

**KANO STATE
FEDERAL REPUBLIC OF NIGERIA**

**REVISED EDUCATION STRATEGIC
PLAN (ESP) PROPOSAL
2009 - 2018**

DRAFT

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Preface

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Abbreviations

AIED	Arabic and Islamic Education Department
BOG	Board Of Governors
CASRS	College of Arts, Science and Remedial Studies
CBO	Community Based Organization
DPP	Director Physical Planning
DP	Development Partners
DPI	Department of Private Institutions
DPs	Development Partners
ECCE	Early Child Care Education
EMIS	Educational Management Information System
EDP	Education Development Plan
EFA	Education For All
FLHE	Family Life and Health Education
GER	Gross Enrolment Ratio
GC	Governing Council
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HQ	Headquarters
HD	Human Development
HRD	Human Resource Development
ICT	Information and Communication Technology
ICTE	Information and Communication Technology Education
IEC	Information Education Communication
IGO	Inter – Governmental Organization
IQTE	Islamic, Qur’anic and Tsangaya Education
JSS	Junior Secondary School
KSCOE	Kano State College of Education
KUST	Kano University of Science and Technology
KSG	Kano State Government

KERD	Kano Educational Resource Department
K-SEEDS	Kano State Economic Empowerment Development Strategy
LGA	Local Government Authority
LGEA	Local Government Education Authority
MOE	Ministry of Education
MOH	Ministry of Health
MOPB	Ministry of Planning and Budget
NER	Net Enrolment Ratio
NCE	Nigerian Certificate in Education
NCE	National Council on Education
NGO	Non Governmental Organization
NUT	Nigerian Union of Teachers
NMS	National Minimum Standards
NPE	National Policy on Education
NTI	National Teachers Institute
OVE	Orphans and Vulnerable Children
PRS	Planning, Research & Statistics
PTA	Parents Teachers Association
PTR	Pupil Teacher Ratio
QE	Quality of Education
SCE	State Council on Education
SEN	Special Education
SMOE	State Ministry of Education
SPE	Schools Performance Evaluation
SPIP	School Performance Improvement Plan
SILS	School of Islamic Legal Studies
SSS	Senior Secondary School
SSSCE	Senior Secondary School Certificate Examination
ST	Science and Technology
SUBEB	State Universal Basic Education Board
SAME	State Agency for Mass Education

TSB	Teachers Service Board
TOTs	Trainers of Trainees/Tutors
TTC	Teacher Training College
TVET	Technical and Vocational Education and Training
UBE	Universal Basic Education
ZEOS	Zonal Education Officers

1. Introduction

1.1 Rationale for the ESP

The Kano State Education Strategic Plan (ESP) provides an overview of education sector policies, objectives, targets and strategies for the period 2009 to 2018. As such, the ESP provides the framework for education development in Kano State over the next ten years. The ESP has been developed with reference to current national and state policies.

The purpose of the ESP is to assist in poverty reduction and economic development efforts through the enhancement of Kano State's human resources. Ultimately the aim is to enable all citizens to access education in order to develop as individuals, to improve their social and economic well-being and to play their part in the development of the State and the country as a whole.

The achievement of Universal Basic Education (UBE) is a high priority as outlined in the Federal Universal Basic Education Act, the Kano State UBE Board law passed in 2005, the Kano State Action Plan for Education For All (EFA), 2004, and the 2005 Kano State Economic Empowerment and Development Strategy (K-SEEDS). To a large extent, achievements in post-basic education are dependent on the quality of the basic education system. The achievement of UBE is guided by a commitment to achieving the internationally agreed EFA goals. The 2004 Universal Basic Education Act requires all state governments to provide access to free UBE and, in the longer term and depending on resource availability, to Senior Secondary School education and life-long learning. The main strategic objective of UBE is to provide free access to 9 years of good quality schooling for all children between the ages of 6 and 15 years.

The State Ministry of Education (SMOE) recognises the need to adopt a holistic approach to education sector development. The ESP therefore takes a whole sector, or sector wide approach (SWAp). However, given the current situation of limited resources and capacity, basic education is afforded the highest priority in the ESP. It is recognized that further policy and strategy development will be required for post-basic education as the ESP progresses. There will be joint responsibility between Government and stakeholders for implementing ESP strategies and the SOME and SMOHE will therefore work in partnership with other governmental and non-governmental organisations. This will require strengthened co-ordination amongst all stakeholders.

It is recognised that the development of SWAp in Kano (and more widely in Nigeria) is at a very early stage. It is emphasised that the key principles of a SWAp with most immediate relevance are a) establishing a comprehensive whole sector plan, b) prioritising resources, c) building capacity for effective and efficient service delivery, and d) facilitating improved coordination and use of all resources (including external assistance). In respect to external assistance the most important issue is to ensure that all support is consistent with Kano State education policy and strategy priorities as outlined

in the ESP, to ensure optimum use and targeting of external assistance, and to facilitate increased levels of external assistance in support of the ESP.

1.2 Structure of the ESP

This first draft of the ESP was developed between July and October 2006 drawing upon the development of an initial Education Development Plan in early 2006. The process comprised document review, situation analysis and policy/strategy development through participatory planning approaches. A revised draft was developed during September 2007 and March 2008. During this revision process, a detailed overview of the current situation of education in Kano State was produced along with a costing model used to assess the financial implications of the ESP.

The ESP is structured around five key focal areas, identified as priorities, as follows:

1. Equitable access
2. Quality of education
3. Technical and vocational education and training
4. Education finance
5. Education planning and management

Specific sub-sectors are addressed within this framework as are various key cross-cutting issues including gender, monitoring and evaluation and financial planning. The focal areas have defined the structure of the ESP, and are primarily addressed through the Policy Framework and the Strategic Framework (section 4). The analytical basis for the ESP is derived from the detailed Kano Education Sector Analysis (Kano ESA) which is available separately as well as being summarised in section 2.

The Kano ESA outlines in detail the data limitations of providing a detailed and accurate picture of the education sector. Kano State gives high priority to the rapid development and strengthening of data processing for education planning and management primarily through further developing EMIS. ESP strategies and operational plans will be updated on an ongoing basis to take account of more reliable data that will become available during this process.

2. Overview of the Education Sector in Kano State

The objective of this section is to provide a brief overview of the Kano education system and highlight the main challenges it currently faces. The overview provided here is a summary of the Kano ESA. Therefore more detail on the topics covered in this section can be found in the ESA.

Before looking at the education sector in detail it is important to provide the context within which education services are delivered. Kano has one of the highest population growth rates of Nigerian states as well as SSA countries more generally. This rapid growth puts significant pressure on education services with an increasing number of children requiring school places every year.

