive Secretary and the Director for Finance and Supply to ensure linkage and alignment with SUBEB.
25. The attendance of the Executive Secretary proved to be crucial because it allowed delegates to address some critical operational issues, while developing the template strategy. In addition, the LGEA Secretaries left the workshop with the knowledge that the proposed strategy had the blessing of SUBEB. Participation in the workshop was active, and participants felt that it was a valuable learning experience. A draft strategic plan for Kwara State LGEAs is attached as **Annex 5**.

Some lessons from the workshop with LGEA Secretaries

26. The workshop for Education Secretaries presents some lessons for future OD engagement at this level. From a process perspective, it is feasible to develop a common strategic plan for LGEAs, which can then be adjusted in consultation with local stakeholders to suit local conditions. The vision, mission, values, key result areas, and goals should be the same for all LGEAs within a State. In addition, the visioning process should draw significantly from the SUBEB strategy. There should be close correlation in the vision, mission values for LGEAs and those of SUBEB; and the key result areas, goals and objectives should complement SUBEB's. This makes visioning the process less strenuous for participants, as they have a base to draw from.
27. Additional lessons include the following:
 - Compared to SUBEB, understanding of strategy development principles is low, as Education Secretaries have had little management training.
 - As a result of the above, the pace of the workshop is slower, including the degree to which the participants can be stretched into working late.
 - The Education Secretaries showed significant enthusiasm for change and for developing their planning skills and managerial capacity.
 - The Education Secretaries feel significantly disempowered. They are paralysed by issues which should be clearly within their authority to resolve – such as enforcing attendance in schools and LGEA offices or supervising financial systems within the LGEA.
 - Communication between LGEAs and SUBEB is poor, and needs to be strengthened through better reporting and regular meetings in order to improve performance.
 - While engaging with LGEAs at the Education Secretary level is a significant step, it will be necessary to extend OD intervention beyond that (to the HoS level at least), to have lasting impact.

Support to the Institution Building Reform Group

28. Following the signing of the Kwara State education sector MoU, the Commissioner has mandated the Institution Building Reform Group to ensure its implementation. Two meetings were held with the reform group to prioritise activities for implementing the MoU and develop a work plan for other institutional reform initiatives.
29. Key initiatives for implementing the MoU will include ensuring that each MDA communicates the MoU to all its staff and key stakeholders and the activation of the TRAPCo to oversee the recruitment of teachers by SUBEB and the TSC and the implementation of the teacher's career path. Other institutional reform activities prioritised by the Institution Building Reform Group in their work plan for January-June 2010 include:

- Implementation of the 2010MTSS and planning for 2011
- Supporting the Education Secretaries in finalising their strategic plans and action plans
- Following-up on SUBEB strategy development and organisational restructuring and financial systems reform
- Programming and overseeing the establishment of LGEA committees and DECs
- Ensuring that the proposed education sector legal reforms are finalised and implemented
- Coordinating with the Career Path reform group to finalise proposals for Career Path for teachers

Conclusions

30. In general, the visioning workshops were a success. As describe in the section above, they produced outputs which will assist the SUBEBs to establish possible futures and will be a basis for resource prioritisation and ESSPIN support to the States. Once the process is complete, areas of follow-up OD work will be clear, and these will have been identified by the States.
31. Major contributors to success were relationships established with the organisations, preparatory consultation before the workshops, and committed leadership, especially from the SUBEB Executive Chairman (in the case of Kwara State, the Executive Secretary).
32. As we move forward, it will become important to bring the Ministries of Education in line, by assisting them to embark on visioning as well, so that they can effectively lead the transformation in the education sector. It will also be necessary to work closely with the SPARC offices in the States to ensure that the visioning process integrates with the broader corporate planning process that is evolving in State governments.

Options and Next Steps

33. The visioning workshops were intended to assist SUBEBs to clarify their organisational strategies and identify priority areas which ESSPIN can support. The outline below is an indication of some of the next steps of collaboration and support.
34. To complete the strategic planning process, Kwara State and Lagos State SUBEBs have agreed to develop proposed activities to achieve the agreed objectives. Once these have been developed, it was agreed that ESSPIN will facilitate a one day meeting to finalise the activities. ESSPIN will then support the SUBEBs to compile the final strategic plans. Once finalised, the strategic plans will have to be communicated widely within the SUBEBs and to key stakeholders. ESSPIN will support the development and execution of a communication strategy.

