Education Sector Support Programme (ESSPIN)

5th Quarterly Report

September 2009

Report Number: ESSPIN 014

Report Distribution and Revision Sheet

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

Report Title: **5th Quarterly Report, September 2009**

Report No: **ESSPIN 014**

Rev No*	Date of issue	Originators	Checker	Approver	Scope of checking
1	September 2009	Steven Baines	Ron Tuck	John Martin	Formatting/Content

Distribution List

Name	Position
DFID	
Kathleen Richmond	Human Development Programme Coordinator, DFID
Ian Attfield	Education Adviser, DFID Northern Nigeria Office
Roseline Onyemachi	Education Project Officer, DFID
ESSPIN	
John Martin	National Programme Manager
Ron Tuck	Deputy Programme Manager
Richard Hanson	Assistant Programme Manager
Steve Baines	Technical Team Coordinator
Abolaji Osime	State Team Leader Lagos
Emma Williams	State Team Leader Kwara
Richard Dalgarno	State Team Leader Kano
Steve Bradley	State Team Leader Kaduna
Kayode Sanni	State Team Leader Jigawa
John Kay	Lead Specialist, Education Quality
Alero Ayida-Otobo	Lead Specialist, Policy and Planning -Federal Level
Fatima Aboki	Lead Specialist, Community Interaction
Nguyan Feese	Lead Specialist, Inst. Development and Education Mgt
Francis Watkins	Lead Specialist, Social Development
Manos Antoninis	Task Specialist, Monitoring and Evaluation
Penny Holden	Lead Specialist, Inspectorates

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Note on Documentary Series

This document is one of the series to be produced by Cambridge Education Consultants in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria.

 The documents include:

ESSPIN 001   ESSPIN 1st Quarterly Report
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Acronyms and Abbreviations

APSO	Association of Private School Owners
CCT	Conditional Cash Transfer
CSACEFA	Civil Society Action Coalition on Education For All
CSO	Civil Society Organisation
C&KM	Communication and Knowledge Management
DFID	Department for International Development
EMIS	Education Management Information System
ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme in Nigeria
ETSC	Education Technical Steering Committee
ECC	Every Child Counts
EFCC	Economic and Financial Crimes Commission
EPSSim	Education Policy and Strategy Simulation Model
FIS	Federal Inspectorate Services
FTI	Fast Track Initiative
FME	Federal Ministry of Education
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
MTSS	Medium Term Sector Strategy
MLA	Monitoring Learning Achievement
M&E	Monitoring and Evaluation
NCCE	National Commission for Colleges of Education
NEMIS	National Education Management Information System

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

Section 1: Introduction

Summary

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

2. The State progress summaries describe a high level of ESSPIN activity, which has continued throughout the quarter. The state planning cycle is reaching a conclusion in all 5 states with the production of MTSS and alignment with annual budgets. This process has provided an entry point for institutional development work in public sector reform and public financial management and an opportunity to commence preparatory work with States on whole school development and community participation through SBMCs.

3. Throughout the quarter, much attention has been focused on the outcome of the Inception Review, which was conducted in June and culminated in the recent release of a series of reports. ESSPIN provided detailed responses to the various Review reports and has had the opportunity to discuss the main findings with DFID.

4. The recommendations in the ESSPIN Review Report were generally positive, the main point of debate being the level of TA proposed in the ESSPIN Inception Report. The follow up to the Review has been protracted. This has delayed the process of contracting TA and establishing long term commitments, but it has also given an opportunity for reflection on priorities. A paper setting out revised TA schedules and proposals for the use of Programme Support Activity (PSA) funds has recently been submitted to DFID. This paper also addresses the question of "tipping points". This has involved identifying, for the each major activity stream, the stage at which the likely returns to further TA will diminish, without demonstrable action on the part of the States. It is important that the issues addressed in this paper can be rapidly agreed and that the business of implementing the revised plans can proceed.

Political environment

5. The Inception Review identified as critical the degree of political support for SLP-backed reforms. DFID recognises the importance of establishing MOUs with States and the value of agreeing governance and service delivery indicators. These are important to establish mutual expectations and set the tone in which the SLPs operate.

6. During the deliberations over the Inception Review, a major area of consideration has been the extent to which the political environment is conducive to reform in the run up to the next elections in 2011. It remains ESSPIN's view that much can be achieved in the next year and a half. This view is based on the high level of engagement achieved so far and supports the argument for a "surge" of activity. The principle of the "surge" has been accepted by DFID.

Changes in Key Personnel

7. In August a new Permanent Secretary, Professor O A Afolabi was assigned to the Federal Ministry of Education. He was formerly the Permanent Secretary Federal Ministry of Agriculture and was also at the Cabinet Secretariat. This is the third Permanent Secretary at FME since ESSPIN started. He has been briefed on the work of ESSPIN and has expressed his support.

Coordination

8. The central theme of SLP coordination was emphasised in the Inception Review and the discussion that has flowed from this. During the review, there were several suggestions that ESSPIN is 'running ahead of the pack' and should slow down for others to catch up. We doubt whether this is the case and even if it were, it is surely not the intention behind the SLP concept that the programmes should proceed at the pace of its slowest member. ESSPIN remains fully committed to the idea of concerted action and is working jointly with the other SLPs to convert the idea of "nodes" of intersection into operational reality.

9. At the programme level, coordination has continued through the regular National Programme Managers' meetings and the meetings of various joint technical groups e.g. gender and social exclusion, voice and accountability and public financial management.

10. One significant development has been discussion and agreement on approaches to medium term planning – the MTEF/MTSS process. This has been an area of professional difference, particularly between ESSPIN and SPARC, compounded by tendentious statements in one of the Inception Review reports. Discussions have resulted in a draft joint position paper to which both SPARC and ESSPIN can subscribe.

11. In the States, State Team Leaders (STLs) meeting have continued, despite the absence of various people on leave. In Kaduna, ESSPIN has worked with SPARC, which has had notable success in establishing the principles of realistic budgets and multi-year planning. In July ESSPIN in Kano participated in a SAVI Conference with the State houses of Assembly. Further contact is planned in the next quarter to promote the MTSS/2010 Budget and proposed legislative reforms in respect of education.

12. Physical collocation of the state offices is progressing. In Kaduna, major works on the shared SLP office began in early August and were completed in early September. A site review meeting on 17 September produced a final snag list for the contractor. Crown Agents should deliver the generator by end September and an initial furniture order is due. A problem of water retention on the central roof block causing seepage is being attended to.

13. The SLP Kano office at No.8 Suleiman Crescent has been renovated, painted, cleaned and fumigated. Procurement of furniture/equipment is in process. The ESSPIN Administrative Support Unit (Administrator, Finance Officer, 2 drivers + Communications Specialist) will relocate by mid October. The State Specialists and Deputy Administrator will remain at the SMoE office, as requested by the Commissioner and Permanent Secretary, in order to maintain our close working relationship with Ministry colleagues. The STL will split his time between the two offices.

14. In Jigawa the ESSPIN guest house is now functioning as an SLP facility and providing a welcome alternative to the local hostelry.

Section 2: State Progress Summaries

Jigawa

Staffing changes

15. A Planning and Management State Specialist has been recruited and mobilised.

Output 2: State Institutional Reform

16. In the third quarter, the ESSPIN MTSS consultants finalised the preferred policy scenario for Jigawa with the state EPSSim (simulation modelling) team and generated a format for the MTSS document. Working in three sub-teams – Planning Working Group, Finance Working Group and Drafting Group – the state MTSS team populated the format and produced a zero draft of the education MTSS. Following a formal presentation to the Commissioner, all education MDAs, including tertiary institutions, submitted responses to the MTSS document to the Drafting Group under the direction of the Permanent Secretary. Other stakeholders, including DFID, also provided comments. The process demonstrated and improved ownership of the MTSS document.

17. The budget call circular was issued in late September, but with budget envelopes classified by MDA rather than aggregated for the sector. The education budget team and the MTSS Drafting Group, working closely with the Director of Budgets from the Economic Planning Directorate, are currently incorporating additional MDA information into expenditure targets, re-presenting MTSS data using the budget format, and negotiating budget envelope adjustments with the Economic Planning Directorate.

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18. An exploratory workshop on public funding flows held in Kano reviewed the flow of resources to schools and associated bottlenecks. Jigawa received commendation for the active participation of the Commissioners for Education, Finance and Local Government as well as Chairmen of ESSPIN's nine selected LGAs.

19. The Education Technical Steering Committee held its Q3 meeting in early September. The agenda focused on validation of the MTSS and the need for alignment with the 2010 budget and modalities for doing so. It also included an update from DFID on the Inception Review and progress on drafting of education indicators for the JGSG-DFID MoU.

20. A scoping mission was conducted to start off the organisational development and management component of Output 2. It was integrated with a review of the legal and regulatory framework of basic education and set a context for ESSPIN's engagement with public sector reform. The report will address coordination with SPARC's public sector management (PSM) work.

21. The State EMIS Committee was constituted and formally inaugurated. It met twice to review the draft EMIS situational analysis, endorse the EMIS operational manual, and review the operational plan for the 2009 annual school census. A budget for the ASC based on a cost-sharing arrangement between ESSPIN and SUBEB has been developed. SUBEB has invested N20 million in purchasing EMIS equipment and renovating a temporary EMIS room (a substantive EMIS room will be constructed and has been budgeted for). ESSPIN will support this with training of personnel in the next quarter.

Output 3: Education Quality

22. Further planning for the baseline assessment of teacher competency involved composition of a state planning team, development of an implementation work plan (actual survey to take place in November), review of options for instruments, and a presentation of the assessment plan to MOEST Directors. The classroom observation survey was concluded and data analysis has taken place. Findings are expected to be disseminated next quarter.

23. A sample assessment of lecturers and students at COE Gumel was conducted as part of the review of pre-service teacher education. Key officials of COE Gumel, SUBEB and MOEST (led by the Permanent Secretary) carried out a joint analysis of teacher education.

24. ESSPIN's approach to teacher professional development, school leadership and management, and establishment of an advisory and support service was outlined to the state education quality committee and Education Secretaries of ESSPIN's nine selected LGEAs. Discussions included review of the proposal for a State School Improvement Team (SSIT).

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25. Further planning on IQTE intervention included preparations for a research study on *Almajiris,* development of a proposal for integration of Tsangaya schools, and the conduct of an IQTE school census. A draft IQTE census instrument is in circulation for discussion.

26. ESSPIN collaborated with PATHS2 to undertake an initial assessment of school health policies and practice in Jigawa. The main recommendation relates to the need for Jigawa to adapt and adopt the national school health policy. A joint work plan is being developed.

Output 4: Community Demand and Voice; Social Development

27. An institutional review of social mobilisation agencies / departments in education was conducted. The report will recommend linkages to the SBMC support work.

28. A state level visioning exercise on SBMCs assessed state progress in implementing SBMC guidelines, need for state-specific approaches, and current state commitment to / funding of SBMCs. An SBMC Task Team was constituted to plan and manage community level visioning as well as take responsibility for leading SBMC development in the state.

29. The CSO mapping and assessment work carried out by SAVI was found to be inadequate for ESSPIN's requirements. Engagement strategies for ESSPIN are being worked out and a CSO capacity assessment exercise will take place early in the next quarter.

30. A preliminary visit to prepare for filming of a documentary focusing on state issues / challenges and reform efforts was conducted. Filming will occur in the next quarter.

Kaduna

Oversight Structures

31. The ESP Steering Committee, chaired by the Commissioner for Education, has not met through this reporting period but is scheduled to meet on 8 October.

Output 2 – State and local-government level governance, planning and management of basic education strengthened.

32. ESSPIN has supported a final draft of the 2010-12 Education Sector MTSS, incorporating comments, corrections and inputs from ESSPIN, SPARC and SAVI staff and consultants. In collaboration with SPARC's PFM team, some success was achieved in adopting an MTEF and some linkages between MDA budget proposals and the MTSS have been realised in a number of key functional activities, namely:

- Stakeholders sensitization and mobilization;
- Teacher Professional Development;
- Development of Kaduna State Education Management Information System (SEMIS);
- Quality Assurance; M & E and Annual Sector Performance Review (ASPR).

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33. Twenty Task Team inspectorate staff from SMoE & SUBEB have been trained as trainers in the new approach to Inspection and School Self-Evaluation.

34. The Kaduna SEMIS committee, reconstituted in line with the NEMIS Policy, was inaugurated on 10 September. The Kaduna State Action Plan for the 2009 Annual School Census (ASC) has been produced and agreed by the SEMIS Committee.

35. An initial scoping consultancy on (i) the Legal Framework for Education and (ii) HR reform issues at Ministry/SUBEB and LGEA levels was conducted in mid-September.

36. ESSPIN supported participation by Kaduna State Communications Committee officers in an ESSPIN-led strategic planning workshop in Kano. Following this training, the Committee has fine-tuned its action plan and identified a number of priority activities on which to focus. The committee has also been expanded through the inclusion of the General Manager of the Kaduna State Radio Corporation (KSMC). The three Zonal Communications Committees have met but have not yet initiated any activities.

37. ESSPIN Kaduna has begun planning for a Kaduna State documentary film. At a preliminary meeting, the KSCC agreed to structure the film around the MTSS. There will be full consultation with key officials at all stages of the production process.