In 2004, over 60% of individuals in Kano State lived below the poverty line making Kano one of the poorer states in Nigeria. High levels of poverty partly reflect the limited access to good quality education provision but also limit the domestic resources available to Kano for education development. This results in a reliance by Kano State and its LGAs on federal government funding. Funding formulas used to allocate federal resources across states result in a very low allocation to Kano State and its LGAs. Coupled with the limited availability of internally generated revenue this has a significant impact on the quantity and quality of education services that Kano State has been able to provide.

2.1 Education coverage – enrolments and patterns of student flows

Basic and senior secondary education is provided by a number of different providers. Government schools provide conventional education through a network of primary and secondary schools across the State. Complementing the conventional system of schools are a number of religious school options which include:

1. Tsangaya/Qur'anic Schools – These schools provide children with the opportunity to learn and recite the Qur'an (*tajweed*) and during the course of this learn to speak and read in Arabic. Students obtaining basic literacy in Arabic are also able to use these skills to write local languages in Arabic script. Learning is generally self-paced and there is no formal grade structure. It is often the case that these schools attract *Almajirai* children and students from surrounding states. Students attending these types of schools often combine this form of religious schooling with other formal or non-formal education (see below).
2. Islamiyya schools – These community based schools provide a broader Islamic education and generally have age-based classroom teaching and whole group instruction. It is common for these schools to also include some conventional/academic subjects as well. Some Islamiyya schools have registered with the State Universal Basic Education Board (SUBEB) leading to the inclusion of some government/secular school subjects and examinations. Registration with SUBEB allows these schools access to government resources in the form of

- teachers, teacher development, assistance with infrastructure and the provision of key learning materials. However, registered schools do not necessarily receive this support directly after registration.
3. Ilmi schools/education – This type of education is informal, provides advanced Islamic knowledge mainly for adult learners and is generally conducted in Arabic.

Figure 1: Primary and secondary school curricula choices in Kano State

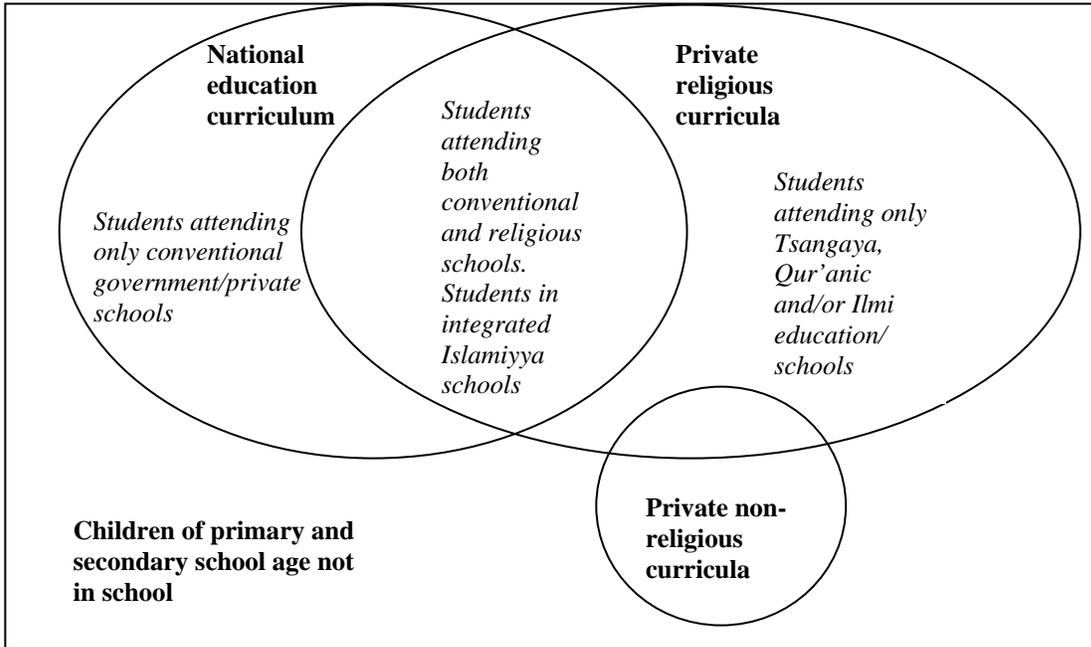


Figure 1 provides a graphical representation of the types of education students of primary and secondary school age have access to in Kano State. Some children only attend conventional schools that follow the nationally defined curricula for primary and secondary school. However, it is more common for students attending this type of schooling to also attend some religious schooling at the same time. Therefore these students study both the nationally defined curriculum and a religious curriculum. Also in this combined category, are integrated Islamiyya students who study the core subjects in the national curriculum as well as an expanded religious curriculum (see Figure 1). There are also students who attend schools that only offer a religious curriculum. It is unlikely that students in these schools would contribute to the goals of EFA unless they also taught basic literacy/numeracy and life skills. Unfortunately, no information is available to establish the extent to which these types of schools offer courses in these skills. A final category of schools are private schools that offer a non-religious curriculum different to the national education policy.

It should be noted that the categorisation of religious schooling outlined, broadly describes the different types of school but there are differences within these groups. For example, some Qur’anic schools provide a broader Islamic education similar to that provided by Islamiyya schools but with more focus on *tajweed*. However, the chapter will

show that religious schooling of some kind is an important aspect of children's education with the vast majority of children attending conventional/academic schools also attending some kind of religious school. This is an important characteristic of the education system in Kano especially in the context of universalising basic education.

Table 1: Education enrolment rates in Kano, 2005/06

	Gross enrolment rates			Net enrolment rates		
	male	female	total	male	female	total
EMIS						
Primary	112	93	103	83	73	78
Junior secondary	36	21	29	21	12	16
Senior Secondary	26	12	19	14	7	11
Secondary	32	17	24	n.a.	n.a.	n.a.
Household survey						
Primary	81	66	74	49	44	47
Secondary	51	40	46	28	26	27

Note: primary enrolment rates from the CWIQ survey includes early childhood classes and will tend to overestimate primary enrolment rates. NEMIS does not contain information on age specific enrolments for the whole of the secondary school cycle and therefore it is not possible to work out secondary net enrolment rates.

Source: NEMIS 2005/06 (October 2007 release) and 2006 Nigerian population census. Household survey data taken from the 2006 CWIQ survey (National Bureau of Statistics 2006).