35. To initiate implementation of the strategic plans, ESSPIN will support SUBEBs to identify priorities for implementation in 2010 and support activity planning by departmental to ensure that there is alignment between departments, integration with the MTSS plans, and that measureable outputs are agreed.
36. Both KWSUBEB and LASUBEB have identified reform (redefinition of roles and responsibilities, review of organisational functions and structures, review of financial and procurement systems and) as a priority. ESSPIN will support in building change management capacity to ensure that the organisations drive the transformation. This will include support in creating change management structures and technical assistance in developing the required solutions. The degree of support will be clear after the identification of priorities for 2010.
37. The table below indicates some of the identified next steps and timing:

Activity	Timing
Complete development of activities	February/ March
Support development of work plans by LGEA Education Secretaries	February/April
Finalise strategic plan, develop communication plan	March
Facilitate activity planning by departments	March/April
Complete organisational restructuring for Kwara SUBEB	April
Carry out organisational review	April
Provide additional OD support	May onwards

Annex 1: Terms of reference for visioning workshops

Terms of Reference for Visioning or Strategic Planning

Background Information

In order to help the State Ministries of Education, their department and agencies and the LGEAs to participate in the development agendas of the States, it is important that they are assisted to organize themselves in a coherent way. The MDAs and LGEAs need to participate fully in the ongoing MTSS process. Under the organisational development component, ESSPIN needs to help the departments within the ministry, SUBEBs and the LGEAs to identify where they want to be in the next three years and the strategy to get where they want to be.

We propose to support visioning exercise or a strategic planning process for the relevant departments, SUBEBs and LGEAs to examine their current situation and changes envisaged within the organisations and their environments for the next three years

Objective for the Strategic plan:

The main objective for the strategic plan is to help the MDAs put together an approach and a plan that will facilitate good management in line with the overall state economic development direction.

Specific objectives will include:

- To help MDAs and the LGEAs to develop a strategic framework which will identify their vision, values, mission, goals, objective and key result areas.
- In line with the strategic framework, help MDAs and LGEAs agree functions that will help their organisations achieve the stated objectives;
- Based on the new functions design and agree new organisational structures;
- Develop a work plan to implement agreed strategies.

Process: Workshop with paper presentation; group work and plenary sessions

Participants: Top and middle management Staff

Duration 3-4 days

Expected outcome: A 3 year strategic document stating organisational vision, values, mission, goals key result areas etc and implementation plan for support.

Proposed Program

Day 1: Current State (As is)

- Welcome address and setting objectives for the workshop
- Overview of strategy development
- Proposed strategic planning framework (components of proposed strategy development process)
- The legal mandate (key functions as prescribe by law. Assessment of how the SUBEB is performing against the mandate. Identify areas for improvement

- Inputs from departments within the organisation (clarifying their current functions)
- Assessment of current performance. Reports by departments on Key achievements in 2009, key shortfalls/weaknesses/and key objectives for 2010. Comments by workshop participants
- Identify problems
- SWOT Analysis or other tools for identifying capacity needs to addressing problems

Day 2: Desired state (To be)

Based on mandate and assessment of current performance in day 1:

- Define and agree Vision (agreed Vision statement)
- Define and agree Mission (agreed Mission Statement)
- Define and agree values
- Define and agree Goals and Objectives
- Key result areas

Day 3: Strategic direction (How to achieve desired state)

Based on outputs of Day 1 and Day 2

- Identify problems, issues and imperatives
- Consolidate strategic challenges
- Agree key objectives, strategies, and targets for each challenge

Day 4: Implementation/Action planning

From the strategic direction developed in Day 3

- Identify organisational priorities for 2010
- Develop action plans – by Departments
- Sharing of Departmental plans
- Agree next steps

Annex 2: Draft programme for visioning workshops

DAY 1: CURRENT STATE (AS IS)

PERIOD	ACTIVITY	RESOURCE/INPUT
9.00-9.30am	Opening remarks Introductions Housekeeping Overview of retreat process	SUBEB Chair ESSPIN STL
9.30-10.30am	Objectives of the retreat Overview of strategy development Overview of Visioning framework	Presentation General discussion
1030-1130am	The SUBEB mandate – review of key SUBEB legal responsibilities and assessment of current performance against mandate	Group work and plenary feedback
11.00-11.15am		TEA
1130-1300am	Summary challenges and indicative Way forward Agreeing role of SUBEB in the education sector reform and relationship with LGEAs	Group discussion and plenary discussion General discussion of presentations
1.30-2.30pm		LUNCH
2.30-4.00pm	SWOT analysis	Group work and plenary feedback
4.00-6.00pm	Identification and discussion of key/strategic problems and issues	Group work and plenary feedback
6.00-6.30pm	Wrap up and end of Day 1	