Output 3 – Primary and junior secondary schools deliver quality teaching and learning

38. The Commissioner for Education has approved 7 LGEAs for ESSPIN's Whole School Development (WSD) & SBMC pilot work, namely: Kudan, Makarfi, Kajuru, Kaduna North, Kaura, Kauru and Kachia. ESSPIN has visited each LGEA to assess structures and staffing levels (in particular DEOs and DESs). A second round of visits is in progress to obtain sufficient data to select specific pilot Districts and schools.

39. A group of SMoE/SUBEB/MDA officials and ESSPIN has held meetings on Pre-service and In-service Teacher Education issues. The Commissioner has now been asked to formalise this group as a Teacher Education Quality Task Team (TEQTT). Also proposed is a State School Improvement Team (SSIT) using staff from Gidan Waya CoE to deliver In-set.

40. ESSPIN has concluded a Classroom Observation baseline survey, assessing classroom practice under 3 categories: Talking, Organisation, and Activity. ESSPIN will use the findings to design training programmes to increase active participation by pupils. A pilot phase in the second major teaching baseline survey, Teacher Assessment, has tested some 40 teachers in Igabi LGEA. The full survey is scheduled for November, using 4 papers: literacy, numeracy, pedagogical knowledge and administrative knowledge.

Output 4 – Communities and civil society effectively demand and influence government

41. SBMCs **-** a 2-day Visioning Workshop with participants from both formal and informal sectors discussed Kaduna SBMC research study findings and agreed to establish a State SBMC Task Team (SSTT). The SSTT will now lead on visioning exercises at LGEA level. ESSPIN has also visited some LGEAs to assess the current SBMC situation on the ground.

42. IQTE – ESSPIN has facilitated meetings of religious education stakeholders on IQTE. The consensus view on management structures is that a form of Board is appropriate; the group will finalise a proposal to go to the Commissioner in October. ESSPIN has also met key Muslim Clerics and the Jama'atul Nasrul Islam (JNI), all of whom support integration work. ESSPIN is investigating local agencies to support IQTE research work.

43. CSO Capacity Assessment – following an initial review of educational CSOs, eight were selected for an in-depth capacity assessment conducted by ESSPIN consultants. CSOs in Kaduna City, Zaria and Kachia were assessed, with 7 selected as possible ESSPIN partners.

44. Gender and Social Inclusion – Abuja A&E staff met SAVI and CSO gender staff to document MTSS gender mainstreaming practices with replication in other ESSPIN States in mind.

45. A joint CKM / A&E meeting with staff from all ESSPIN States was held in Kaduna to develop different media-format messages targeted at a cross-range of stakeholders.

Kano

Staffing changes

46. ESSPIN has recruited a Planning and Management State Specialist, who will assume his duties in early October. The IQTE State specialist is settling in well. The proposed Institutional Development Specialist post is still being discussed. It is hoped that the full team of five specialists (plus Communications and Knowledge Management) will be in place by November when implementation activities will be underway once the 2010 Budget has been approved.

Output 2

47. The MTSS first draft was produced in August by a state drafting team assisted by ESSPIN TA. The Budget process has been somewhat confused (in late September) due to the instruction from Ministry of Planning and Budget to transpose the MTSS into the 2010 capital estimates, with a five year projection, in line with the Kano State Road Map for Development process. This has proved a confusing exercise as it is completely new for education officials who naturally find it hard to move away from incremental towards output based budgeting. The situation is further obscured by the failure to provide a budget ceiling and the instruction that it will be the same as 2009 or less. The first draft as

requested has been submitted and we await the second (budget defence) round in October.

48. Institutional Development and Legal TA were in Kano preparing the ground for PSR/HR activities; starting with a Management Audit and Training Needs Analysis early in the Year 1 Work Programme in preparation for major capacity building initiatives in SMOE, SUBEB and LGEA's from late 2009 onwards. It was agreed with SMoE that a short term priority should be LGEA capacity building in step with the implementation of the Whole School Development Programme pilots in 3 LGEA's. Sensitisation with the LGEA's is ongoing.

49. Consultations with SUBEB are on-going in order to identify areas of support for the Year 1 and 2 Work Programme. Areas being discussed are management training, financial management and control and infrastructure procurement/supervision to improve quality assurance.

50. The agreed training plan for Quality Assurance/Inspectorate will be put into operation in October/November commencing with "master" training. The preparatory work to establish the Quality Assurance agency will be undertaken during next quarter, led by a Task Team based at the Kano Educational Resource Centre of SMoE.

51. ESSPIN support to EMIS has been agreed with the State EMIS Committee. EMIS hardware is being upgraded and preparation for the Annual School Census planned for mid November, including training, will start in October. ESSPIN has supported a successful local exercise to update the School List.

52. Given the importance of Girl's Education in the WSDP and IQTE programme a Women's Focal Group has been created as part of MTSS with a mandate of monitoring gender and inclusion issues.

53. Capacity building cuts across our intention to help SMOE/SUBEB/LGEA's. A first input for Institutional Development took place in early June and the Inception Plan calls for a Management and Training Needs Analysis before the end of 2009. This will be developed in close co-operation with SPARC and PSR Guidelines.

Output 3

54. Documentation for the establishment of an Islamic Education Board has been agreed and a Cabinet Memo will be presented to EXCO by the Commissioner in October/November. IQTE research is progressing with the Stakeholder Study completed, the '"Successful Islamiyya School "study is continuing and initial research on Almajiri completed. The IQTE Task Team has approved the models for the small pilot Tsangaya programmes proposed for the 3 " ESSPIN" LGEA's.

55. The implementation of the Head Teacher Training Programme as the first step in WSDP has been agreed with SMoE/SUBEB and a State Task Team appointed.

56. The second input from the TA team of 2 experts engaged to develop a Reform Plan for the Kano State College of Education is ongoing and a draft Development Plan has been presented to the College and Stakeholders. Following the Inception Review it has been decided that work with CoEs has reached a tipping point. Further work with Kano State College will be limited to a managed withdrawal, which leaves doors open for the future if the State takes necessary policy decisions, principally on limiting the College intake.

57. A combined infrastructure and water and sanitation mission is expected in early October to agree activities with SMoE/SUBEB.

58. Sensitisation activities for the 3 LGEA's and initial 30 "focal schools" (one per 10 zones per LGEA) selected for the pilot WSDP programme are currently being undertaken.

Output 4

59. A State Task Team has reviewed federal SBMC guidelines and adapted them for Kano State. Sensitisation exercises will be implemented in the next quarter with the target of SBMC establishment in 30 focal schools by December.

60. The Communications Work Plan had been agreed with KUBEC and awaits implementation. An agreement has been reached for the filming of a documentary on the reform programme. Focal areas are IQTE and Girls' Education.

61. ESSPIN staff, MDA's and the CSO consultants have interviewed and selected up to 10 CSO's/CBO's to act as grassroots partners for IQTE/WSDP ACTIVITIES.

Kwara

Output 2 State-level education governance structures reformed and management systems improved

62. During this quarter the international consultant working on legal reform made his first visit, during which agreement was reached between key stakeholders on the overall framework for the reform agenda. This will entail a governance role for the Ministry and a management role for its agencies, including SUBEB and LGEAs. Contact was made with the State's Attorney General who will provide legislative support on drafting the revised laws. In the next quarter several follow up visits will be made to ensure consultation and ownership by the state of the new law.

63. In line with this, the Organisational Development (OD) consultants have begun to work with SUBEB and LGEAs to develop more harmonised organisational structures. A study visit by staff from MOEST and SUBEB to Jigawa State provided information on possible

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relationships between the Ministry, SUBEB and LGEAs. The organisational audit of SUBEB and the LGEAs has been completed and recommendations have been made for reformed departmental roles and functions. Following discussions on these recommendations, job descriptions are being drawn up by all departments with ESSPIN support. This will lead to identification of capacity and staffing gaps, and areas of over-staffing.

64. The recent suspension of LGEA secretaries offered an opportunity for radical changes to their recruitment processes. After seeking agreement with LG Chairmen and SUBEB, the ES post was advertised by the Ministry, a test was conducted and successful candidates were interviewed. The five best candidates from each LGA have been sent to the LG Chairmen out of whom they will select 3 candidates to forward to SUBEB for final selection. In the next few months an induction programme for the new LGEA Secretaries will take place in line with their new job descriptions.

65. ESSPIN organised a retreat in Obudu for a high level policy group of the state to discuss the draft of the MTSS log frame. The participants were drawn from Ministries of Education, Finance and Planning and Economic Development, SUBEB, TSC, AME and the House Committee on Education. A LG Chairman was present to represent all Chairmen in the state. There was strong commendation for the process and the work completed by the task groups. The Communications Committee activities were successfully added to the SMoEST budget for the first time due to their involvement in the process. A demand was made by the central agencies for the process to be state wide. Following the retreat, the final log frame was submitted to the Governor and participants.

66. The drafting of the 2010 MTSS Document has started, as has the process of translating the MTSS into the 2010 State Budget. The ESSPIN PFM Consultant made his initial visit to the state and has started to discuss issues of financial harmonisation across the sector.

67. The school list has been completed and shared between the MOEST and SUBEB. The State EMIS Committee has held meetings in preparation for the November Annual School Census. The next activities include support for the conduct of the census and the Annual Education Sector Review.

68. The officers of the new Quality Assurance Bureau were appointed, sworn in and participated in their first training. A core group have been identified to provide support trainings to others. The ESSPIN team are giving the QAB support in developing and populating their organisational structure and preparing work plans. It is hoped that the first QAB school visits will take place in November. A communication strategy has been developed for the QAB which will be implemented in the next quarter.

Output 3a Capacity of primary and junior secondary schools to provide a high quality learning environment developed and sustained

69. As part of the programme to support teachers and head teachers in schools, the State School Improvement team (SSIT) are still receiving their on-going training. In line with this, all Local Schools Supervisors (LSS) in the state were disbanded and asked to reapply along with any other SUBEB or teaching staff.

70. Following a rigorous recruitment process, 300 LSSs comprising of old LSSs, teachers and head teachers from all the 16 LGEAs were recruited to ensure the quality and de-politicisation of the workforce. Each LSS will now be assigned to 5 schools and they have begun to receive training from the SSIT. To share information and coordinate the quality reforms, the Quality Coordination Committee was established and monthly meetings have begun. The Communications Committee has developed a communication strategy for Teachers' Quality Improvement (TQI) and has begun to initiate activities. This will include advocacy activities on the literacy and numeracy hours being developed for schools.

Output 3b Capacity of teachers to deliver quality basic education developed and sustained

71. A new Bursar and Registrar for Oro College of Education have been appointed, while the positions of Provost and Librarian will be re-advertised. A communications strategy for the College is to be developed by the Communications Committee. An initial visit was made by the video production consultant to discuss how the reforms could be documented.

72. The final draft of the College's Institutional plan has been completed. Two task teams were constituted for developing the Teachers' Career Path, Standards, Assessment and Promotion Procedures and following regular meetings, they have drawn up initial recommendations. In the next quarter, these will be shared with wider stakeholders for comments.

Output 4 Accountability systems between state, LG, school and civil society for delivering the priorities of the ESP relating to basic education are initiated and strengthened

73. A capacity assessment was carried on some of the 48 CSOs identified during CSO mapping exercise, which identified capacity strengths and gaps in each organisation. Six CSOs have been recommended for capacity building and partnership. Following this, a scoping visit was made by the consultants working on CSO involvement in output 4.

74. A framework has been suggested for how the CSOs can partner with the Department of Social Mobilisation in SUBEB to plan, coordinate and support the development of a programme to form and support SBMCs by ensuring inclusive community engagement in demanding for quality education delivery. This is being done in conjunction with the SBMC consultants who visited the state to carry out an initial visioning process with state actors on the role and functions of an SBMC. An SBMC working group will be formed and supported over the next month to support the DSM and CSOs to carry out this programme. In line with this, organisational support is planned for the DSM and their LGEA units.

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75. An evaluation of the distribution of learning benchmark information was carried out to assess the effectiveness of the official distribution channels employed and get feedback from the target audience. Due to the lapses identified in the process, the Communication Committee is currently developing follow-up, using alternative informal channels.

Lagos

Output 2: Strengthened State Level governance and management of basic education

76. MTSS: The MTSS costing continued till late July. ESSPIN will continue to provide support to ensure that the MTSS and annual budget are aligned.

77. Institutional Review: A national consultant has been appointed to carry out a review of the legal framework and together with the ESSPIN international Organisation Development consultant will be meeting senior officials of SUBEB and the Ministry of Education on organizational and institutional review. ESSPIN will also be taking part in a capacity assessment workshop for members of the State House of Assembly 15 -17 October, organized by SAVI.

78. Quality Assurance: ESSPIN will start the training of 300 Lagos Inspectors in November on school evaluation and this will be done in batches of 100 each. In the meantime as a preparatory step towards selecting the inspectors to receive training, the Inspectorate Department in the Ministry is profiling all the Inspectors in the state.