The CWIQ survey, conducted in 2006, provided estimates of enrolment rates in Kano and are reported alongside the NEMIS data in Table 1. The survey interviewed a representative sample of approximately 4,500 households from all 44 LGAs of Kano. It should be noted that the definition of schooling used in these surveys includes religious education and therefore Islamiyya schools. However, Qur'anic schools are not included in definitions of enrolment in the household surveys. The data shows that 47% of children of primary school going age are currently attending school in Kano. The table also shows that there is a substantial difference between primary gross and net enrolment rates largely due to under and over-age enrolment in primary schools. A recent survey found that just under half of Class 1 students were not six years old, the official primary school starting age (National Population Commission and Macro 2004). Substantial gender gaps in primary school access are also evident in Table 1 with female gross enrolment rates 15 percentage points lower than male rates. Gender gaps in primary net enrolment rates are narrower since under and over-age enrolment is more common for boys than girls at this level.

Conventional primary school provision is heavily dominated by government schools; only 1% of all primary schools were privately owned in the 2005/06 school year (NEMIS 2006). However, it should be noted that this does not include Qur'anic and non-integrated Islamiyya schools. In the last survey undertaken of the IQT sector in 2003 it was estimated that approximately 80% of 6-21 year olds undertook some form of religious instruction.

The higher education sector in Kano consists of three federally supported higher education institutes (University of Bayero and two federal colleges of education) and ten state run higher education institutions that provide post-secondary opportunities in a variety of fields. The Ministry of Health runs four institutes providing professional training for the health sector. The remaining six higher education institutes are controlled by the state Ministry of Higher Education and provide courses in vocational training, teacher training, remedial studies for secondary school leavers, Islamic studies and courses in agriculture and science (Bennell, Dandago et al. 2007).

Table 2: Tertiary education enrolment in Kano, 2005

	State	Federal	Total
Enrolments			
male	15,688	n.a.	n.a.
female	7,078	n.a.	n.a.
total	34,185	30,026	60,211
Gross enrolment rates			
male	4	n.a.	n.a.
female	2	n.a.	n.a.
total	5	4	9

Note: the 18-21 year old population has been used as the denominator to calculate gross enrolment rates. Data excludes enrolment in federal technical college of education and non SMOE run tertiary institutions. Source: Bennell, Dandago *et al* (2007), World Bank (2007) and Bayero University (2007) and 2006 Nigerian population census.

The overall gross enrolment rate at the tertiary level in Kano is similar to the Nigerian average of 10% in 2004 (UNESCO 2006). Gross enrolment rates in Nigeria are approximately twice the regional SSA average although the gender gap in absolute and relative terms tends to be larger. Teacher training occurs in federal and state colleges of education. The state college of education enrolled approximately 15,174 students in 2005 compared to 15,663 in the Kano federal college of education (see Table 5.2 Bennell, Dandago et al. 2007; see Table 6.4 World Bank 2007).

2.3 Education financing and costs

Table 3 shows that the share of education spending at Kano state level has increased moderately between 2005 and 2007 although the share of total state resources going to education seems to fluctuate. In 2005, 16.5% of total state resources were being devoted to education compared to 16.9% in 2007. It should be recalled that this excludes LGA income and LGA spending on education. In 2006, N39.7 billion was allocated to Kano LGAs from the federation account which represented approximately 91% of all LGA income (see Chapter 1). Of total LGA spending (capital and recurrent) in 2006, 17% was allocated to education, a similar proportion to that devoted by Kano State. However, this total hides very wide disparities; in the Kano municipality, 29% of total spending was devoted to education compared to only 5% in Albasu and Kibiya LGAs.

Table 3: Education Expenditure of Kano State Government, 2004-2006 (Naira millions in current prices)

Source/spending unit	2005	2006	2007
State total recurrent expenditure	17,529	21,223	28,404
State total capital expenditure	27,881	27,739	25,940
State total expenditure	45,410	48,962	54,344
State total education recurrent expenditure	5,166	5,610	6,568
State total education capital expenditure	2,323	2,572	2,624
State total education expenditure	7,489	8,182	9,192
% of total expenditure	16.5	15.7	16.9

Notes: Excludes local government expenditure on primary education, ETF and VPF. All figures are for approved estimates and exclude consolidated revenue fund charges in total expenditure.

Source: Kano State Government budget estimates for 2006, 2007 and provisional budget 2008 (Kano State Government 2006; Kano State Government 2007; 2007).

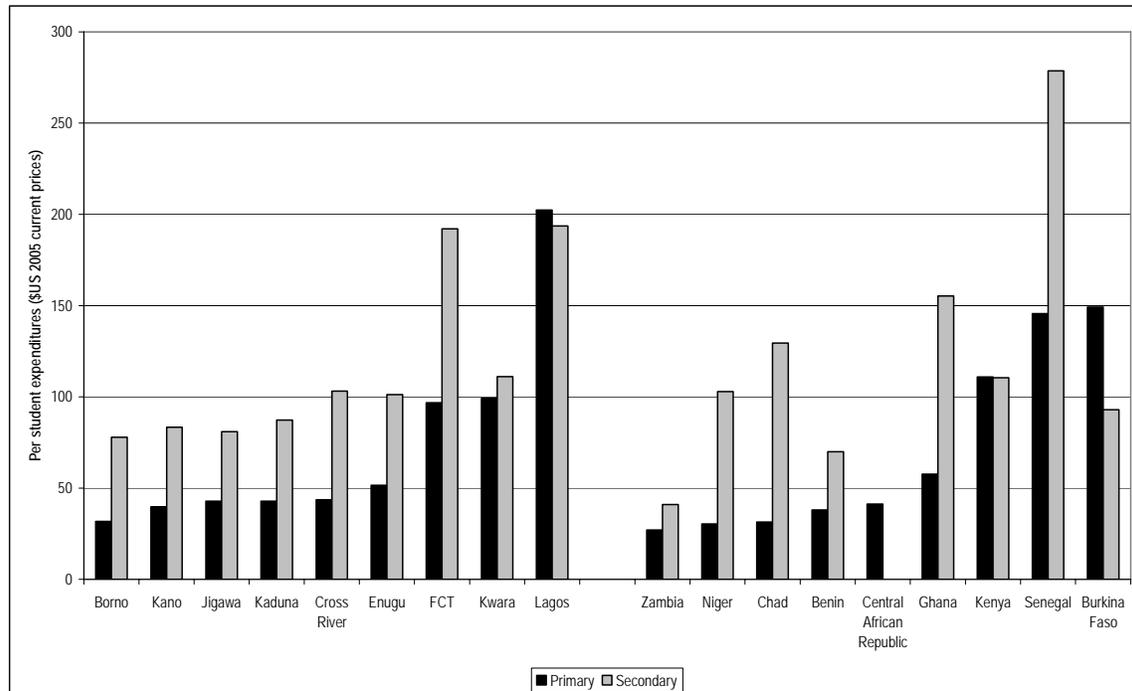
Combining LGA and State level spending on education suggests that approximately 17% of total LGA and State revenues were devoted to the education sector in 2005. This compares favourably with the Nigerian federal budget devoted to education but in terms of other states, Kano devotes less than the average of 20% (Bennell, Anyanwu et al. 2007). Increasing the share of public resources devoted to education to national averages would release substantial additional resources to the education sector.