DAY 2: DESIRED STATE (TO BE)

PERIOD	ACTIVITY	RESOURCE
9.00-9.30am	RECAP of DAY 1	Participant recap
9.30-11.00am	Developing a Vision for SUBEB Crafting a Mission for SUBEB	Group work and plenary consensus
11.00-11.15am		TEA
11.15-12.30pm	Articulating Core Values for SUBEB	Group and plenary consensus
12.30-2.00pm	Clarifying Strategic Goals and Objectives	Group work and plenary consensus
2.00-3.00pm		LUNCH
3.00-4.00pm	Agreeing Key Result Areas	Group work on Vision statement and plenary consensus
4.00-6.00pm	Identifying strategic issues Agreeing strategic challenges	Group work and plenary consensus
6.00-6.30pm	Wrap up and end of Day 2	

DAY 3: STRATEGIC DIRECTION (HOW TO ACHIEVE DESIRED STATE)

PERIOD	ACTIVITY	RESOURCE
9.00-9.30am	RECAP of DAY 1 and 2	Participant recap
9.30-10.30am	Developing strategies to address identified challenges	Group work
10.30-11.30am	Developing strategies to address identified challenges (cont.)	Plenary report back
11.00-11.15am	TEA	
11.30am-1.30pm	Key issues and priorities for the future Wrap up Housekeeping and End of Workshop	Plenary session
1.30-2.30pm	LUNCH	

Annex 3: Draft strategic plan for Kwara State SUBEB

Kwara State Universal Basic Education Board

(KWSUBEB)

STRATEGIC PLAN

For the period 2010-2012

**Ilorin, Nigeria
February 2010**

Our Vision

To every child in Kwara State, access to quality basic education

Our Mission

The mission of Kwara SUBEB is to mobilize and effectively manage resources to enable LGEAs, communities and schools to provide a conducive learning environment for basic education that is responsive, child friendly and sustainable.

Our Core Values

- Dignity of labour.
- Creativity and resourcefulness.
- Integrity, accountability and transparency.
- Cooperation and Participation.
- Service orientation.

Key Result Areas

Key result areas are the general areas of outputs or outcomes for which the organisation's role is responsible. In other words, the primary responsibilities of an organisation, or the core areas for which the organisation is accountable. Our key result areas are:

- Mobilization and utilization of resources for effective teaching and learning in schools.
- Support for LGEAs, communities and schools for effective delivery of quality basic education.
- Effective management systems.
- Collaborating with stakeholders in the education sector

Our Strategic Goals

In line with our vision, mission and values, and in pursuit of fulfilment of our key result areas, our goals are outline below.

Goal 1: Establish and implement a strategy for resource mobilization and efficient management; for teaching and learning in the State.

Goal 2: Support systems and structures for LGEAs, communities and schools for effective delivery of quality basic education, which serves as a bedrock for human development in Kwara State

Goal 3: Organisational and management systems, structures and processes that promote and enforce accountability, transparency and effective organizational performance.

Goal 4: Mechanisms that enable all stake holders to establish and pursue a unified focus in the delivery of basic education.

Our Strategic Objectives

We will seek to achieve the following strategic objective, in order to realise our goals:

Goal 1: Establish and implement a strategy for resource mobilization and efficient management, for teaching and learning in the State.

- To actively contribute to education sector planning which is responsive to the identified needs and priorities.
- To improve the quality of funding plans submitted to UBEC and the State to ensure continuity of funding.
- To strengthen financial system to improve resource allocation and account for funds
- To provide adequate classrooms, equipment and instructional materials in the LGEAs in response to their articulated needs.

Goal 2: Support systems and structures for LGEAs, communities and schools for effective delivery of quality basic education, which serves as a bedrock for human development in Kwara State

- To establish clearly defined roles and responsibilities for the LGEAs within the framework of the existing legal instrument.
- To formulate operational policies, frameworks and guidelines for effective collaboration to achieve quality basic education.
- To actively develop the capacity of LGEAs to effectively carry out their functions.
- To support the LGEAs to orientate the stakeholders, the communities as to their duties under the UBE programme.