79. EMIS: The National School Census Exercise will take place in November. The draft school census questionnaires were critiqued at a meeting in August 2009. This was attended by the EMIS personnel from SUBEB and Ministry and also by the M& E Coordinator for the World Bank EKO Project and the representative of ZOPAS (who will, as part of their duty of school monitoring under EKO project will also collect school data). As part of effort to prepare for a successful Census and ensure that realistic budgets are made and included in subsequent rounds of MTSS, a School Census Budget Template has been designed by the ESSPIN EMIS consultant to capture the essential cost items.

80. The Education Communications Committees of Kwara and Lagos State met in Lagos from August at a specially convened workshop to assist delivery of communications support to the programme of education reform underway in the two States.

Output 3 Developed and sustained capacity of primary and junior secondary schools to provide a high quality learning environment

81. Classroom observation exercise: ESSPIN developed instruments and manuals which were piloted and used for the training of observers and monitors. The actual classroom observation exercise took place in the 77 (60 primary and 17 JS) schools. The first draft analysis and report is being developed.

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82. The State Working Committee on Teacher's Development Needs Assessment (TDNA) is working to adapt the assessment test to Lagos State requirements and has developed an action plan for the implementation of the TDNA. The actual assessment is provisionally fixed for February 2010. SUBEB representatives indicated the desirability of covering all teachers (that is conducting a full profile of teachers) at the Basic Education level. An estimated 30,000 teachers are therefore expected to be profiled with the support of SUBEB.

83. A meeting of the MLA Working Committee was held with the International Consultant. One hundred primary schools are to participate in the MLA exercise; these are the 60 primary schools used for the classroom observation survey and the 40 primary schools on the ESSPIN Pilot schools list.   Pilot testing will take place in last 3 weeks in the month of November 2009.

84. Sixty (60) schools were selected for the school transformation exercise in the first phase, to run for the next 1 -2 years. Thereafter, the state is expected to replicate the school transformation package to all schools. These 60 schools were selected from the 20 LGAs at a meeting on the 11 August 2009 by participant from the Ministry of Education, Districts, SUBEB, ANCOPS, COPSHON & TEPO.

85. Lagos state officials have confirmed that UBE Intervention Funds have not been accessed for 3 years running and school infrastructure is now a major area of attention.

86. A scoping study on the two State-owned Colleges of Education took place in August. It covered the status of college management; the college curriculum; student intake procedures; student numbers; trainer numbers; the relevance of teacher training programmes; the effectiveness of curriculum delivery; planning and budgeting and quality assurance amongst other issues were reviewed.

87. A preliminary, Head Teachers' training needs scoping study was conducted in July and the modalities for setting up a State School Improvement Team were developed.

88. A School Health scoping study, jointly led by PATHS 2 and ESSPIN is also ongoing.

Output 4: Created and sustained capacity of communities and civil society to articulate demand for educational services

89. A consultancy to assess the Functions and training needs of Social Mobilisation and School Services Departments in SUBEB to strengthen and ensure active community participation in education service delivery was conducted in July 2009.

90. Out of School Children Survey - a one-day workshop for School Services and Social Mobilisation Departments in SUBEB and HOD School Services and M&E Officers at the LGEA was conducted in July 2009 to: share the experiences of the previous scoping conducted by SUBEB in 2008.

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91. As part of ESSPIN's efforts to mobilise various private schools associations for collaboration and support for the state government policy on education, meetings were held with the Association of Muslim Schools' Proprietors, Directors Redeemers' Group of Schools and Catholic Group of Schools between July and September. This yielded a result in August when the Deputy Governor formally met with the Association for Formidable Educational Development (AFED) to address issues around private education which had previously been a difficult issue between the two parties.

92. A 2-day SBMC State Level visioning Programme was conducted in August. This allowed for the articulation of Lagos State Government's perspective and commitment to the SBMC programme. This greatly enhanced the clarification of the state government position on the SBMC guidelines.

93. CSOs Capacity Needs Assessment – Over 30 CSOs operating in Lagos state were mobilized to attend a workshop for proper mapping and selection. These were drawn from CSACEFA, Forum for African Women Educationalists Nigeria (FAWE) and LYNX Nigeria.

94. Film production – the ESSPIN Documentary Producer visited the state to discuss the form and content of the forthcoming state focused documentaries with all the relevant participants and, to plan the following - filming schedule, interviewee list, geographic locations and thematic areas.

Federal level

Federal work plan

95. In response to recent queries about how ESSPIN is handling the issue of 'replication' to non-partner States, it is worth noting that most of the programme activity at Federal level are aimed either directly of indirectly at this. The Joint Workshop on Sector Planning and AESR is a prime example of this. Building institutional strength in PPM&R is ultimately aimed at contributing to a more coherent and coordinated National Policy for planning and monitoring across all states, similar efforts in UBEC are aimed at better disbursal and management of funds across all states and work with NEMIS is in order to help every State produce better data.

96. There were 5 areas of focus in the Federal work plan for July–September 2009 outlined in the last quarterly report. The 5 areas included:

- Institutional Development of key departments at the FME, UBEC and NCCE commencing with a Visioning Exercise for PPM&R planned for the second week in August
- Funding and Financial Management: Organize and support a Stakeholder meeting at the state level to identify and drive the reform of funding flows to ensure that more money gets to schools

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- MLA: Conduct a forum to discuss the establishment of a national assessment system and agree a draft action plan
- Policy Formulation Process: Scope and analyze the NCE/JCCE process
- Advisory and technical support for the National Roadmap Implementation Task Team on a continuous basis. It is proposed that the 3 Technical Advisers to the Minister that are also on the ESSPIN Team will continue to receive ESSPIN support till the end of the current minister's tenure.

97. All the planned activities took place except the scoping and analysis of the current NCE/JCCE process which will now form part of the PPM&R institutional development work. Also, though a forum to discuss the establishment of a national assessment system did not hold, some progress was made in regard to the MLA work stream. A summary of progress during the quarter is as follows:

Support to PPM&R

98. The Institutional Development work for PPM&R commenced with a Visioning Exercise held in Obudu on the 13th and 14th of August 2009. The key leadership of the Department was present. Through a series of exercises the role of the department was agreed, a more appropriate vision and mission were decided upon and objectives and targets for deepening the strengths of the department, addressing the weaknesses and harnessing the identified opportunities. A new organizational structure was proposed (two divisions were merged and another restructured and renamed Research and Information Services).

99. The Next steps to be taken are as follows:

- Obtain ministerial approval for the recommended changes to the organization structure.
- Forward the proposed organisational structure to HOS (Head of Service) for approval/endorsement.
- Prepare job analysis, specifications, set specific targets and identify the Department's key training needs.
- Review Systems and processes.
- ESSPIN to offer technical support for institutional development.
- Hold a second exercise after approval of the revised organizational structure and objectives to agree targets and action plan over the next 1 to 2 years.

Joint Workshop on Sector Planning and AESR

100. A workshop was held on the 10 and 11 August 2009, well attended by over 27 Commissioners, 24 Chairmen SUBEBs and practically all the Directors PRS at the SMoEs.

101. An output of the Workshop is that it has given the Federal Ministry of Education significant information on what States are doing in the area of Sector Planning and AESR. It confirmed

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that there is a diversity of planning approaches which need to be streamlined and standardized. A more uniform approach to planning is required and it was agreed at the Joint Workshop that a set of detailed guidelines need to be prepared.

102. Other agreed action steps include:

- The preparation of a set of detailed guidelines for sector planning.
- A more detailed training programme on sector planning to be delivered through PPM&R Department.
- The development of more detailed guidelines for the AESR process.

Funding Flows Workshop in Kano & Follow-Up Workshop in Kwara in November 2009

103. The Funding Flows Workshop for Kano and Jigawa was held on the 29 and 30 July 2009. The attendance was very good – at a sufficiently high level and diversity to meet one of the key objectives of the workshop which was to bring together most of the key stakeholders with a responsibility for managing funds at the state level in order to review the current system and identify the weaknesses.

104. Two major findings emerged – the first is that there is no forum that exists that brings together the stakeholders - SMoE, SUBEB, LGC, LGEA, Auditor General, Ministry of Local Government, SBMCs etc. that need to know the funds coming from the Federal, State, UBEC, ETF, MDGs and IDPs and take decisions as to where those funds should be applied. The workshop recommended the creation of such a forum.

105. Secondly, this workshop inadvertently omitted the beneficiaries of an improved funds flow system – *the schools*. It was therefore agreed that a similar workshop should hold with Kwara officials participating but this time invitations would be sent to representatives of Schools namely – the Principals and SBMCs. The Workshop is scheduled to take place in November 2009.

NEMIS Committee

106. A NEMIS Committee meeting was successfully held in August to review the questionnaire and guidelines for the proposed National School Census exercise to hold in November 2009. This meeting was important to ensure that the next School Census holds and is successfully implemented. Agreements were reached on all key issues at this meeting, notably on the timing of the annual school census, the use of much simplified survey instruments and the distribution of user-friendly guidelines. While this represents significant progress with NEMIS, and for the first time very senior officials were involved with these decisions, this progress is fragile and still has to be turned into action.

UBEC

107. A very useful working session was held with senior UBEC staff in September to review a paper that they had sent to ESSPIN outlining the areas where the programme can support

them. The areas identified by UBEC were largely operational tasks that were not fundamental to UBEC's existence. The core functions of the institution are disbursing the Federal Intervention Funds and monitoring the use of these funds.

108. At the end of the working session the three core areas where ESSPIN would support UBEC were agreed as follows:

- UBE Intervention Fund
    - Supporting the implementation and extension of the reforms begun by UBEC to improve disbursement rates.
- SUBEBs -
    - Building the capacity of SUBEBs in project planning, implementation and contract management
    - Aligning SUBEB action plans with State MTSS
- UBEC institutional development
    - Supporting the organisational development of PRS and Quality Assurance
    - Improving the effectiveness of UBEC's monitoring of UBE –IF funded projects

109. The next step is a Visioning Exercise in mid-November to commence the Institutional Development work.

Cross Cutting issues

110. A revised ESSPIN logframe in the new format is being developed and will be completed soon for DFID comment. Work is continuing on the determination of baselines.

111. ESSPIN endorses those parts of the Inception Review Cross-cutting Report on Voice, Accountability and Gender Equality that were comprehensible.

112. The ESSPIN gender and inclusion consultant has produced a useful report which suggests a starting point from which ESSPIN can build its gender-mainstreaming portfolio. Gender sensitive quality and regulatory improvement initiatives are considered under Output 1 of the programme. Suggestions for Output 2 are concerned with the MTSS as an instrument for gender sensitive planning. 'Strategic' support to address gender issues within institutional reforms aimed at improving teacher career management and leadership and practical gender sensitive initiatives to improve teaching quality are raised under Output 3. The report outlines next steps to take these recommendations forward.

113. Although not strictly a cross-cutting issue, the issue of replication from SLP states to other states in the Federation was raised during the Inception Review. ESSPIN takes the line that most of its Federal Component is in fact aimed at replication, since the purpose of working with PPM&R, UBEC and NCCE is not to develop federal institutions per se, but to improve their effectiveness in carrying out their constitutional mandates in respect of the States. In

addition, the SLPs' Communications and Knowledge Management efforts are largely concerned with disseminating better practice messages beyond the confines of the States in which they are working.

Section 3:   Emerging Issues / Risks

114. Uncertainty over political backing for the reforms proposed by the SLPs remains the principal risk. The looming prospect of the elections in 2011 continues to narrow the window of opportunity in which solid progress on governance reform can be made. Renewed DFID involvement in the business of establishing MOUs and oversight committees may help to mitigate some of this risk.

115. There are signs that suggest that ESSPIN's technical work, particularly that done on state planning processes is clarifying a number of institutional issues for some key politicians and state government officials. ESSPIN intends to capitalise on this, through the participation of Commissioners, Permanent Secretaries and SUBEB Chairs in a structured study tour to China in October. This will centre on the DFID Gansu Project, which has achieved considerable success from unpromising beginnings, comparable in some respects to those pertaining in Nigeria. Senior ESSPIN staff will accompany the Study Tour in order to discuss relevant issues to a captive audience.