The composition of government education spending is heavily weighted towards salaries and relatively small amounts are devoted to non-salary quality inputs. Only 13% of total primary education expenditure was devoted to non-teacher salary inputs in 2005, well below the 33% FTI benchmark. These low levels of non-salary inputs contribute to the limited availability of important teaching and learning materials and the resulting low quality of Kano primary and secondary schools (see below).

Figure 2 illustrates government per student spending in primary and secondary schools across Nigerian states and in countries in the region at similar levels of economic development. It is clear that government per student spending in Kano is low compared to other Nigerian states and countries in the region. Only Zambia spends less on primary and secondary education per student even though its income per capita is similar to that of Nigeria as a whole.

Figure 2: Government education expenditure per student in Nigerian states and selected countries in the region, 2005¹

¹ An exchange rate of \$US1=N126 has been used to convert unit expenditures from the SEPER states from Naira into US dollars.



Notes: Information on education spending as a proportion of GDP per capita is multiplied by Gross National Income (GNI) per capita to obtain estimates of spending per student in \$US. Country data is for 2005 except for Niger and Benin (2002) and Kenya (2004).

Sources: Nigerian unit expenditures - Bennell, Anyanwu *et al* (2007). All other unit expenditures calculated using UIS (2007) data on education spending as a proportion of GDP per capita and World Bank (2007) data on GNI per capita.

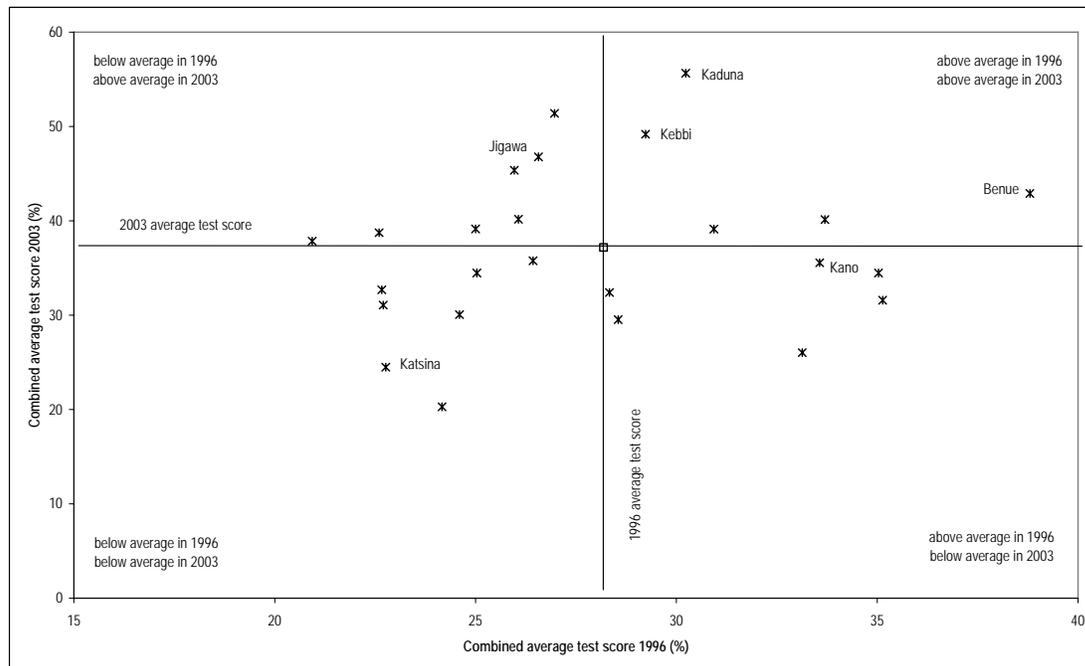
Household spending at the primary level is less than N1,000 per year for both male and female students. Spending, at this level, is well below the average for the whole of Nigeria of N3,607 (National Bureau of Statistics 2006). Furthermore, household education spending in Kano is lower than the average spending of the poorest 20% of the population across Nigeria. A similar picture also emerges at secondary where average spending (government and private) across Nigeria is N8,433 compared to Kano averages of between N2,410 and N5,750. Despite these findings, it is unlikely that there is much scope for increasing the amount of household spending on education in Kano State given the high levels of poverty outlined in this section.

2.4 The quality of education

The quality of primary and secondary education is low in Kano in absolute terms and in comparison with other states in Nigeria. Furthermore there is evidence to suggest that the quality of primary education in Kano has deteriorated since the mid 1990s relative to other Nigerian states. For example, Figure 3 shows combined scores on literacy, numeracy and life skill tests of grade 4 primary school students attending public schools conducted in 1996 and 2003. While the results of the 1996 and 2003 tests are not comparable it is possible to compare the relevant positions of different states over the two periods. To aid this comparison the figure has been divided into quadrants based on the

average scores for Nigeria as a whole in 1996 and 2003. In 1996, the combined score for grade 4 pupils in Kano was above the Nigerian average. However, by 2003 Kano fell below the national average which suggests that relative to other states in Nigeria, learning outcomes in Kano public primary schools deteriorated. This stands in contrast with Jigawa which was below national averages in 1996 but substantially above national averages in 2003.

Figure 3: Comparing learning outcomes in Nigerian states over time



Notes: A simple unweighted average for each state is used to combine literacy, numeracy and life skills test scores. In 1996, 6 states were split into 12 states. While the old and new states are included in each of the studies they are excluded here to aid comparability. The 2003 combined test score for the Federal Capital Territory is an average of numeracy and life skills only.

Source: Makoju, Falayajo et. al (2005) and Falayajo, Makoju et. al.(1997)

Looking at the determinants of quality, high pupil classroom ratios in primary and secondary schools and the generally poor state of school infrastructure are important factors leading to poor learning outcomes. Table 4 presents information on the use of classrooms, textbooks and non-teaching staff in Kano during the 2005/06 school year. Pupil classroom ratios suggest that classroom overcrowding is common particularly because only 30% of primary and junior secondary schools in urban areas double shift (Kano State Ministry of Education 2006). Overcrowding is also higher in urban areas where pupil classroom ratios can reach up to 200 in primary and junior secondary schools. Levels of overcrowding are high in comparison to other Nigerian states where the average state primary school pupil classroom ratio was 69 in 2005/06 (NEMIS 2006). The stock of classrooms is also of poor quality and generally in need of repair and renovation. The recent public expenditure review found that 20% and 10% of all classrooms were in need of major repair in primary and junior secondary schools respectively (Bennell, Dandago et al. 2007). While there is only limited information on

health and sanitation facilities at schools it suggests that provision of basic facilities is seriously inadequate. Lack of basic health and sanitation facilities is likely to have a negative impact on the health and attendance of students and particularly female students.