Goal 3: Organisational and management systems, structures and processes that promote and enforce accountability, transparency and effective organizational performance.

- To clarify and realign roles and responsibilities of departments and staff and update human resources management systems in order to promote focus and effectiveness.
- To strengthen monitoring system aimed at ensuring the implementation of the budget as approved and establish transparency and accountability.
- To establish and implement best practices in financial and administrative management.

Goal 4: Mechanisms that enable all stake holders to establish and pursue a unified focus in the delivery of basic education.

- To establish and strengthen policy dialogue mechanism for effective partnership and ownership by all stakeholders within the framework of the education sector MOU.
- To formulate policies and guidelines that will ensure a unified focus in the delivery of basic education.

Annex 4: Draft strategic plan for Lagos State SUBEB

Lagos State Universal Basic Education Board

(LASUBEB)

STRATEGIC PLAN

For the period 2010-2012

**Draft 1
Lagos, Nigeria
February 2010**

Our Vision

Every child's potential is realised by accessing quality basic education

Our Mission

Lagos SUBEB, in collaboration with stakeholders, will create a conducive learning environment for teachers and school children through the provision of infrastructure, capacity building, and support for LGEAs

Our Core Values

- Transparency and Accountability
- Team spirit
- Integrity
- Passion and Commitment
- Staff Empowerment

Key Result Areas

Key result areas are the general areas of outputs or outcomes for which the organisation's role is responsible. In other words, the primary responsibilities of an organisation, or the core areas for which the organisation is accountable. Our key result areas are:

- Efficient mobilisation and equitable use of funds
- Strong and capable institutions
- Recruitment, deployment and maintenance of an appropriately skilled teaching cadre
- Infrastructural development
- Effective Management

Our Strategic Goals

In line with our vision, mission and values, and in pursuit of fulfilment of our key result areas, our goals are outline below.

Goal 1: Effective mobilization and transparent, accountable and equitable utilisation of funds in support of delivery quality basic education

Goal 2: Effective and empowered institutions that can deliver quality basic education

Goal 3: Enhancement of quality learning delivery through the engagement and capacity building of professionally qualified personnel

Goal 4: Creation of a conducive learning environment through the provision of functional infrastructural facilities

Goal 5: Establishment and maintenance of an effective delivery system in SUBEB through strengthened management systems and an appropriately skilled workforce

Our Strategic Objectives

We will seek to achieve the following strategic objective, in order to realise our goals:

Goal 1: Effective mobilization and transparent, accountable and equitable utilisation of funds in support of delivery of quality basic education

- To formulate and execute of strategies for effective mobilization of funds for basic education in the state
- To promote planned equitable and efficient utilisation of to achieve best possible value for money
- To enhance accountability and transparency mechanisms and system, and promote prudent financial management

Goal 2: Effective and empowered institutions that can deliver quality basic education

- To clarify the roles and responsibilities of all the government agencies involved in basic education
- To support and facilitate capacity building for effective performance of LGEAs and schools
- To strengthen all committees at the LGEA and district level with a view to ensuring effective performance and the implementation of various programmes
- To encourage community participation in schools to complement the effort of the government

Goal 3: Enhancement of quality learning delivery through the engagement and capacity building of professionally qualified personnel

- To improve the systems and procedures for recruitment and deployment of personnel
- To pursue capacity building that will lead to improved learning/teaching delivery
- To strengthen the capacity to monitor and assess learning outcomes and impact

Goal 4: Creation of a conducive learning environment through the provision of functional infrastructural facilities

- To improve the quality and standard of classrooms and furniture for all children
- To ensure that pupils and students acquire up to date IT knowledge
- To improve the facilities for learning and reading ability of pupils, students and teachers
- To enhance the facilities for physical and mental development of pupils and students
- To improve staff welfare through provision of adequate facilities

Goal 5: Establishment and maintenance of an effective delivery system in SUBEB through strengthened management systems and an appropriately skilled workforce

- To strengthen planning and management systems and ensure integration and synergy
- To revitalise human resources management systems and promote productivity
- To create a highly skilled committed and motivated staff that is efficient and effective

Annex 5: Draft strategic plan for Kwara State LGEAs

Kwara State LGEA

Strategic Plan for the period 2010-2012

(Draft template for Kwara State LGEAs)

**Draft V1
February 2010**

Our Vision

To every child in the LGA, access to quality basic education

Our Mission

The mission of the LGEA is to manage resources and provide support to communities and schools so that they provide basic education that is responsive, child friendly and sustainable.