Annex A: List of Consultancies over the Last Quarter: July – September 2009

LIST OF CONSULTANCIES OVER THE LAST QUARTER

Consultant	Description of Assignment	Nat/Int	Days	Active periods (06-Jul – 28-Sep)
Aminat Adeola	Community/CSO involvement	I	8	06-Jul
Agodi Alagbe	FME Reform (Education Quality)	I	65	06-Jul – 28-Sep (throughout)
Allan Findlay	EMIS	I	12	10-Aug – 17-Aug
Alex Manu	Public Financial Management	I	12	20-Jul – 27-Jul
Anthony Davidson	Classroom Pratice	I	17	24-Aug – 31-Aug
Austin Edeze	FME Reform	N	65	06-Jul – 28-Sep (throughout)
Baki Mlalazi	Human Resource Development	I	17	24-Aug – 31-Aug
Barry Reeves	Organisational and Development Mgt (ODM)	I	31	24-Aug – 28-Sep
Caroline Nicolson	Community/CSO involvement	I	23	24-Aug – 07-Sep
Christiana Lekwat	Inspectorate	N	8	06-Jul; 03-Aug
Chris Morgan	Communications	I	20	07-Sep – 28-Sep
David Johnson	Teacher Assessment	I	31	13-Jul – 27-Jul; 24-Aug; 28-Sep
David Smawfield	Institutional Analysis of Teacher Education Structures,Kaduna	I	12	24-Aug – 31-Aug
David Strawbridge	Schools Improvement	I	23	10-Aug – 17-Aug; 28-Sep
David Theobald	Knowlwedge Management	I	18	06-Jul; 21-Sep – 28-Sep
Devesa Domenec	EMIS	I	48	13-Jul – 07-Sep
Dick Coppinger	Architecture and Enginerring	I	12	10-Aug – 17-Aug
Ed Burke	Institutional Analysis of Teacher Education Structures,Kaduna	I	12	06-Jul – 13-Jul
Francis Watkins	Social Development	I	34	13-Jul – 20-Jul; 24-Aug; 07-Sep
Gail Mcleans	Inspectorates	I	18	06-Jul; 07-Sep
Gaurav Siddhu	Assistant Specialst M & E	I	27	24-Aug – 28-Sep
Geert Edelenbosch	Institutional Analysis of Teacher Education Structures, Kano	I	24	24-Aug – 28-Sep
George Monye	Community Participation in Education	N	5	06-Jul

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Consultant	Description of Assignment	Nat/Int	Days	06-Jul	13-Jul	20-Jul	27-Jul	03-Aug	10-Aug	17-Aug	24-Aug	31-Aug	07-Sep	14-Sep	21-Sep	28-Sep
Harold Thomas	Institutional & Employment (teachers) - Kwara	I	24						▓	▓	▓					
Helen Pinnock	SBMC Research	I	14					▓	▓							
Hezel Slavin	Youth In School Assessment	I	11										▓	▓		
Iliya Ambi	Community/CSO involvement	N	23	▓							▓	▓				▓
Jaap Kuiper	Teacher Education,Oro College Reform	I	24					▓	▓	▓						
Jack Holbrook	Monitoring Learning Achievement	I	16					▓	▓	▓						
Jawaad Vorha	MTSS	I	34	▓				▓	▓	▓						▓
Jim Minton	Communications	I	23					▓	▓	▓						
Joanna Harma	EMIS	I	62			▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
John Gray	Public financial Manangement	I	26								▓	▓	▓	▓		
John Kruger	MTSS	I	5					▓								
Kal Consultants	Legarl Reforms	I	36								▓	▓	▓	▓		▓
Kenneth Uwah	FME Reform (Communication)	N	65	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Ladidi Fagge	Youth In School Assessment	N	12										▓	▓		
Lilian Breakell	Schools Development	I	48	▓	▓	▓	▓	▓			▓	▓	▓	▓		
Lindsay Howard	Institutional Analysis of Teacher Education Structures,Jigawa	I	5	▓												
Lynton Gray	MTSS	I	12						▓	▓						
Manos Antoninis	Lead Specialist Monitoring and Evaluations	I	49	▓	▓	▓	▓	▓	▓	▓						▓
Masooda Bano	IQTE	I	14										▓	▓		
Mathias Rwehera	MTSS-Jigawa, Kano and Kaduna	I	17	▓					▓	▓						
Mohammed Bawa	Community Participation	N	56	▓	▓	▓	▓	▓	▓		▓	▓	▓	▓	▓	▓

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Consultant	Description of Assignment	Nat/Int	Days	06-Jul	13-Jul	20-Jul	27-Jul	03-Aug	10-Aug	17-Aug	24-Aug	31-Aug	07-Sep	14-Sep	21-Sep	28-Sep
Obinna Onwujekwu	Kwara activity based planning and budgeting	N	35													
Olajide Florence	Inspectorates	I	7													
Paul Muskar	Education Legislative Reform	I	6													
Penny Holden	Lead Specialist Inspectorates & Quality Assuarance	I	30													
Peter Short	Institutional Analysis of Teacher Education Structures,Kano	I	24													
Ray Jardine	Inspectorates	I	16													
Rusell Craig	MTSS	I	13													
Sarah Amanson	Community/CSO involvement	N	17													
Sergij Gabrasck	Assessment of Primary & JSS Teacher's Subjects	I	43													
Shalini Bahuguna	Social Development	I	72													
Suleiman Adadiran	SBMC Research	N	44													
Susan Lauren	Education Legal Reform	I	23													
Susan Williamson	Teacher Strategy	I	64													
Terry Allsop	Institutional Analysis of Teacher Education Structures,Jigawa	I	6													
Wali - Uwais & Co	Legal Reform	N	15													
Wole Olumiyete	MTSS	N	36													

Total International	1188
Total National	381

Annex B: List of Consultancies for the Next Three Months, October – December 2009

LIST OF CONSULTANCIES FOR OCTOBER - DECEMBER 2009

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

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

Total International			1015
Total National			390

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Annex C: Three Months Rolling Indicative Workplan, October – December 2009

Federal Level Workplan: October - December 2009

Act. No	OUTPUT 1 - Federal Level — Activity	Previous Month																	
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
1	Engagement with National Roadmap Implementation Task Team (NRITT)																		
i	Provide advisory support	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
ii	Provide support to events					■													
2	Institutional development in selected Federal MDAs (see below for detailed activity schedules - to be offet for individual institutions)																		
i	PPM&R						●				●	●			●	●	●	●	●
ii	UBEC											■	●	●	●	●	●	●	●
iii	NCCE																		
iv	NAEQA	●	●	●	●		■												
v	NTI																		
A	Institutional development processes e.g PPM&R																		
i	Visioning & self evaluation Exercise: review of mandate and current performance - similar to SEAT										●	●	●	●	●				
ii	Functional system review & development										●	●	●	●	●	●	●	●	●
iii	Human Resource Managment System: Needs assessment, Job profiling & descriptions, Individual profiling, Appraisal															●	●	●	●
iv	Staff Development Plan: TNA,capacity building plan, Leadership & Management plan. Implementation																●	●	●
v	Process mapping and Re-engineering: review of processes & collaboration process with States																		
3	Supporting Selected Functions within Policy, Planning, Mangement & Research (PPM&R)																		
A	POLICY																		
i	Scope and analyze the NCE/JCCE process - management, effectiveness, stakeholder involvement, monitoring role e.t.c											●	●	●	●				
ii	Support processes for commisioning and conduct of policy based research (TBD)																		
iii	Provide capacity building opportunities and training for developing policy briefs (TBD)																		
B	PLANNING																		
i	Support PPMR role in development and implementation of Federal MTSS based upon Roadmap																		
ii	Strengthen PPM&R to coordinate ESP and MTSS implementation in States.						●				●		●	●					

Act. No	OUTPUT 1 - Federal Level / Activity	31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
			Previous Month																
C	**EMIS**																		
i	Input to/support National EMIS Committee	●	●																
ii	Develop EMIS software for 2009-10						●	●	●	●	●								
iii	Disseminate EMIS software for 2009-10 to the States and train staff											●	●	●					
iv	Develop and distribute guidelines for conduct of Annual Census	●	●				●	●	●	●	●								
v	Identify training needs for States and carry out training																		
vi	Design and implement validation surveys in representative school samples																		
vii	Assist implementation of school census in Nov 2009, including public campaign																		
viii	Analyse the results of the validation surveys and disseminate																		
ix	Analyse Data and produce Annual Census Report																		
D	**Monitoring Learning Achievement (MLA)**																		
i	Review and discuss report by the task specialist on Learning assessment system	●	●																
ii	Develop a strategic document for the implementation of the proposed national MLA exercise in 2010						●	●	●	●	●								
iii	Conduct a forum to discuss the establishment of a national assessment system and the draft action plan																●	●	●
iv	Plan and conduct pilot in ESSPIN States for a learning assessment survey for the school year 2009/2010										●	●	●	●	●				
v	Plan and conduct national MLA in all States																		
vi	Prepare template and agree process for Annual Education sector performance report										●	●	●	●	●				
E	**Communications and Knowledge management**																		
i	Support to setting up Knowledge Management systems - Nigeria Education Knowledge Network (NEKNet)																		
ii	Support to development of FME Documentation Centre																		
iii	Support Federal Ministry in creating summary version of roadmap & dissemination to States																		
iv	Ongoing support for federal communications committee																		
4	**Supporting Selected Functions within Universal Basic Education Commission (UBEC)**																		
A	**Funding, Resource Mobilization and Utilization**																		
i	Visioning & self evaluation Exercise: review of mandate and current performance										▣	▣							
ii	Build political will and consensus on the need for reforms in funding mechanisms for education													●	●	●	●	●	●
iii	Support development of legislation for reform of funding flows.																		
iv	Continue support to the improvement in the efficiency in the disbursement and use of of federal education funds for basic education												●	●	●	●	●	●	●
v	Develop internal and external accountability mechanisms aimed at streamlining the federal funding flows																		
vi	Link access to UBE IF and VPF, to ESPs and MTSS plans									●	●		●	●	●	●	●	●	●
vii	Review current procurement practices and develop and deliver training on revised procurement guidelines for SUBEBs																		

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Act. No	OUTPUT 1 - Federal Level / Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
5	Support to National Commission for Colleges of Education (NCCE) to reform Teacher Education and Colleges of Education																		
i	Review and implement wide use of Teacher standards,		●	●	●	●					●	●	●	●	●	●			
ii	Audit revised NCE curriculum,																		
iii	Field testing of NCCE developed Teaching practice modules,																		
iv	Development of a comprehensive Quality Assurance system for COEs										●	●	●	●	●	●			
v	Structuring and benchmarking of a Teacher career path		●	●	●	●						●	●	●					
6	Support to National Teachers Institute (NTI)																		
i	Review In-service training systems																		
ii	Review and develop training materials																		
iii	Develop delivery mecahnisms for In-service training																		
7	Legislative/Political arm of Government (Governance)																		
i	Prepare draft proposals for legislation and regulatory reform to remove barriers and improve effectiveness of basic education service delivery																		
ii	Develop strategies for linking more closely political processes to planning and budgeting. Encourage closer collaboration.																		
8	Standards & Quality Assurance:																		
i	Support creation and development of NAEQA	●	●	●	●	●	●				●	●							
ii	Adopt/adapt national QA instruments																		
iii	Develop & deliver training for staff in their new roles																		
iv	Build integrated system of quality assurance with States																		
v	Train key inspectors to write the annual national report on the quality of education																		
vi	Support collection, colation and analysis of inspection outcomes received from states, and produce annual national report on the quality of education																		
vii	work with states to review lessons learnt from first cycle including modifying materials																		
9	Developing Partnerships with MDG Office																		
i	Incorporating MDG funds into State Sector Plans										●	●							
ii	Support to the monitoring of impact of MDG funds																		
iii	Work with MDG on selected initiatives such as CCTs, SBMC development etc																		

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Jigawa Workplan: October - December 2009

Act.No	Output 2 Activity	Previous Month																	
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
	MTSS and Institutional Development																		
1	**MTSS: Technical Assistance & Capacity Building**																		
i	ESP review, MTSS planning, stakeholder buy-in, updating of targets, activities and inputs																		
ii	Gathering of educational & financial data, data evaluation, EPSSim simulation & scenario development																		
iii	Budget analysis & formulation, M&E framework																		
iv	Drafting of MTSS, approval of MTSS document																		
vii	Review / development of annual workplans																		
vii	Ongoing MTSS support (state team & TA) & round 2 of MTSS																		
2	**Instititional reform: selected depts/agencies (2 in the first year)**																		
i	Performance Management (review current systems, develop strategies, training in application of M&E system)																		
ii	Staff Development & Deployment (review deployment practices, job descriptions, institutional needs, TOT)																		
iii	Asset Management & Procurement (review policies & practices, share best practice, training & mentoring)																		
iv	Participatory Leadership & Decentralisation (review service delivery, decentralisation needs, staff development, TOT)																		
v	Financial Management Systems (review current systems, develop reform strategy, M&E mechanisms)																		
vi	Human Resource Management Systems (review policies & systems, HRM best practice, HRM development plan)																		
vii	Organisational Development (review structures, service delivery, organisational development plan)																		
viii	Scale up to other agencies / depts based on Year 1 findings																		
ix	Public Funding Flow for Basic Education (Jigawa + Kano)																		
3	**Political Level (Governance)**																		
i	Study Tours (educational planning & financial management)																		
iii	Visioning and Leadership (workshops, meetings, policy development, ongoing support)																		
iv	Legal & Regulatory Framework of Basic Education (review framework for basic education delivery, proposal for reform)																		
v	Decentralisation (review service delivery levels, case for decentralisation, costed proposal)																		
vi	Analytical Studies & Surveys (1 policy focused study or surveys per annum)																		