Table 4: Infrastructure and teaching and learning input indicators for public schools in Kano, 2005/06

	Primary	JSS	SSS
Pupil classroom ratio	112	107	78
Pupil textbook ratio	3.7	18.9	15.7

Source: NEMIS 2006 projected data (October 2007 release).

Other non-salary education inputs such as teaching and learning materials are in short supply. For example, in 2005/06 one textbook was shared among four public primary school students.

The number, competence, motivation and use of teachers in the education system are very important factors determining the quality of education. Table 5 shows that public pupil teacher ratios across the pre-tertiary education system are generally low. Female teachers at the primary level make up only 14% of the teaching force which is well below the SSA average of 45% (UNESCO 2006). Average public pupil teacher ratios in SSA at the junior and senior secondary levels were 30 and 22 respectively and much lower than those found in Kano (see Table 5).

Table 5: Indicators on teachers in Kano, 2005/06

	Public			Private		
	Primary	JSS	SSS	Primary	JSS	SSS
Number of teachers	33,324	4,587	2,457	501	927	716
Pupil teacher ratio	44	43	44	n.a.	24	20
Pupil qualified teacher ratio	209	148	123	n.a.	52	42
Teacher classroom ratio	2.5	2.5	1.8	n.a.	1.4	2.6
Teacher: non-teacher ratio	7.2	2.7	2.2	10.4	3.0	3.0

Source: NEMIS 2006 projected data (October 2007 release).

Of all the teachers currently teaching in the public education system in Kano only 23% are qualified and this is low in comparison with other states in Nigeria. Levels of in-service training are also low and contribute to poor learning outcomes. The recent CUBE baseline study tested a very small number of primary school teachers in Kano using tests designed for grade 6 students. The results, while based on a very small sample size, indicated that teachers mastery over basic literacy and numeracy was poor and this raises questions regarding the overall levels of teacher competence at this level (Johnson, Hseish et al. 2007).

One aspect of teacher training that has an important impact on the ability of qualified teachers to teach in primary schools is the issue of subject specialisation. Very few qualified teachers choose to qualify as general primary school teachers but choose instead

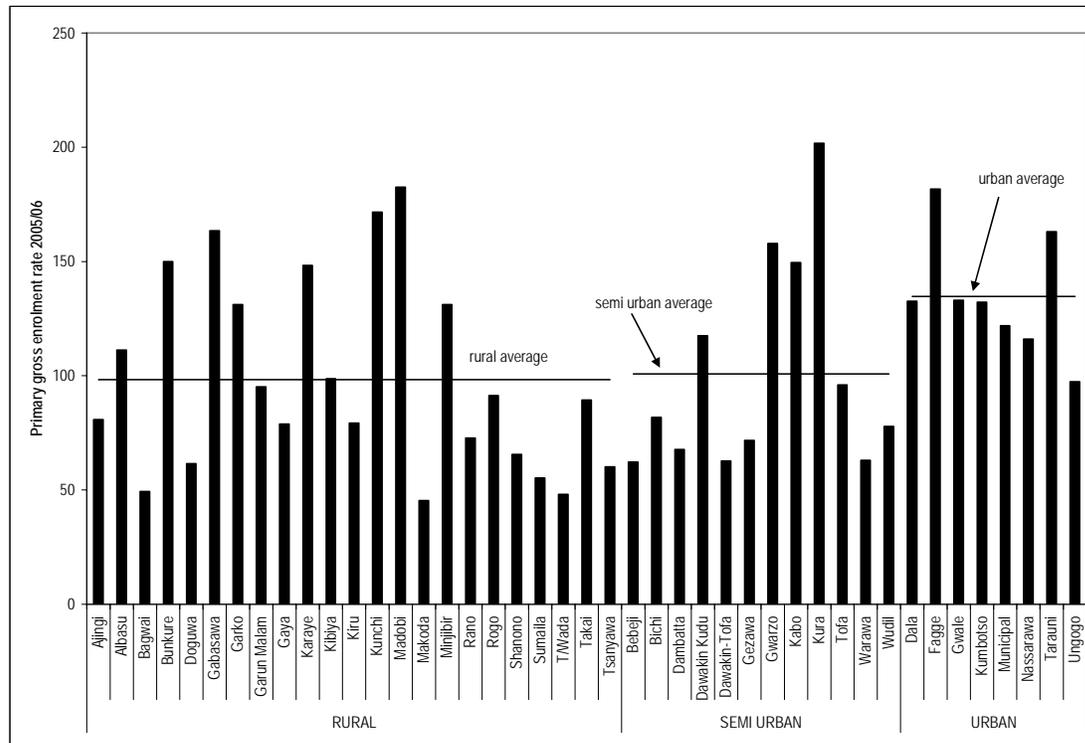
a subject specialisation. This is because the NCE qualification received on graduation allows teachers to teach in both primary and secondary schools. By choosing the general primary course, college students effectively rule themselves out of teaching in secondary schools where the pay is often better and social status higher. However, if they choose to specialise they leave the door open for a teaching career in either primary or secondary school. Notwithstanding the effects this has on the primary school teaching force, it has also led to serious shortages of teachers with training on specific parts of the primary school curriculum. For example, in 2004/05 the pupil to teacher ratio for primary school teachers with a mathematics (English) specialisation ranged from 475 to 4,939 (69 to 2,204) across Kano's 44 LGAs (Packer, Elumeze et al. 2006).

2.4 Equity

Poverty appears to play a significant role in determining primary school attendance. Furthermore, learning outcomes are strongly correlated with the socio-economic status of student households; poor children tend to have lower levels of literacy and numeracy compared to their non-poor counterparts in Kano State. As this section has shown fewer girls than boys attend school and these gaps grow as students progress through the system. Gender gaps are highest in poor households where decisions on schooling tend to exclude some children in the household.

In developing the ESP it is important to recognise the wide disparities across LGAs in education characteristics and the amount of resources devoted to primary education provision. Figure 4 reports primary gross enrolment rates for the 44 LGAs in Kano for the 2005/06 school year. Urban primary gross enrolment rates tend to be higher than rural rates and this reflects a broader pattern of access to pre-tertiary education in Kano. The average primary gross enrolment rate in urban areas of Kano in 2005/06 was 129% compared to 100% in rural areas (see Figure 4).

Figure 4: Primary gross enrolment rates by LGEA 2004/05



Note: Enrolment data is for the 2005/06 school year. Rimingado LGA is excluded as there appear to be large errors in the enrolment figures for this LGA.

