90-Day Plan

Bunyole Institute – Model School Assurance

This project will implement the full PHC Service at Bunyole Institute in Masisi, DR Congo. School leadership, teachers, parents and pupils will be invited to participate through appropriate channels, contributing concerns, questions, evidence and suggestions. The implementation will demonstrate how a school can maintain a transparent, continuously updated record of its needs, decisions, actions, funding and results.

OVERALL: EXECUTIVE SUMMARY

Executive Summary

Use the first 90 days to establish Bunyole Institute's school baseline, put Community Assurance into daily use and prepare the next investment decision. Begin with the seven-day readiness review, then organise local responsibilities, PHC records, school improvement options and monthly reporting.

Day one is the agreed programme start. Days 1–30 cover readiness and baseline preparation; days 31–90 complete the two-month setup phase. The day-90 review is the month-three funding decision. PHC continuation follows in months four to six.

Purpose

Create a practical route from poor learning facilities to accountable school improvement.

- Establish pupil needs, teaching priorities, site conditions and operating resources.
- Give school leadership, local participants and PHC clear responsibilities and workable records.
- Compare development options before committing capital.
- Define the next funding requirement and the actions for months four to six.

Agree PHC scope, funding, access and a local contact before mobilisation. Keep school operations, PHC delivery and capital works as separate budget categories.

What "Success" Looks Like (by Day 90)

- **School baseline:** enrolment, attendance, teaching needs, staffing, facilities, assets, land information and operating finances recorded and reviewed with school leadership.
- **Working assurance:** named owners, current action and concern records, traceable spending and three monthly progress reports.
- **Development options:** an agreed school brief, a comparison of repair, replacement and phased construction, and indicative local costs.
- **Investment decision:** a recorded recommendation to proceed, revise or pause, showing funding needs, dependencies and further evidence required.
- **Local delivery capability:** the team can maintain core records and explain outstanding actions and costs.
- **Next-stage plan:** a funded action schedule for days 91–180 and an outline of the reusable school assurance template.

PHASE 1: DAYS 1–30 (STABILISE & BASELINE)

Summary (Days 1–30)

Establish local ownership, complete the readiness review and organise the information needed for setup. Address urgent concerns immediately and keep teaching at the centre of the work.

Objectives

- Confirm leadership, access, responsibilities and the go/no-go decision.
- Build the initial school and site record and identify the priority information gaps.
- Start simple action, concern, spending and reporting routines.

Actions

- **Days 1–7 — PHC lead and Blaise:** brief school leadership, agree the scope and decision process, and complete the readiness review.
- **Days 1–7 — school leadership:** identify urgent building, safeguarding and teaching-continuity concerns; assign immediate responses and obtain specialist help where needed.
- **By day 14 — Blaise and school leadership:** gather pupil, attendance, grade, staffing and timetable records; discuss priorities with staff, families and pupils through suitable school arrangements.
- **By day 21 — local coordinator:** gather the site layout, land documents, permissions, facility information and asset inventory; identify technical assessments needed.
- **By day 21 — finance contact:** assemble income, expenditure, commitments, account details and supporting records; separate PHC costs from school and capital costs.
- **By day 30 — PHC team:** assign action owners and review dates, open the concern and decision records, and agree weekly check-ins and monthly reporting.
- **Day 30 — school and PHC leads:** review readiness, initial findings, urgent actions and the work required to complete the baseline.

Deliverables by Day 30

- Readiness report and recorded go/no-go decision.
- School Baseline Pack v1 with source records and a dated list of gaps.
- Initial site and asset record and technical-assessment brief.
- Responsibility map, priority action list and concern register.
- Initial budget and spending record, reporting calendar and day-30 progress report.

Measures

- School leadership and the project lead are identified; the readiness decision is recorded.
- Every priority action and urgent concern has an owner, next step and review date.
- Each baseline topic has a source record or a named action to obtain it.
- The day-30 review records progress, spending, unresolved issues and decisions.

PHASE 2: DAYS 31–60 (ALIGN & STANDARDISE)

Summary (Days 31–60)

Complete the school baseline, establish PHC tools and turn needs into a manageable improvement programme. Develop options using local delivery capacity, site information and technical advice.