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Act.No	Output 2 Activity	Previous Month																
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
4	LGEA Level TA and Training (1 LGEA pilot; rollout based on findings and SPARC PSR)																	
i	Capacity for Planning (data sources for LGEA planning, planning & budgeting procedures, strategy for medium term planning)																	
ii	Data Collection, Aggregation & Analysis (review and strengthen LGEA data systems, skills development, link to EMIS)																	
iii	Performance & Human Resource Management (job descriptions, recruitment & deployment, M&E, staff utilisation, staff development plan)																	
iv	Contract Management Training (review policies & practices, share best practice, training & mentoring)																	
v	Rollout to additional LGEAs																	
5	EMIS Development																	
i	Support improved organisation of EMIS																	
ii	Compile reliable school lists																	
iii	Increase rate of response to school census																	
iv	Estimate cost & effectiveness of alternative data collection procedures																	
v	Improve data quality and timeliness (including support to annual school census)																	
vi	Address duplication of data collected from schools																	
vii	Increase feedback and reporting																	
viii	Review school census questionnaire																	
ix	Address technological constraints to EMIS development																	
6	Monitoring & Evaluation																	
i	Annual Education Sector Performance Review																	
ii	Build M&E systems and Capacity at State level																	
iii	Develop Approach to M&E at LGEA level																	
7	Development of C&KM systems and support																	
i	Support Comms committee to develop and implement CKM strategy																	
ii	Development of State Documentation Centre																	
iii	State Electronic Database of Key Education Documents																	
8	Quality Assurance Framework																	
i	Develop policy/mandate/legislation for SEIMU																	
ii	Develop systems, capacity and processes within SEIMU including gender-sensitive inspection tools																	
iii	On-the job training for inspectors																	
iv	Training for schools in self evaluation																	

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Act. No	Output 3 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
1	**Infrastructure**																		
i	Preparation & design of State prototypes																		
ii	Capacity building at State level: Worshops on school layouts and prototypes																		
iii	Preparation of manuals: construction manual support and maintenance. Workshops re maintenance																		
iv	Preparation of plans and pilot projects																		
v	Capacity building at LGEA and commmunity levels. Workshops on supervision, maintenance, data																		
vi	Supervision missions (3 month intervals)																		
2	**Water and sanitation**																		
i	Scoping study - including focus on available sanitation facilities for girls																		
ii	Implementation to be aligned with school development planning																		
3	**School Development Planning**																		
i	Review SESP / GEP school development planning tools																		
ii	Develop school grant processes and costing																		
iii	Disburse school grants																		
iv	Develop tools																		
v	Train Head Teachers (see 3 below)																		
vi	Train Local School Supervisors (see 3 below)																		
vii	Train SBMCs (see Output 4, Activity 2)																		
viii	Rollout school development planning in LGAs / schools (see Output 4, Activity 2)																		
4	**Local School Supervisor and Headteacher Development**																		
i	Scoping study																		
ii	Identification and development of State School Improvement Teams																		
iii	Design and development of training modules																		
iv	Training of LSS on School Development planning and process																		
v	Training of Headteachers on School Development																		
vi	Monitoring and follow-up support																		
5	**Local Technical Team to support implementation of school development package**																		
6	**Teacher development: In-service support**																		
i	Design and development of training modules/lesson plans for teachers																		
ii	Training of teachers																		
iii	In-school support and follow-up																		
iv	Quality assurance																		
7	**Teacher development: Pre-service**																		
i	Institutional review of College of Education Gumel																		
ii	Staff development (Organisation and Management)																		
iii	Staff development (Training): teacher standards/competencies, curriculum, pedagogy,																		
iv	Training materials development																		
v	Development of College Quality Assurance Systems																		
vi	Feasibility study for developing distance learning package for female candidates who cannot travel																		

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Act. No	Output 3 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
8	**Teacher Deployment**																		
i	Development of stategic and management roles of State and SUBEB re teacher education																		
ii	Teacher deployment study and follow-up including analysis of deployment of female teachers																		
iii	Development of finanace model for teacher education																		
iv	Development of teacher (educator) career path																		
9	**Baseline: Classroom observation including gender analysis**																		
i	Implementation of classroom observation instrument																		
ii	Data check																		
iii	Data entry																		
iv	Data analysis workshop and preparation of report																		
v	Assessment against baseline																		
vi	Analysis and preparation of report																		
10	**Baseline: Teacher Assessment including gender analysis**																		
i	Planning, Preparation and logistics for implementation																		
ii	Implentation of survey instrument																		
iii	Data check and entry																		
iv	Data analysis and preparation of report																		
v	Feedback workshop																		
11	**Conditional Cash Transfers**																		
i	Scoping mission and strategy formulation to increase girls enrolment and retention																		
ii	Implementation of strategy																		
12	**Islamiyya, Qur'anic & Tsangaya Education (IQTE)**																		
i	Strengthen State capacity to regulate and monitor IQTE																		
ii	Conduct four special studies on IQTE themes - including focus on mobile Tsangayas and *Almajiri* boys																		
13	**Textbooks**																		
i	Procurement and distribution survey																		
ii	Strategy formulation																		
iii	Implementation																		
14	**Communications & Knowledge Management**																		
i	Develop State and local guidance on role of SMBCs and PTAs																		
ii	Disseminate SMBC / PTA guidance through Local networks																		
iii	Develop school charter / promise on learning outcomes																		
iv	disseminate charter / promise to schools																		

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Act. No	Output 4 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
	DEVELOPMENT OF SBMCs																		
1	**Community Mobilisation**																		
i	Presentation of SBMC Research findings to stakeholders																		
ii	Visioning exercise to review and develop community mobilisation approaches (with SAVI)																		
iii	Develop SBMC training and training package																		
iv	Contract SBMC Coordinator and CSO service providers																		
v	Training of Trainers / facilitators on SDPs and community mobilisation strategies																		
vi	Conduct community mobilisation in selected LGAs / school communities including sensitisation to gender and social exclusion																		
2	**Roll out training and support to SBMCs in selected LGAs**																		
i	Cluster schools for SBMC support and training (aligned to SDP pilots)																		
ii	Training of SBMC members																		
iii	SBMCs engage with SDP planning process																		
iv	Supervision, monitoring and follow-up of SBMC development																		
v	Ongoing mentoring and monitoring of SBMCs																		
3	**Development and implementation of strategy for promoting girls education**																		
4	**Community based Monitoring, Accountability and Governance**																		
i	CSO Capacity Review																		
ii	Development of packages for communication key messages																		
iii	State, LGEA and community level sensitisation (based on SESP model) including sensitisation to the importance of girls education																		
iv	Develop ToRs and identify CSOs to develop media for message delivery																		
v	Develop specific media for message delivery																		
vi	Pilot process of working with community level institutions																		
	Communications & Knowledge Management																		
5	**Polling and Surveys**																		
i	Annual public opinion survey to check public attitudes to and engagement with education reform																		
ii	Annual stakeholder survey to check attitudes to and engagement with education reform																		
iii	Organise quarterly journalists / civil society forum (with SAVI)																		
iv	Review of operational capacity of Social Mobilisation dept and implementation of capacity building plan																		
6	**Gender Analysis & Inclusive Education**																		

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Kaduna Workplan: October - December 2009

Act. No	Output 2 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
1	**Development of MTSS**																		
i	Alignment of MTSS Strategic Framework with 2010-2012 Budget Proposals of Education MDAs																		
ii	Editing and Refinement of Zero Draft of MTSS Document																		
iii	Stakeholders Zero Draft MTSS Review, Critique and Endorsement Workshop																		
iv	Production of final Draft 2010-2012 MTSS Document																		
v	Presentation of Draft MTSS Document to MoE/Kaduna ESP Committees																		
vi	Stakeholders' Review and Endorsement of Draft MTSS Document																		
vii	Production of final 2010-2012 MTSS Document																		
viii	Support to Education MDAs for Annual Implementation and Quarterly Activity Plans' Preparation																		
ix	MTSS Implementation Monitoring, Evaluation and Review																		
x	Development of 2011-2013 MTSS																		
2	**Support for the Review of SUBEB Law**																		
i	Policy Dialogue Retreat on Basic Education Provision.																		
ii	Stakeholders Forum on Review of SUBEB Law																		
iii	SUBEB Law Review Workshop																		
iv	Production of draft revised SUBEB Law																		
v	Stakeholders Critique Workshop																		
vi	Production of final revision of SUBEB Law for Presentation to State House of Assembly																		
3	**Institutional development for pilot LGEAs.**																		
i	Facilitate LGEA Development Plans																		
ii	Develop annual budget process																		
iii	Leadership and Management Training for ESs and HODs of LGEAs																		
iv	Workshop on Development/Action Planning for HODs and Planning Staff.																		

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Act. No	Output 2 Activity	Previous Month																	
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
4	**Develop & pilot revised management procedures and practices in selected depts of SMoE and SUBEB**																		
i	Leadership and Management Training.																		
ii	Review of the organisational structure and responsibilities of Departments and Units of SMoE and SUBEB																		
iii	Support to improved management and work practices																		
iv	Review of the existing & design of an improved system of monitoring/evaluating staff & organisational performance																		
v	Review and reform financial management systems																		
vi	Review and reform asset and procurement management systems																		
vii	Carry out annual management reviews																		
5	**Strengthening Quality Assurance in Basic Education**																		
i	Training Workshop for Inspectors on the use of new inspection approach (Whole School Inspection (WSI)																		
ii	Development of systems and processes for delivery and record keeping of inspections																		
iii	Support to development of a QA Agency																		
iv	Roll out of new inspection regime																		
v	Training Workshop on School Self Evaluation for Head-teachers.																		
vi	Annual review of Inspection outcomes																		
6	**Support for EMIS Development and Accurate Record Keeping and Data Management.**																		
i	Develop EMIS action plan to define structures and processes																		
ii	Software installation & Training Workshop on NEMIS Software for SMoE & SUBEB																		
iii	Development and training in SC Form Completion and data management at LGEA and School level																		
iv	Support design and conduct of School Census																		
v	Data entry and cleaning																		
vi	Data analysis and reporting																		
vii	Publication of Annual Educ. Statistics																		
viii	Develop and distribute school report cards																		
7	**Annual Education Sector Review**																		
8	**Communications & Knowledge Management**																		
i	Develop and support the State Ministry Communications Committee's capacity to manage dissemination of educational news / issues to all relevant stakeholders																		
ii	Strengthen Ministry information storage and retrieval systems (paper and electronic) with appropriate training																		
iii	Support production of relevant, timely and appropriately packaged messages and documents (e.g. in relation to the MTSS, School Report Cards, simplified version of the ESP, etc.)																		
iv	Support production and dissemination of ESSPIN-produced documents (e.g. consultancy reports, research findings, abstracts, etc.)																		

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Act. No	Output 3 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
1	**Overall WSD pilot planning** (including final pilot school selections)- Logistic preparation & planning across 7 pilot LGEAs																		
i	Scoping visits (Round 1) to 7 LGEAs - basic data collection and sensitisation																		
ii	Scoping visits (Round 2) to 7 LGEAs - visits to LGEA districts to access 'clusters'																		
iii	Scoping visit (Round 3) to 7 LGEAs - final decisions on clusters, pilot schools 7 'Hub' schools																		
2	**Infrastructure**																		
i	Preparation of material for State prototypes																		
ii	Capacity building at State level: Worshops on school layouts and prototypes																		
iii	Preparation of manuals: construction manual support and maintenance. Workshops re maintenance etc																		
iv	Preparation of State workplans and pilot projects																		
	(iv.i) Data collection and preliminary proposals																		
	(iv.ii) Finalisation of proposals																		
	(iv.iii) Preparation of procurement documents																		
	(iv.iv) Implementation																		
v	Capacity building at LGEA and commmunity levels. Workshops on supervision, maintenance, data collection																		
	(v.i) Development of Trainers																		
	(v.ii)Training worshops																		
vi	Supervision missions (3 month intervals)																		
3	**Water and sanitation**																		
i	Initial Scoping consultancy (see TOR developed jointly by ESSPIN/PATHS2																		
ii	Implementation plan for school health development-linked to infrastructure activity and TRP for FLHE																		
iii	Scoping study. After the scoping study activities will be aligned with the infrastructure programme above.																		
iv	Implementation plan for Water and sanitation development -linked to infrastructure plans																		
4	**School Development Planning**																		
i	Review SESP school development planning tools																		
ii	Develop school grant processes and costing (with pilot schools)																		
iii	Disburse funds																		
5	**ES / HoD Training & Preparation for Pilot**																		
i	Development of Training Materials																		
ii	Training delivery																		

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		Previous Month																		
Act. No	Output 3 Activity	31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
6	Local School Supervisor and Headteacher Development																		
i	Scoping study																		
ii	Identification and selection of State School Improvement Teams																		
iii	Development/Training of State School Improvement Team																		
iv	Design and development of training modules (for HTs)																		
v	Pilot testing of HT training modules																		
vi	Revision of HT modules																		
vii	Training of DEOs & DESs																		
viii	Training of Headteachers																		
ix	Monitoring and follow-up support																		
x	Quality assurance																		
7	Teacher development: In-service support																		
i	Identification and selection of State School Improvement Teams (see 6.ii above)																		
ii	Identification and assessment of service provider (Gidan Waya)																		
iii	Development/Training of State School Improvement Team (see 6.iii above)																		
iv	Review of existing in-service materials (SESP TPD)																		
v	Design and development of training modules																		
vi	Pilot testing of training modules																		
vii	Revision of modules																		
viii	Training of trainers																		
ix	Training of teachers																		
x	In-school support and follow-up																		
xi	Quality assurance																		
8	Teacher development: Pre-service																		
i	State College of Education (Gidan Waya)																		
	(i.i) Institutional review																		
	(i.ii) Staff development (Organisation and Management):																		
	(i.iii) Staff development (Training): teacher standards/competencies, curriculum, pedagogy,																		
	(i.iv) Training materials development																		
	(i.v) Development of College Quality Assurance Systems																		
ii	State MOEs and SUBEBs																		
	(ii.i) Development of stategic and management roles of State and SUBEB re teacher education																		
	(ii.ii) Teacher deployment study and follow-up																		
	ii.iii) Development of finanace model for teacher education																		
	(ii.iv) Development of teacher (educator) career path																		