Source: NEMIS 2006. The definition of rural, semi urban and urban LGAs is taken from Bennell, Dandago *et al* (2007).

Differences in the education characteristics of different LGAs will arise out of a combination of different demand and supply factors. On the demand side for example, households in LGAs with higher levels of average household income may send more of their children to school compared to LGAs with higher levels of household poverty. This may partly explain the higher levels of enrolment in wealthier urban LGAs compared to poorer rural LGAs. It is also possible that household preferences for schooling across LGAs are different. For example, households in more traditional rural areas may prefer to send their children to Qur’anic schools rather than conventional or integrated Islamiyya schools. Qur’anic schools are not included in the annual census and may therefore explain the differences in enrolment rates outlined in Figure 4.

On the supply side, some LGAs provide more school places for the primary school age population. For example, Makoda has one school for every 740 children whereas Madobi has a school for every 199 children of primary school going age (NEMIS 2006). Therefore more schools are likely to need to be built in Makoda if access to conventional primary schooling is to be expanded. School location is also a factor that often affects school enrolment and attendance. If schools are located far away from households, children are less likely to enrol initially and are more likely to be absent.

The level of spending by each LGA on primary education provides an indication of the type and quality of education services provided. Levels of spending per student at the

primary level vary greatly across LGAs. For example, the Shanono LGA spends over 3 times as much per primary school student as Kunchi LGA. Interestingly, rural and semi-urban LGAs tend to spend more than their urban counterparts. This is partly due to the fact that lower population densities mean that rural schools tend to be smaller than urban schools and are not used as intensively. Both factors tend to increase the per student costs of education.

Differences across LGAs in the proportion of qualified teachers highlight important issues around teacher deployment. LGAs recruit unqualified teachers (below grade 6 on the salary scale) directly whereas qualified teachers are recruited by SUBEB. This provides incentives for LGAs to recruit unqualified teachers not only because this reduces the overall amount spent on primary education services but maintains control of recruitment at the LGA level. The wide dispersion of pupil teacher ratios across LGAs also demonstrates that no staffing norms are used when teacher recruitment takes place.

Clearly the importance of different demand and supply factors leading to its current education outcomes will differ in each of Kano's LGAs. It is important however, to understand that efforts to increase access to basic education in Kano will clearly not be uniform across the State.

2.5 Management of education service delivery

The management and the roles and responsibilities of the three tiers of government tend to overlap in key areas. This often leads to duplication, inefficiency and an erosion of accountability mechanisms. Clearly defining the roles and responsibilities of different agencies in the education sector and implementing these roles would go a long way to improving the effective management of the education system. The ESA also found that LGEA staff have only limited capacity to carry out their functions and responsibilities. Given the importance of LGEA staff in the management and administration of the primary education system, improving capacity at this level is important if education sector objectives are to be fulfilled.

Information is crucial for strategic planning and budgeting as well as for the effective functioning of accountability mechanisms in the education sector. The ESA finds that although there have been recent improvements, financial and information systems in the education sector remain weak. Furthermore, incremental budgeting and the unpredictability of budgets have led to weak linkages between education sector priorities and financial allocations.

3. Policy and Strategic Priorities

The State Government of Kano recognizes the critical role of education in social and economic development, and ultimately in reducing poverty. The overriding priority is to ensure that citizens receive nine years of good quality universal basic education. Given the substantial challenges in achieving UBE and severe resource limitations, the ESP gives first priority to improving primary education.

A second and important priority is to incrementally expand equitable access to high quality post-basic education and training opportunities, responding to social and economic development needs. Further analysis to develop a clear vision and objectives for post-basic education provision, and in particular tertiary education, are urgently required and are included specifically as part of the ESP. As these are developed, it will be possible to develop strategies to achieve post-basic education objectives that can be incorporated in the ESP and in the development of operational plans.

In presenting the ESP, the SMOE wishes to emphasize that the current policy and strategic targets should be viewed as benchmarks to illustrate the spirit and ambition of the education reform agenda. The SMOE acknowledges that the exact dates of achieving these goals and targets will depend on the effectiveness of its policies, strategies and programmes as well as the resources available from Government, parents, private sector and local and international development partners. Accordingly, the ESP focuses on a range of policy and strategic priorities and allocates resources consistent with its priorities. Account is also taken of current and on-going targets and strategies in the education sector where these are consistent with the ESP. For example, plans included in the roadmap for establishing model senior secondary schools are incorporated into the ESP.

The SMOE recognizes the difficulties in balancing competing priorities within budget constraints, in particular the relative emphasis given to expanding access and improving quality - and possible trade-offs between the two. The ESP aims to address both simultaneously, recognizing that expanded access without improvements in learning outcomes will fail to achieve intended social and economic development objectives. In addition, it is recognized that improving quality is a key factor in stimulating demand and in ensuring retention and completion.

Section 5 outlines in detail the targets and strategies of the ESP. However, it is useful to summarise the main targets and the strategies used to achieve them in order to understand the overall focus of the plan.

3.1 Equitable access

Main targets

EA 1	20% GER at ECCE (ages 3-5) by 2018
EA 2	Increase primary education completion rate to 97% by 2018
EA 2	Increase the proportion of integrated IQT primary schools to 50% of all public schools by 2018
EA 2	Increase the gross registration rate in junior secondary to 85% by 2018
EA 2	Increase private sector provision of basic education to 20% in urban LGAs
EA 2/ EA 7	Reduce classroom construction costs by 30% by 2011.
EA 3	Enrolment and completion rates of boys and girls equal by 2018. Gender parity in public JSS enrolment rates by 2018.
EA 3	Registration rates into senior secondary school to be the same for boys and girls by 2018.
EA 6	Adult literacy rate to increase to 80% and male and female rates to equalise by 2018

Main strategies

At the pre-primary level SUBEB currently have plans to introduce an ECC class in all public primary schools. If this plan is implemented alongside the other targets in the ESP, public primary schools will be able to provide pre-primary places to 10% of the 3-5 year old population. The private sector also plays an important role in pre-primary provision and assuming similar levels of participation a gross enrolment rate of 20% will be achieved over the 10 years of the ESP.

In the Kano context, addressing both supply and demand side factors are important when designing appropriate strategies to ensure equitable access to basic education. These include:

- **Providing more spaces in reformed integrated IQT schools.** The ESA highlighted a strong demand for religious education. It also suggested that poor households were more likely to choose IQT over conventional schools when they were resource constrained. Providing more schools that deliver both conventional and religious instruction is therefore likely to improve the demand for schools that cover the core subjects of the national curriculum.
- **In partnership with LGAs and local communities construct new schools and classrooms.**
- **Expanding access to junior secondary schooling and bringing schools nearer to rural communities.** While this is mainly a supply-side strategy, increasing junior secondary school places close to rural communities is expected to raise demand, particularly for girls, because of reduced transportation and boarding costs as well as allaying parents concerns for their childrens' security.
- **Expand current programmes and introduce new complimentary and alternative education programmes for disadvantaged groups.** For some children (e.g. nomadic, working, older age children) the formal education system is not well suited

and alternative programmes are required. It is important, however, that where possible programmes allow learners to move into the conventional education system.