Our Core Values

- We will exhibit transparency and accountability
- We will operate with fairness, integrity and firmness
- Leadership by example
- We encourage best performance and highest commitment through teamwork

Key Result Areas and Goals

Key Result Areas	Strategic Goals
<ol style="list-style-type: none">1. Support to schools and communities2. Management and supervision of basic education3. Effective utilisation of resources4. Effective management systems5. Collaboration with stakeholders in the education sector	<ol style="list-style-type: none">1. Support systems and structures for, communities and schools for effective delivery of quality basic education2. A well functioning and coordinated basic education system that promotes effective learning3. Efficient utilisation of material resources towards delivery of quality basic education4. Organisational and management systems, structures and processes that promote and enforce accountability, transparency and effective organizational performance.5. Mechanisms that enable all stakeholders to establish and pursue a unified focus in the delivery of basic education.

Objectives and Activities

Key Result Areas	Strategic Goals	Objectives	Actions/Activities	Responsibility
1. Support to schools and communities	1. Support systems and structures for, communities and schools for effective delivery of quality basic education	1.1. To strengthen functioning of LGEA and DECs	<ul style="list-style-type: none"> Set up DECs and develop building for DECs Liaise with LGA for setting up of LGE Authority and provide support 	
		1.2. To enhance service delivery through capacity building of teachers and SBMC members	<ul style="list-style-type: none"> Formation of SBMCs in all schools Attend SBMC meetings Coordinate training of teachers Coordinate SBMC training Regular meetings with head teachers 	
		1.3. To improve participation of communities in promoting enrolment and retention of pupils	<ul style="list-style-type: none"> Sensitisation of communities on enrolment and retention Support monitor self help projects Activate and support PTAs in all schools, 	
2. Management and supervision of basic education	2. A well functioning and coordinated basic education system that promotes effective learning	2.1. To ensure effective planning and coordination of basic education activities within the LGEA	<ul style="list-style-type: none"> Planning and budgeting Prompt and accurate data collection Engage pupils in extracurricular activities Strengthening school services department for better supervision and monitoring Improve the information system of the LGEA 	

Key Result Areas	Strategic Goals	Objectives	Actions/Activities	Responsibility
		2.2. To strengthen internal control and supervision systems to enhance monitoring at LGEA and school level	<ul style="list-style-type: none"> Monthly report writing and submission Regular record checking (check payment voucher, cash book, school records etc) 	
3. Effective utilisation of resources	3. Efficient utilisation of material resources towards delivery of quality basic education	3.1. To enhance quality teaching and learning through use of material resources	<ul style="list-style-type: none"> Distribute instructional materials Proper maintenance of infrastructure and educational facilities 	
		3.2. To maintain proper financial systems and records	<ul style="list-style-type: none"> Improve financial record keeping Compile annual report and submit on time Prepare payment schedules 	
4. Effective management systems	4. Organisational and management systems, structures and processes that promote and enforce accountability, transparency and effective organizational performance.	4.1. To clarify roles and responsibilities of staff	<ul style="list-style-type: none"> Review responsibilities and duties, and staffing needs departmental functions Develop job descriptions/schedules, Delegation of authority HoDs 	
		4.2. To ensure appropriate staffing levels and distribution	<ul style="list-style-type: none"> Review staffing levels and submit recommendations to SUBEB Deploy teachers to schools where they are needed (compile needs, recommendations and follow up) 	

Key Result Areas	Strategic Goals	Objectives	Actions/Activities	Responsibility
		4.3. To build capacity of staff and encourage reward of merit and performance	<ul style="list-style-type: none"> • Prepare staff lists for promotion • Improve level of discipline in the LGEA 	
5. Collaboration with stakeholders in the education sector	5. Mechanisms that enable all stakeholders to establish and pursue a unified focus in the delivery of basic education.	5.1. To support effective partnerships between stakeholders to improve education quality	<ul style="list-style-type: none"> • Regular meetings with stakeholders (LGA PTA etc., meetings schools, LGA, NGO,SCSOs, FBOs) • Intensify efforts to improve partnership with LGA (regular meetings, copies of reports, participating in some events) 	