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Act. No	Output 3 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
9	Identify potential Tech. Support Team for WSD & LGEA SBMC implementation support																		
10	Baseline (A): Classroom observation																		
i	Implementation of classroom observation instrument																		
ii	Data check																		
iii	Data entry																		
iv	Data analysis workshop and preparation of report																		
v	Assessment against baseline																		
vi	Analysis and preparation of report	●●●●	●●●●●	●●●●●	●●●●●	●●●●	●●●●●												
	Baseline (B): Teacher Assessment (Written)																		
vii	Preparation and logistics for implementation (including pilot)	●●●●	●●●●●	●●●●●	●●●●●	●●■ ●●●													
viii	Implementation of survey instrument											■■■■■							
ix	Data check and entry												■■■■■■■■■						
x	Data analysis and preparation of report														●●●●● ●●●●●	●●●●● ●●	●●●●●		
xi	Feedback workshop (all relevant stakeholders)																		
11	Islammiyah, Qur'anic & Tsangaye Education																		
i	Submit to Ministry & stakeholders IQTE Situational Analysis with strategic options	■■■■■																	
ii	Support development of State's IQTE Management Strategy				●●●●●	●●	●●●●● ●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●	
iii	Monitor and report on existing IQTE integration pilot										●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●	
iv	Conduct & report on 4 (four) specialist IQTE studies										●●●●●	●●●●●	●●●●●	●●●●●	●●●● ●	●●●●●	●●●●●	●●●●	
12	Health Education																		
i	Situational analysis study																		
ii	Strategy formulation																		
iii	Implementation																		
13	Textbooks & Supporting Instructional Materials																		
i	Textbooks - procurement and distribution survey																		
ii	Textbooks - strategy development and implementation																		
iii	Teacher Resource Packs - design and writing																		
iv	Teacher Resource Packs - trialling (& editing)																		
v	Teacher Resource Packs - approval by State (TIMU)																		
vi	Teacher Resource Packs - printing and distribution																		
14	LGEA & School twinning / exchange visits																		
i	Establishing links with UK Schools & Training Institutions																		
ii	Exchange visits to UK Schools (ESs & Headteachers)																		
15	Communications & Knowledge Management																		
i	Support development & dissemination of school charter on learning outcomes	●●●●	●●●●●	●●●●●	●●●●●	●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●	
ii	Support development and dissemination of State Guidance / Policy docs. (e.g. on SBMCs)	●●●●	●●●●●	●●●●●	●●●●●	●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●	
iii	Record (video and through focus group sessions) WSD pilot																		
iv	Support all other ESSPIN documentation / communication needs in relation to Output 3	●●●●	●●●●●	●●●●●	●●●●●	●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●	

Act. No	Output 4 Activity	Previous Month																	
		31-Aug	07-Sep	14-Sep	21-Aug	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
	DEVELOPMENT OF SBMCs																		
1	**Community Mobilisation**																		
i	Form initial Kaduna State SMBC Task Team & hold periodic planning meetings	●●●●●●	●●●●●●	●●●●●●	●●●●●●	●●●●●●	●●●●●●	●●●●●●	●●●●●●										
ii	Presentation of SBMC Research findings to stakeholders																		
iii	State & LGEA visioning exercise to review and develop community mobilisation approaches								●●●●●●	●●●●●									
iv	Develop SBMC training materials																		
v	Contract SBMC Coordinator and CSO service providers				●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●									
vi	Training of Trainers / facilitators on SDPs and community mobilisation strategies											■■■■■							
vii	Conduct community sensitisation & mobilisation in selected LGAs / school communities											●●●●●●	●●●●●●	●●●●●●	●●●●●●	●●●●●●	●●●●●●	●●●●●●	●●●●●
2	**Identify and train core SMoE / SUBEB team to support SBMC work**																		
i	Develop ToRs for Ministry/ SUBEB support staff		■■■■■■																
ii	Identify, train and develop Ministry 'Task Team' *(see 1.i above)*							■■											
3	**Roll out training and support to SBMCs in selected LGAs**																		
i	Selection of cluster schools for SBMC support and training (aligned to SDP pilots)				■■■■■■	■■■■■■	■■■■■■												
ii	Training of SBMC members																		
iii	SBMCs engage with SDP planning process																		
iv	Supervision, monitoring and follow-up of SBMC development																		
v	Ongoing mentoring and monitoring of SBMCs																		

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Act. No	Output 4 Activity	Previous Month																	
		31-Aug	07-Sep	14-Sep	21-Aug	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
4	**Development of strategy for promoting girls education within the community**																		
i	Designing of a community-based mapping exercise to assess out-of-school situation (boys and girls)						●	●	●	●	●	●	●	●	●	●			
5	**Scoping study of Private Sector involvement in provision of Basic Education**																		
6	**Development of strategy for Special Needs & other excluded groups (Social Exclusion)**																		
7	**Community based Monitoring, Accountability and Governance**																		
i	Development of 'sets' of key communication messages																		
ii	State, LGEA and community level sensitisation (based on SESP model)									●	●	●	●	●	●	●	●	●	●
iii	Develop ToRs and use contracted CSOs to develop media for message delivery										●	●	●	●	●	●	●	●	●
iv	Develop specific media for message delivery																		
v	Pilot process of working with community level institutions																		
8	**Communications & Knowledge Management**																		
i	Polling and Surveys																		
	(i.i) Annual public opinion survey to check public attitudes to and engagement with education reform																		
	(i.ii)Annual stakeholder survey to check attitudes to and engagement with education reform																		
	(i.iii)Organise quarterly journalists / civil society forum (with SAVI)																		
ii	Support to community level communications																		
	(ii.i) Development and delivery of appropriate messages at community level, campaigns & specific support to ESSPIN activities (e.g. recording community work)																		
iii	Planning of CM inputs to WSD/SMBC work in pilot LGEAs	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

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Kano Wokplan: October - December 2009

Act. No	Output 2 Activity	Previous Month																	
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
1	**MTSS and Budget Process**																		
i	Finalisation of MTSS/KDSP/ 2010 Budget/Budget review by Division/Preparation Retreat		●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●									
ii	Review of previous year MTSS and preparation																		
iii	Update MTSS to add next year																		
iv	Preparation of Departmental Work Plans																	■■■■■	
v	Monitoring by MTSS/Budget Review Committee																		
2	**Legislative Review and Programme**																		
i	Policy and Legislative Review/ Followup work by Task Team(s)		■■■■		●●●●	●●●●	●●●●	●●●●											
ii	Dissemination, buy in, development of Work Plan & drafting of new legislation																		
iii	Enactment of legislation																		
iv	Implementation of Legislative Programme																		
3	**Pilot Institutional Reform, selected depts/agencies - PSR, SUBEB,**																		
i	Institutional review		■■■■					■■■■											
ii	Workshop to develop institupional vision						●●●●	●●●●		●●●●									
iii	Develop institutional development plan												■■■■	●●●● ●●●●					
iv	Develop institutional systems and processe																		
v	Develop HR systems, roles & responsibilities, job descriptions, perfomance management																		
vi	Develop planning and financial.budgeting systems																		
vii	Develop M&E systems																		
4	**Create forum for LGEA engagement**																		
i	3 x Zonal Workshops			●●●●	●●●●					●●●●								●●●●	
ii	State Workshop/Formation of LGEA Forum																		
iii	Quarterly Meetings																		
iv	Annual Conference									●●●●									
5	**Annual Education Sector Performance Review**																		
i	Collect and collate information and data on state of education in Kano - sub sector reviews						●●●												
ii	Conduct stakeholder focus groups						●●●												
iii	Prepare draft ESR report																		
iv	Hold conference to discuss findings																		
v	Produce Final report																		

Act. No	Output 2 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
6	**Support for EMIS development and Accurate Record Keeping and Data Management.**																		
i	Develop EMIS action plan to define structures and processes					▪▪▪													
ii	Software installation & Training Workshop on NEMIS Software for SMoE & SUBEB					●●●●●●	●●●●●●												
iii.	Development and training in data management at LGEA and School level							●●●●●●●●●●●●											
iv.	Support design and conduct of School Census						▪▪▪			▪▪▪●●●●●●●●●●●●●●●●●●●●●●									
v.	Data entry and cleaning																		
vi	Data analysis and reporting																		
vii	Publication of Annual Educ. Statistics																		
viii	Develop and distribute school report cards																		
7	**School Mapping & training**																		
8	**Monitoring Student Learning Achievement**																		
i	Programme design (Annual event)																		
ii	Planning Workshop						▪▪												
iii	Devdelop test instruments and sample frames						▪▪												
iv	Carry out testing														▪▪▪▪▪▪				
v	Analysis and report preparation																▪▪▪▪▪▪		
vi	Review Workshop																		
9	**Teacher Career reform**																		
i	Build political will for career reform																		
ii	Development of professional standards framework in liaisson with NCCE																		
iii	Review and reform salary scales, recruitment/posting/promotion & appraisal processes																		
10	**Communications and Knowledge Management**																		
i	Support to MTSS and State Communications Committee																		
ii	State Electronic Database of Key Education Documents								●●●●										
iii	Scoping and design consultancy (international)																		
iv	Development of State Documentation Centre(s)																		
11	**Quality Assurance**																		
i	Support establishment and institutional development of QAA					●●●●●●		●●●●		●●									
ii	Inspectorate training for QAA staff & LGEA master trainers							▪▪▪▪▪▪											
iv	LGEA Cascade training								●●●●●●●●●●●●										
v	Inspect schools under new inspection regime																		
vi	Annual Review and report from QAA of inspection process																		

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Act. No	Output 3 Activity	Previous Month 31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
1	**WSDP Preparation**																		
i	Workshop to design WSDP model for Kano				■														
ii	Launch in 3 LGEA's					●													
2	**WSDP - 3 LGEAs (including 15 Islamya schools)**																		
i	HT Development in 3 LGEA's	●				●													
ii	Design and develop training materials					●	●	●	●	●	●								
iii	Train trainers									●	●	●							
iv	Conduct training in pilot schools											●	●	●	●				
v	Extend to remaining +/- 270 schools in clusters																		
vi	Develop plan to roll out WSDP to other LGEAs/Schools																		
vii	Commence roll out of WSDP across the Stte																		
	School Development Planning in 3 LGEA's																		
i	Review and update of SESP documentation/design Manuals & translation to Hausa						●		●								■		
ii	Training trainers																		
iii	Community sensitisation															■			
iv	Cluster training for pilot schools																		
v	Pilot school prepare WSDPs																		
vi	Cascade WSDP process to 30 cluster																		
	School Grants - (i) school improvement, (ii) teaching & learning																		
i	Preparation of Manuals														●	●	●		
ii	Financial Management Training/Budgets																		
iii	Monitoring/supervision (via LGEA's)																		
3	**Water & Sanitation**																		
i	Situation analysis						●	●	●	●						■			
ii	Planning Workshop in each LGEA								●	●	●	●							
iv	Preparation/translation of Maintenance Manual & community training																		
v	Construction pase 1: pilot schools																		
vi	Construction phase: other cluster schools																		
viii	Monitoring/supervision (via LGEA's)																		

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Act. No	Output 3 Activity	31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
4	**IQTE**																		
	Islamic Education Board																		
i	Support to establishment and institutional/organisational set-up of IEB	●●●●●					●●												
	Maths and Literacy training for Islamya teachers																		
i	TOT Master Teachers (100 per annum)														▪▪▪▪▪▪				
ii	Training of teachers in own schools														▪▪▪▪▪▪				
	Study Tours/International Conference																		
i	International Study Tour							▪▪▪▪▪▪▪▪▪▪											
iii	International Consultation/Conference							▪▪▪▪▪▪▪▪▪▪											
	Studies																		
i	Stakeholder research																		
ii	Case Studies to examine practices in successful schools	●●●●●	●●●●●	●●●●●	●●●●●	●													
vi	Study of Almajiri School	●●●																	
vi	Study of girls education in IQTE							●●●●											
5	**Infrastructure**																		
	Preparatory Stage																		
i	Prepare/improve standard designs/costs for primary classrooms and JSS									▪▪▪▪▪ ●●●●●●●●●									
ii	Prepare Manuals re implementation procedure, construction methods, maintenance and rehabilitation																		
iii	Negotiate grant agreements between SBMC's/LGEA's/ESSPIN.																		
iv	Preparation of State WorkPlans and Pilot Projects																		
v	Identify/Recruit/train SP's for implementation																		
	Inception Stage																		
i	SUBEB/LGEA training																		
iii	Negotiate Grant Agreements between SMBC's and SUBEB																	▪▪▪▪▪	
iv	Preparation of State WorkPlans and Pilot Projects																		
v	Identify/Recruit/train SP's for implementation																		
vi	SUBEB/LGEA training																		
vii	Community mobilisation/SBMC training																		
viii	Funding/synchronous with SUBEB grants (30 schools)																		
	Implementation Phase 1																		
i	Construction of demonstration classrooms at cluster centres in 3 LGEA's (ESSPIN funding)																		
ii	Procurement of Furniture for new classrooms																		