- **Introduce a targeted in-kind/cash transfer programme to encourage girls, poor boys and disadvantaged groups to enrol in junior secondary school.** Introducing a programme of this kind is likely to increase demand for junior secondary schooling amongst disadvantaged groups and also indirectly increase the demand for primary schooling.
- **Increase the proportion of female teachers teaching in primary and junior secondary schools.** By ensuring a less male dominated school environment this is likely to improve access and retention of girls in school.
- **Public awareness campaigns.** Improving the understanding of the importance of education through information campaigns will increase the demand for primary education as well as encouraging community participation in local schools.
- **Increase basic literacy centres to expand access to literacy programmes for adult learners.**

The ESA showed that access to tertiary education in Kano State is similar to other states in Nigeria and compares favourably with other SSA countries. The ESP assumes that the tertiary sector will continue to grow and maintain enrolment rates at their current levels. However, it is important that the review of the tertiary sector explores the types of institutions and courses that are on offer and assesses whether they represent the best mix of skills and knowledge required for the Kano and Nigerian economies.

3.2 Education quality

Main targets

QE 2	Reduce pupil-classroom ratio to 60:1 by 2010 in primary and junior secondary schools and to 50:1 in senior secondary schools by 2018
QE 3	Provide a set of core subject textbooks for every two pupils by 2010 in all government primary and junior secondary schools
QE 3	Provide a set of teacher guides for each primary school teacher and subject guides for junior secondary school teachers
QE 3/ EF 3	Introduce school development planning and provide school grants to implement improvement plans
QE 5	Introduce class based teaching in primary schools
QE 5	75% of primary, 95% of junior secondary and 100% of senior secondary teachers to be qualified by 2018
QE 5	All teachers to receive in-service training annually by 2010
QE 6	Upgrade 24 senior secondary schools to model schools and rehabilitate all science colleges by 2011

Main strategies

To improve the quality of primary and secondary schooling the ESP focuses on reducing class sizes, increasing the availability of teaching and learning materials guides and improving the quality of the teaching force.

In Kano, a major constraint to providing quality education is the very large class sizes prevalent in many primary and junior secondary schools. While additional inputs are needed (e.g. textbooks, better trained teachers etc.) to improve the quality of education, their impact will be maximised only after class sizes are significantly reduced. In order to address class size immediately, the ESP plans to increase double shifting to ensure that class sizes do not exceed 60 pupils. Increasing double shifting is seen as a second-best solution particularly given the constraints faced by the afternoon shift. However, without quick reductions in class size it is unlikely that the quality of education will be improved significantly over the plan period. It should also be recognised that a similar strategy has been used in Kano before with some success. It is expected that approximately 50% of primary and junior secondary classes would double shift under this arrangement. At the same time, new construction and rehabilitation of classrooms and schools will take place. At the end of the 10 year ESP it is expected that double shifting will fall back to pre-plan levels (i.e. 16% in primary and junior secondary schools).

It is necessary to develop a textbook policy that is demand driven and directly involves schools and LGAs in the identification of textbook needs as well as the selection of textbooks. While there may be efficiency gains in state-level procurement of teaching and learning materials it is still possible to give schools and LGAs a degree of autonomy in their textbooks choices. In addition to textbooks and teacher guides the ESP expects that other teaching and learning materials will be purchased as part of individual school level improvement plans supported by school grants from State and community contributions.

Improving the quality of the primary and secondary school teaching force involves four main strategies:

- **Upgrading unqualified teachers.** Given the very large numbers of unqualified teachers in the education system it is necessary to provide them with part-time upgrading courses. For primary and junior secondary school teachers it is envisaged that the current part-time NCE course offered in CoEs can be further developed to offer intensive 2 year courses to upgrade teachers to NCE. Training for primary school unqualified teachers needs to cover all subjects taught at primary to enable newly qualified teachers to undertake class, rather than subject, based teaching. At the senior secondary level the ESP includes plans to upgrade currently unqualified teachers in the Postgraduate diploma at BUK.
- **Halt recruitment of unqualified teachers.** In order to improve the quality of teaching it is necessary to halt the recruitment of unqualified teachers. Given the large numbers of graduates from CoEs there are a large number of qualified teachers currently not teaching. For example, recent recruitment of 500 teachers at the secondary level led to 8,000 applications and 4,000 qualified candidates. At the primary level the ESP proposes that class based teaching becomes the norm rather than subject based teaching. Therefore, candidates for new primary teacher recruitment will be required to have qualified from NCE in primary education studies. In order to halt recruitment of unqualified teachers at the primary level LGAs need to be consulted and if necessary legislation passed.

- **Improving the quality and relevance of NCE training at COE.** The main objective of the State CoE needs to change to providing the initial training and professional development of primary and junior secondary school teachers. The current primary education studies course needs to be reviewed to ensure that it provides the necessary competencies to cover the whole of the national primary education curriculum.
- **Providing regular in-service training for teachers.**

At the senior secondary level, the rehabilitation and conversion of 24 schools into model senior secondary schools will provide high quality education within the sub-sector and also provide example of good practice for other schools.

Learning outcomes at primary and secondary education are strongly correlated with effective learning time in school. The ESP highlights the need to ensure that contact hours in basic education conform to national norms. A strengthened inspection system and the establishment and training of School Based Management Committees (SBMCs) are important strategies in the ESP attempting to guarantee minimum learning time. This will be especially important in integrated IQT schools where balancing the large number of subjects in the curriculum puts pressure on effective learning time particularly in the core national curriculum subjects. Making sure that State policy on teacher absenteeism and lateness is clearly articulated and implemented is also envisaged, in the ESP, as improving effective learning time.

3.3 Technical and vocational education and training

Main targets

TVET 1	TVET development strategy and programme in place by end 2009
TVET 1	Increase technical senior secondary enrolment by 50% by 2018
TVET 2	Establish at least 1 vocational centre in each LGA by 2018

Main strategies

The ESP includes plans for a gradual expansion of technical and vocational opportunities over the coming ten years. However, it is imperative that technical and vocational training is relevant to the needs of industry and local communities. In order to achieve this relevance, the private sector and local communities will need to play a central role in developing a TVET strategy early on in the ESP.