Objectives

- Agree the educational and facilities brief with the school.
- Make activity, action, concern and spending records usable by the local team.
- Shortlist improvement options and identify costs, constraints and funding gaps.

Actions

- **By day 40 — school leadership and Blaise:** review the baseline, confirm pupil and classroom requirements, and rank priorities by learning, safety, urgency and affordability.
- **By day 45 — PHC team:** set up Portal access, Timechunk recording and the seven PHC Lists; train local participants and agree an offline fallback.
- **By day 45 — finance contact and PHC analyst:** reconcile opening records, agree payment approvals and evidence requirements, and establish regular cost review.
- **By day 50 — Blaise and technical advisers:** assess facilities, land and permission requirements, site access and the route to maintaining teaching during development.
- **By day 55 — technical advisers with the PHC team:** compare repair, replacement and phased construction; consult conventional, low-cost and 3D-printing providers against local feasibility.
- **By day 60 — PHC analyst and local coordinator:** collect comparable local estimates and record scope, exclusions, logistics, maintenance and operating implications.
- **Day 60 — school and PHC leads:** review the option shortlist, team capacity, authorised early actions and the evidence needed for the day-90 decision.

Deliverables by Day 60

- School Baseline Pack v2 and agreed pupil, teaching and facilities brief.
- Working PHC records, ledger and participant access arrangements.
- Prioritised improvement plan with owners, dependencies and resource needs.
- Options comparison and local cost evidence, including technical questions still to resolve.
- Day-60 progress report, cost review and decision record.

Measures

- School leadership signs off the brief and records the basis for pupil and classroom requirements.
- Every shortlisted option uses the same comparison criteria and identifies missing evidence.
- Local participants demonstrate the records needed for their assigned tasks.
- Every recorded payment has an approval and supporting evidence or an exception action.
- The second monthly review assigns decisions, owners and dates.

PHASE 3: DAYS 61–90 (EMBED & IMPROVE)

Summary (Days 61–90)

Use the working assurance process to produce a clear next-stage decision. Close priority evidence gaps, test local reporting capability and prepare the continuation plan for months four to six.

Objectives

- Establish the strongest practical school improvement route and its funding requirement.
- Make monthly reporting and local recordkeeping routine.
- Agree the day-90 decision and a realistic continuation plan.

Actions

- **By day 70 — PHC lead and technical advisers:** review the shortlisted options against educational needs, land, permissions, feasibility, total cost and teaching continuity.
- **By day 75 — finance contact and PHC analyst:** assemble the next-stage budget, funding gap, operating costs and risk-based contingency; distinguish estimates from quotations.
- **By day 80 — local coordinator and PHC team:** check action completion, spending evidence and indicator records; resolve gaps or record their effect on the decision.
- **By day 80 — school leadership and Blaise:** discuss the preferred route with staff and families and record feedback and concerns.
- **By day 85 — PHC lead:** issue the decision pack to school leadership and sponsors, showing the recommendation, alternatives, costs, dependencies and decisions required.
- **By day 90 — school leadership and sponsors:** decide whether to proceed, revise or pause; record responsibilities, funding conditions and further assessment work.
- **By day 90 — local coordinator and PHC team:** agree the days 91–180 schedule, demonstrate routine record updates and document the first reusable templates and lessons.

Deliverables by Day 90

- Month-three decision pack: school brief, options appraisal, indicative costs, funding gap, risks and recommendation.
- Recorded school and sponsor decision, with reasons, conditions, owners and dates.
- Third monthly progress report and reconciled PHC spending record.
- Days 91–180 action plan, matched to available funding and team capacity.
- Local operating guide covering roles, records, reporting, approvals and escalation.
- School assurance template v1 and an initial learning log for existing schools and new builds.

Measures

- The day-90 review records a decision, or a specific assessment action with an owner and date where evidence is insufficient.
- The funding pack separates PHC delivery, school operations and capital works and explains the basis of its costs.
- Three monthly reports and their decisions are available, with spending records and outstanding exceptions visible.
- Every continuation action has an owner, due date, resource requirement and funding status.
- Local participants can update their records and identify when an issue needs escalation.