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Act. No	Output 3 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
	Implementation Phase 2 (6 months)																		
i	Replication of Phase 1 in 6 LGEA's using State funds																		
ii	Feasibility study for construction of JSS schools for girls																		
6	Local School Supervisor and Headteacher Development(with LGEA's)																		
i	Scoping study				●●●●●●●●●●														
ii	Identification and selection of State School Improvement Teams						●●●												
iii	Development of State School Improvement Teams						●●●● ●●●●● ●●● ●●●●												
iv	Design and development of training modules																		
v	Pilot testing of training modules																	■■■■■	
vi	Revision of modules																		
vii	Training of LSS/LGEA's																		
viii	Training of Headteachers																		
ix	Monitoring and follow-up support																		
x	Quality assurance																		
7	Teacher development: In-service support																		
i	Identification and selection of State School Improvement Teams																		
ii	Identification and assessment of service providers						●●●●		●●●●●●										
iii	Development of State School Improvement Teams									●●●●● ●●●●● ●●●●● ●●●●● ●●●●● ●●●●●								
iv	Review of existing in-service materials																		
v	Design and developmentof training modules																		
vi	Pilot testing of training modules																		
vii	Revision of modules																		
viii	Training of trainers																		
ix	Training of teachers																		
x	In-school support and follow-up																		
xi	Quality assurance																		
8	Teacher development: Pre-service																		
	Kano State College of Education																		
	(i) Institutional review		■■■■■ ■■■■■ ■■■■ ●●●●●			●												
	(ii) Staff development (Organisation and Management):																		
	(iii) Staff development (Training): teacher standards/competencies, curriculum, pedagogy,																		
	(iv) Training materials development																		
	(v) Development of College Quality Assurance Systems																		

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Act. No	Output 3 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
	State MOEs and SUBEBs																		
	(i) Development of stategic and management roles of State and SUBEB re teacher education				●●●●●● ●●●●●●		●●●●●● ●●●●●												
	(ii) Teacher deployment study and follow-up																		
	(iii) Development of finanace model for teacher education																		
	(iv) Development of teacher (educator) career path																		
9	**Baseline: Classroom observation**																		
i	Implementation of classroom observation instrument																		
ii	Data check																		
iii	Data entry																		
iv	Data analysis workshop and preparation of report																		
v	Assessment against baseline																		
vi	Analysis and preparation of report																		
10	**Classroom Practise Study : Kano Specific/3 LGEA's**																		
i	Planning Workshop/ lessons learned									■■■■									
ii	Observation exercise																		
iii	Dissemination Workshop																		
11	**Baseline: Teacher Assessment**																		
i	Preparation and logistics for implementation	●●●								●●●									
ii	Implentation of survey instrument																		
iii	Data check and entry																		
iv	Data analysis and preparation of report																		
v	Feedback workshop																		
12	**Nomadic Education**																		
i	Planning Workshop																		
ii	Situation Analysis																		
iii	Strategic Planning Conference																		
13	**Health Education**																		
i	Situational analysis study																		
ii	Strategy formulation																		
iii	Implementation																		

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Act. No	Output 4 Activity	Previous Month																	
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
1	**SBMC Association**																		
i	Clustering Workshop															■■■■■■■■■			
ii	Senatorial District Workshops																	■■■■■	
iii	State Workshop/Formation of SBMC Association															■■■■■			
iv	Quarterly meetings							■											
v	Annual conference																		
2	**SBMC Preparatory Work**																		
i	Planning Workshop	■■																	
ii	State sensitisation campaign/Launch																	■■■■■	
iii	Preparation in 3 LGEA's		■■■ ●●●●●●●●●●●●●●●																
iv	Design and production of SBMC/SDP Manual					●●●●	●●●●●●●●●●●●●●●●●●●●											■■■■■	
v	Statewide SBMC mobilisation																	■■■	
3	**WSDP Community sensitisation/zonal focal groups**																		
i	Cluster meetings for community sensitisation		■																
ii	Launch Workshop																		
4	**CBO Audit and Training**																		
i	Audit (with SAVI					■■■■■■■ ■■■■■													
ii	Sensitisation Workshop																		
iii	Participatory Planning Workshop																		
iv	Field Work Workshop										■■■■■■■■■■■■								
v	Research Training Workshop										■■■■■■■■■■■								
vi	Planning Workshop with LGEA's/SBMC's/PTA's				■■■														
5	**Out of School Children: Situation Analyses**																		
i	Marginalised and vulnerable groups				■■■														
ii	Out of school women and girls (married/divorced/' run aways')						■■■■			■■									
iii	Almajiris(linked to IQTE)								●●●●●●●●●●●●●●●●●										
iv	Disabled and special needs									■■									
v	Design and implementation						■■■■■												
vi	State Briefings on Results							■											

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Act. No	Output 4 Activity	31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
						Previous Month													
6	**Girl's Education/CCT**																		
i	State Symposium					■													
ii	Study Tour to (2) GEP States									■■■■									
iii	Strategy and Planning Workshop																		
iv	Implementation																		
7	**SBMCs**																		
i	SBMC Visioning workshop	●●●●●●●●●●																	
ii	SMOE/WB/ESSPIN Design Mission								■■■■■■■■										
iii	WSDP/CCT Planning Workshop							■■	■■■■■■■				■■■■■						
iv	Preparation of Implementation Manual	■■								■■■									
v	SBMC sensitisation in 3 LGEA's			●●●●●●●●●●●●●●●●			●●●●●●●●●●●												
vi	SBMC selection in 30 clusters/3 LGEA's								■■■										
vii	LGEA/SBMC training																		
viii	Phase 1 Implementation in 30 schools/3 LGEA's.																		
ix	Review																		
x	Phase 2 Implementation : 300 schools/3 LGEA's																		
8	**Communications and Knowledge Management**																		
i	Media programmes (radio, newspapers)											■■■■■■■■■■■■■■							
ii	Support to SUBEB publications																		
iii	Annual public opinion survey to check public attitudes to and engagement with education reform																		
iv	Annual stakeholder survey to check attitudes to and engagement with education reform																		
v	Other surveys of stakeholders, teachers, other partners as defined at State level																		
9	**Challenge Fund**																		
i	Programme Design (with Abuja)																		
ii	Project Identification																		
iii	Project Funding																		
iv	Review																		

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Kwara Workplan: October - December 2009

Act. No	Output 2 Activity	31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
1	**Policy and legal framework - Education Reform bill**																		
i	Review and analysis																		
ii	Legislative conferences																		
iii	Drafting																		
iv	Submission of new laws																		
v	Development and distribution of Stakeholder versions																		
2	**Support for EMIS Development and Accurate Record Keeping and Data Management.**																		
i	Develop EMIS action plan for OD of EMIS units																		
ii	Software installation & training on NEMIS Software																		
iii	Development and training in data management at LGEA and School level																		
iv	Support design and conduct of School Census																		
v	advocacy and publicity for ASC																		
vi	Data entry and cleaning																		
vii	Data analysis and reporting including distribution of school report cards																		
viii	Publication of Annual Educ. Statistics																		
3	**Development of MTSS**																		
i	Identification of KPIs for Targets and Objectives																		
ii	Costing of MTSS																		
iii	Review costed activities and M&E framework																		
iv	Simulation of MTSS with EPSSim for Optimum Scenario																		
v	Policy Group or Workshop reviews EPPsim options & selects preferred option																		
vi	Collating and Drafting of the MTSS																		
vii	Stakeholders Review and Endorsement of MTSS																		
viii	Final Report with framework for 2010 Workplan & Budget prepared																		
ix	Training needs analysis and capacity-building activities																		
x	Translate MTSS into 2010 annual workplan & budget																		
xi	Review previous year MTSS																		
xii	Planning cycle for 2011-2013 activated and other training delivery																		
xiii	Planning group to prepare 20011-13 MTSS																		

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Act. No	Output 2 Activity	Previous Month																	
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
4	**Organisational/Institutional Development**																		
i	Review current organisational structures across the selected MDAs & SUBEB	■■■■■							■■■■■■■■■■						■■■■■■■■■■■■			
ii	Develop recommendations for organisational/institutional reform across MDAs	■■■■■							■■■■■■■■■■						■■■■■■■■■■■■			
iii	Support and training for MDAs for change management								■■■■■■■■					■■■■■■■■				
iv	Review current systems for managing HR and performance across MDAs																		
v	Identify best practice, make recommendations on bridging capacity gaps	■■■■■							■■■■					■■■■■■■■■■■				
vi	Review current sysems for managing and monitoring system performance																		
vi	Prepare and disseminate a development plan for enhancing M&E																		
vii	Support Annual Education Sector Review & report	■■■■		●●●●●●●●●●●●●					●●●●●●●●●●●●●										
viii	Review current financial systems and develop plan for reform/improvement	■■■■					■■■■■		●●●●●●●●●●●●●●●●									
ix	Review current policies and practices for asset management															■■■■■■■■■■■■■■■■		
x	Support delivery of development plans including training and mentoring strategies																		
xi	Induction training for LGEA Education Secretaries										■■■■■■							
5	**QA**																		
i	Support induction of QA inspectors			■■■■■														
ii	Develop systems, capacity and processes within the new QA Bureau			●●●														
iii	Develop communications strategy for new QA Bureau			■■■■■■■■■■														
iv	Implementation of Comms Strategy for QA							●●●										
v	Develop and support training programme for inspectors			●●														
vi	Support inspectors to train headteachers in self-evaluation						●●●●●●							■■■■■■				
vii	Set up and monitor systems to manage inspections and reports			■■■■■■■■■			■■■■■							■■■■■				
viii	Annual schools report from QA Bureau																		

Act. No	Output 3 Activity
1	**Leadership and Management - LSS and HT training**
i	Scoping study
iii	Selection and development of State School Improvement Team (SITT)
iv	Redevelopment of Education Resource Centre (ERC) as base for SSIT
v	Design and development of trainnig modules/materials
vi	LSS training
vii	HT training
viii	Monitoring and follow up
ix	QA
x	Inauguration of SSIT and reconfirmation of secondment
xi	Selection of New LSS
2	**Improving teaching of literacy and numeracy**
	Advocacy and publicity around literacy and numeracy hour
	Advocacy and publicity around teacher programme
	Reconfirmation of agreements for team secondment, timetable changes
	Materials development, printing and on going review
	Training and field support - Grades 1 -3
	Training and field support - Grades 4 -6
	Development of M/e system
	Evaluation, Review and feedback meetings
3	**School improvement**
i	Support for improved funding flows to schools
ii	Review of impact of school grants and other funding flows to schools
iii	Development and support to "Improved Schools" award
IV	Construction - activities in support of 200 3-classroom blocks (State funded)
V	Water - activities at above sites
VI	Support activities for alternative production of furniture
VII	Textbooks - review of effectiveness of policy, financing, procurement and distribution
VIII	Support TMU to improve effectiveness of systems
IX	Establish regular meeting between ESSPIN and PRS on School construction

Column dates: 31-Aug, 07-Sep, 14-Sep, 21-Sep, 28-Sep (Previous Month); 05-Oct, 12-Oct, 19-Oct, 26-Oct, 02-Nov, 09-Nov, 16-Nov, 23-Nov, 30-Nov, 07-Dec, 14-Dec, 21-Dec, 28-Dec

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Act. No	Output 3 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
4	**Teacher strategy co-ordination fora**																		
	Establish Reform Coordination and Quality coordination committees																		
	Coordination meeting of Reform committees																		
	Quality Coordination meeting																		
5	**Career Path**																		
i	Development of professional standards framework in liaisson with NCCE																		
ii	Review and reform salary scales																		
iii	Review and reform recruitment/posting/promotion processes																		
iv	Review and reform appraisal processes																		
6	**Development of long term comprehensive in-service teacher programme linked with career path**																		
i	Review of teacher education programmes																		
ii	Strategic plan developed																		
iii	Qualification structure and framework established																		
iv	Operational plan developed																		
v	Advocacy for programme																		
vi	Curriculum developed																		
vii	Materials developed																		
7	**Oro College Management Transformation**																		
i	Recruitment and induction of new staff																		
ii	Staff development for admin staff																		
iii	Enhancement of operational management																		
n	Development of institutional plan																		
v	Embed reforms, quality assurance																		

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Education Sector Support Programme in Nigeria (ESSPIN)

Act. No	Output 3 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
8	**Oro College, Curriculum Transformation**																		
i	Development of learning materials																		
ii	Assessment system																		
iii	Curriculum resource management																		
iv	Insitutional structure and programmes																		
v	Embed reforms, quality assurance																		
vi	Action research into classroom practices for CoE lecturers																		
9	**Support to SMoE**																		
i	Support for strategic direction for Teacher Education																		
ii	Teacher education sub-sector plan																		
iii	Funding model for CoE																		
iv	Teacher suppy and demand model																		
10	**Baseline (A): Classroom observation**																		
i	Implementation of classroom observation instrument																		
ii	Data check																		
iii	Data entry																		
iv	Data analysis workshop and preparation of report																		
v	Assessment against baseline																		
vi	Analysis and preparation of report																		
	Baseline (B): Teacher Assessment (Written)																		
vii	Preparation and logistics for implementation																		
viii	Implentation of survey instrument																		
ix	Data check and entry																		
x	Data analysis and preparation of report																		
xi	Feedback workshop (all relevant stakeholders)																		

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Act. No	Output 4 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
1	**Demand**																		
A	**Piloting of learning outcome benchmarks (LOBs)**																		
i	Complete piloting of translated benchmark learning outcomes to communities																		
ii	Monitoring & formative evaluation of distributed Nupe translated learning outcome																		
iii	Audience analysis at Patigi LGEA																		
iv	Qualitative assessment of LOBs (delivery and message)																		
B	**Organization Development**																		
i	Review and revise current SM and comms org structure																		
ii	Develop and support training programme for state SMU based on TNA																		
iii	Support DSM organization development - systems & communications																		
iv	Support DSM in clustering of schools																		
v	Support training for LGEA SM officers by State DSM																		
vi	Support OD training for CSOs																		
C	**SBMC / CSO programme**																		
i	Coordination of State SBMC Working Group Workshops																		
ii	Support harmonization of SBMC & CSOs activities																		
iii	Community SBMC visioning process																		
iv	Second phase of State SBMC visioning process																		
v	Support proper formation of SBMCs in schools																		
2	**Access and Equity**																		
i	Development of a bi-annual assessment to monitor hours of instruction received																		
ii	Support SBMC training prog on teachers/pupils attendance																		
iii	Support for SBMCs comm. Materials on teachers/pupils attendance																		
iv	Support LGEA level training on SBMCs systems for teacher/pupils attendance																		
v	Policy study on teacher deployment/retention/attendance in rural areas																		
vi	Develop, pilot and monitor strategies to overcome rural teacher issues																		
3	**Quality assurance, accountability and voice**																		
i	Support bi-annual MLA analysis to monitor LGA, location and gender disparities																		
ii	Support DMU to design mechanisms for LGEAs to respond to SBMC voice																		
iii	Support LGEA SM Officers to train LGEA staff in responding to SBMC voice																		
iv	Support for SBMCs training on voice & accountability mechanism																		
v	Support development of mechanisms and training to ensure hardware quality																		

Education Sector Support Programme in Nigeria (ESSPIN)

Lagos Wrkkplan: October - December 2009

Act. No	Output 2 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
1	**Management and Planning**																		
i	Key policy makers workshop study tour /retreat to review costed activities and initiatives in 2nd MTSS																		
ii	Costing and finalisation of the draft logframe of 2nd MTSS																		
iii	Development of Lagos Eppsim Model														▪▪▪▪▪ ▪▪▪▪▪ ▪▪▪▪▪				
iv	Final report with framework for 2010 and budget								●●●●●		●●●●●								
v	Translate MTSS into 2010 annual workplan and budget																		
vi	Training need analysis																		
vii	Capacity building on review and evaluation of data sources																		
viii	Complete the Lagos Education Sector Plan,Costing the ten year development plan																		
ix	Stakeholder Meeting on the completed ESP																		
ix	Training workshops on KPIs for planners in Ministry, SUBEB,LGEAs and LED												▪▪▪					
x	Production of final copies and public presentation of the ESP																		
xi	Training for planners, research officers,statisticians in MOE ,SUBEB, LED on educational indicators																		
xii	Training on interpretation of educational data to provide guidance for policy																		
xiii	M & E on 2009 Budget Performance																		
xiv	Review 2009 MTSS																		
xv	Develop 2011 MTSS																		
xvi	Mid-year M & E workshop on implementation of 2010 budget																		
xvii	Annual Education Sector Review (starting 2011)																		
xviii	Preparation of 2011 budget																		
2	**Quality Assurance**																		
i	Adaptation of Quality Assurance tools																		
ii	Support working group to Develop a Strategic harmonization plan for the integration of all the various inspectorate bodies																		
iii	Develop an organisational and insitutional plan for new QA agency	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●								
iv	Identify training needs and develop courses for inspectors																		
v	Train inspectors										▪▪▪▪▪	▪▪▪▪▪	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
vi	Schedule and carry out inspections																		
vii	Study tour of UK/China/Thailand				▪▪▪▪▪ ▪▪▪▪▪														
viii	Train SBMCsand HTs in school self evaluation																		
ix	Production of annual state ranking report of schools based on inspectorate report																		

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Act. No	Output 2 Activity	31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		Previous Month																	
3	**Institutional reform: selected depts/agencies**																		
i	Performance Management (review current systems, develop strategies, training in application of M&E system)																		
ii	Staff Development & Deployment (review deployment practices, job descriptions, institutional needs, TOT)																		
iii	Asset Management & Procurement (review policies & practices, share best practice, training & mentoring)																		
iv	Participatory Leadership & Decentralisation (review service delivery, decentralisation needs, staff development, TOT)																		
v	Financial Management Systems (review current systems, develop reform strategy, M&E mechanisms)																		
vi	Human Resource Management Systems (review policies & systems, HRM best practice, HRM development plan)																		
vii	Organisational Development (review structures, service delivery, organisational development plan)																		
4	**Political Level (Governance)**																		
i	Study Tours (educational planning & financial management)							▪▪▪	▪										
iii	Visioning and Leadership (workshops, meetings, policy development, ongoing support)																		
iv	Legal and regulatory framework for basic education		▪▪	▪▪	▪▪														
v	Decentralisation (review service delivery levels, case for decentralisation, costed proposal)																		
vi	Analytical Studies & Surveys (1 policy focused study or surveys per annum)																		
5	**Support for EMIS development and Accurate Record Keeping and Data Management.**																		
i	Develop EMIS action plan to define structures and processes																		
ii	Modification & installation of NEMIS software and training for SMoE & SUBEB																		
iii	Development and training in data management at LGEA and School level																		
iv	Critique of draft school Census form																		
v	Support design and conduct of School Census		●●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●				
vi	Data entry and cleaning																		
vii	Data analysis and reporting																		
viii	Publication of Annual Educ. Statistics																		
ix	Develop and distribute school report cards																		
6	**Institutional development for pilot LGEAs.**																		
i	Build capacity for planning																		
ii	Develop annual budget process																		
iii	Leadership and Management Training for ESs and HODs of LGEAs																		
iv	Training on data collection, aggregation and analyses for planners and EMIS staff																		

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Act. No	Output 3 Activity	Previous Month																	
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
1	**Infrastructure**																		
	Scoping studyon school infrastructure																		
i	Review of material for State prototypes					■			■										
ii	Capacity building at State level: Worshops on school layouts and prototypes																		
iii	Preparation of manuals: construction manual support and maintenance. Workshops on maintenance											■							
iv	Capacity building at LGEA and commmunity levels on supervision, maintenance, data collection																		
	(a) Development of procurement and supervision procedures																		
	(b)Training worshops																		
v	Supervision missions (3 month intervals)																		
2	**Water and sanitation**																		
i	Scoping study. After the scoping study activities will be aligned with the infrastructure programme above																		
ii	Implementation to be aligned with school development planning							●	●		●	●				●	●		
3	**School Transformation**																		
i	Organise specialist forum on school transformation							■						■					
ii	Develop modalities for Piloting school transformation public primary schools																		
iii	Develop budget for school transformation							■	■	■	■								
iv	Review of school funding, disbursement and utilisation																		
v	Develop training materials and train SDP facilitors							■						■					
vi	Initiate school transformation in pilot schools													■					
vii	Replicate school transformation across the State																		
4	**Local School Supervisor and Headteacher Development**																		
i	Scoping study	■																	
ii	Identification, selection and development of State School Improvement Teams				■			■	■	■	■								
iii	Design and development of training modules			●	●														
iv	Training of LSS on School Development planning and process											●	●	●	●				
v	Training of School Monitors,headteachers and Inspectors											●	●						
vi	Monitor and follow up support																		

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Act. No	Output 3 Activity	Previous Month																	
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
5	Teacher development: In-service support																		
i	Identification, selection and development of State School Improvement Teams										•••••	•••••	•••••	•••••	•••••				
ii	Identification and assessment of service providers																		
iii	Design and development of training modules and lesson plans								•••••••										
iv	Training of trainers and teachers										•••••	•••••	•••••	•••••					
v	In-school support and follow-up																		
6	Teacher development: Pre-service Colleges of Education																		
i	Institutional review Scoping study	•••••••				•••••••													
ii	Staff development (Organisation and Management)																		
iii	Staff development (Training): teacher standards/competencies, curriculum, pedagogy																		
iv	Training materials development																		
v	Development of College Quality Assurance Systems																		
7	Teacher Deployment																		
i	Development of stategic and management roles of State and SUBEB in teacher deployment																		
ii	Teacher deployment study and follow-up																		
iii	Development of finance model for teacher education																		
iv	Development of teacher (educator) career path																		
8	Baseline: Classroom observation repeated annually																		
i	Implementation of classroom observation instrument																		
ii	Data check																		
iii	Data entry																		
iv	Data analysis workshop and preparation of report																		
v	Disseminate Result from COI										•••••••								

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Act. No	Output 3 Activity	Previous Month																	
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep	05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
9	**Baseline: Teacher Assessment to be repeated Year 5/6**																		
i	Preparation and logistics for implementation		■■■■■						■■■■■				■■■■■			■■■■■■			
ii	Implentation of survey instrument																		
iii	Data check and entry																		
iv	Data analysis and preparation of report																		
v	Feedback workshop																		
10	**Health Education in partnership with PATHS**																		
i	Scoping study																		
ii	Strategy formulation inc workshop with stakeholders																		
v	Capacity buiding for HTs & SBMCs to Integrate School health and HIV/AIDs issues into school development planning																		
11	**Textbooks**																		
i	Procurement and distribution survey																		
ii	Develop a state textbook policy (selection,evaluation, book management, use and procurement, distribution)																		
iii	Training on book evaluation and management for state level, LGEA and school level officials																		
iv	Organise and support state level annual book review																		
12	**Monitoring Learning Achievements in primary and JS schools**																		
i	Planning,prepartion and logisics for conduct of MLA			■■■■■				■■■■■											
ii	Develop and produce MLA test at BE Level							■■■■■											
iii	Conduct MLA test in the state											■■■■■							
iv	Analyse the MLA results,produce report and disseminate findings												■■■■■■■■■						
v	Develop a state specific Leaning Achievement benchmark															■■■■■			
13	**Regular meetings with Quality Education Group to assess progress of School transformation**					■			■				■			■			
14	**Review of JSS curriculum to support integration of voc. Skills, Climate Change, ICT, entrepreneurship etc**																		
15	**Language and literacy curriculum review**																		

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Act. No	Output 4 Activity	Previous Month					05-Oct	12-Oct	19-Oct	26-Oct	02-Nov	09-Nov	16-Nov	23-Nov	30-Nov	07-Dec	14-Dec	21-Dec	28-Dec
		31-Aug	07-Sep	14-Sep	21-Sep	28-Sep													
1	**CSO (education) Capacity Building on Skills and Process of Community Mobilisation (with Savi)**																		
i	Conduct Mapping, Capacity Needs Assessment and selection for CSOs working in education										■■■■■■■■■		■■■						
ii	Analyse and disseminate findings to CSOs at a 2-day workshop													■■■					
iii	Develop Training Manuals for CSOs with SAVI																		
iv	Conduct Training of Trainers																		
v	Conduct Training of CSOs/CBOs/FBOs/NGOs																		
vi	Develop & implement mentoring and monitoring plan for the CSOs/CBOs/FBOsNGOs																		
vii	Develop central campaigning theme of promoting greater community participation in school improvement																		
2	**Formation of LGA CSOs/CBOs /FBOs/NGO Coalitions for education**																		
i	Conduct stakeholders' meetings at LGA level to create mechanisms for community monitoring																		
ii	Create platforms for expressing demand for better education services through advocacy																		
iii	Work with SAVI to facilitate the development education aspects of a community action plan																		
iv	Conduct community enligthenment campaigns with communication specialist, CBOS and FBOs inputs																		
v	Empower CSOs/CBOs/NGOs through training on use and articulation, campaigns, advocacy skills in collaboration with other SLP programmes																		
vi	Establish network and exchange visits for CSOs/CBOs/NGOs																		
3	**Roll out training and support to SBMCs in selected LGAs**																		
i	Conduct SMU capacity Needs Assessment																		
ii	SBMC Visioning Programme																		
iii	Facilitate a Phased one-day meeting at the LGA level with SBMC members in the state(in collaboration with SUBEB, Ministry and Education Districts)			■■■■■■■							■■■■■■■■■■				■■■■■■■■■				
iv	Support the Restructuring of SBMC						●●●	●●●●●	●●●●●	●●●●●	●●●●								
v	Develop training materials and train trainers																		
vi	Cluster schools for SBMC support and training (aligned to SDP pilots)															■■■■■■■■■			
vii	Initial training of SBMC members																		
	SBMCs engage with SDP planning process (output 3)																		
iv	Supervision, monitoring, follow-up & ongoing mentoring of SBMC development																		