3.4 Education Finance

Main assumptions/targets

EF 1	Kano and LGA budgets grow in real terms by 4% per annum
EF 1	Education share of State and LGA budgets increase to 20% by 2018
EF 3	Introduce school grants scheme supported by school development planning

The ESP makes relatively cautious assumptions regarding the resources that may be available to the education sector from State and LGA budgets. It assumes increases in real terms by 4% per annum which is lower than recent increases in State and LGA budgets. For example, between 2007 and 2008 the State budget increased by approximately 30%. In 2006, the Kano State government devoted 18% of its budget to the education sector. LGAs as a whole, devoted 17% of their budgets to education although there is considerable variation across different LGAs. The ESP financing plan includes gradual increases to 20% of the share of State and LGA budgets going to education. Given the high priority afforded to education in State policy documents marginally increasing education's share of the budget is justifiable.

In addition to planned increases in resources the financing of the ESP is underpinned by improving the efficiency of resource use in the education sector. In particular:

- **Class teaching in primary schools.** Training teachers to teach the whole primary curriculum improves the efficiency of teacher use. The ESP assumes that a single stream primary school (i.e. 6 classes) would need 7 teachers and hence a teacher class ratio below the current norm of 1.5. This change in teaching norms substantially reduces the costs of delivering primary education and these savings are used to fund both increases in access as well as improvements in quality.
- **Reducing the cost of public classroom construction and equipment.** SUBEB classroom construction costs are very high compared to SSA averages as well as the costs incurred by LGAs and local communities for classroom construction. In order to build the necessary classrooms to facilitate both increased access as well as smaller class sizes requires a reduction in these costs. The ESP assumes that these costs can be reduced by 30% by 2011. It is possible that construction costs could be reduced more than this and it would be important to attempt to realise further cost savings in order to narrow the funding gap (see below).
- **Double shifting.** While this is only a temporary measure in the ESP it allows classroom construction costs to be spread more evenly across the 10 year planning period.

It is also assumed that LGAs and local communities continue to fund classroom construction and equipment in integrated IQT schools.

3.5 Education planning and management

Main targets

EPM 1	All primary and secondary schools have effective SBMCs and BOGs in place by 2010
EPM 1	All schools have a school performance improvement plan by end 2010
EPM 1	Revision/ clarification of staffing norms for improved efficiency by early 2009
EPM 2	Undertake a state wide assessment of learning outcomes in primary and secondary schools by 2009

The ESP contains a detailed strategy for improving planning and management of the education sector. Central to the ESP is improving school governance through the effective establishment of School Based Management Committees (SBMCs) and Boards of Governors (BOGs). These bodies will be responsible for producing school development plans and will be supported by grants provided by the State government.

In order to effectively monitor the education system improvements in the current EMIS are central to the ESP. It is also important that the EMIS begins to provide information on learning outcomes and how they change over time.

There are a number of key strategies that need to be developed at the beginning of the ESP to provide a more detailed plan for implementation. These include:

- State policy on TVET (see TVET 1)
- State policy on IQT integrated schools (see EPM 4).
- State policy on school grants scheme (see EA 2, EA 7).
- State education policy on ICT and science and technology (see QE 9).
- State policy on pre-school education (see EA 1).
- Feasibility and strategy for implementing a conditional cash transfer programme (see EA2, EA 4, EA 7).
- Develop a policy and innovative strategies for providing educational opportunities to orphaned, marginalised and vulnerable children (see EA 4).

It is also imperative that a human resource development strategy is developed at the beginning of the plan to guide investments in capacity and professional development across the education sector.

A review of the tertiary education sector also needs to be carried out to explore, in more detail than has been possible in the ESA, the main issues in the sub-sector and to provide a 10 year development plan consistent with the ESP.

4. Policy and Strategy Framework (2009-2018)

4.1 Equitable Access

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
<p>EA 1</p> <p>Gradual expansion of access to Early Childhood Care and Education, through increased government, private and community based provision</p>	<ul style="list-style-type: none"> • 20% GER at ECCE (ages 3-5) level by 2018 • 50% of ECCE through private and community based provision 	<ol style="list-style-type: none"> 1. Conduct needs assessment survey to determine extent and demand for ECCE – by mid 2009. 2. Based on the national curriculum for ECCE provide training for teachers/caregivers. 3. Provide one classroom, one primary school teacher and one nanny for 60 children in all government primary schools by end of 2018. 4. Publish State policy on pre-school education including guidelines on public provision, and circulate to schools, communities and LGEA – by end of 2009 5. Encourage provision of pre-school education by communities and the private sector through dissemination activities outlining the importance of ECCE. 	<ol style="list-style-type: none"> 1. SMOE/ SUBEB 2. SMOE/ SUBEB 3. SMOE/ SUBEB 4. SMOE/ SUBEB 5. SMOE/ SUBEB
<p>EA 2</p> <p>Increase access to basic education</p>	<ul style="list-style-type: none"> • Increase primary education completion rate from 73% in 2006 to 97% by 2018. Primary gross enrolment rate to reach 117% by 2018. • Increase the proportion of integrated IQT primary schools 	<ol style="list-style-type: none"> 1. Conduct comprehensive school mapping of primary schools to determine physical infrastructure needs by early 2009 for each LGA including: <ul style="list-style-type: none"> • Location for new schools • Classrooms • Administrative facilities • Furniture • Water supply 	<ol style="list-style-type: none"> 1. SUBEB/ LGAs

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
	<p>from 30% in all primary schools in 2006 to 50% in 2018.</p> <ul style="list-style-type: none"> • Increase the gross registration rate in junior secondary from 60% in 2006 to 85% by 2018. Junior secondary gross enrolment rate to reach 82% by 2018. • Increase the proportion of integrated IQT JSS schools from 17% in 2006 to 34% in 2018. • Reduce classroom construction costs by 30% by 2011. • Increase private sector provision of basic education to 30% in urban LGAs. 	<ul style="list-style-type: none"> • Toilets • Adequate school health provision • Identify poorly served LGAs (e.g.) and provide additional support for construction <ol style="list-style-type: none"> 2. SUBEB and LGAs to explore cost effective ways of expanding the number of classrooms in partnership with communities. Potential strategies to include; <ul style="list-style-type: none"> • Community designed and built classrooms • Cheaper construction of current designs • Using available land in primary schools to support and build JSS school/classes 3. Further expansion of junior secondary schooling should not constrain primary school decongestion and expansion. 4. Discussion and negotiation with LGAs to identify infrastructure needs for both rehabilitation and new construction including workshops and laboratories at JSS. <ul style="list-style-type: none"> • 1,400 primary classrooms and related infrastructure per year • 750 junior secondary classrooms and related infrastructure per year 5. Using lessons learned from the SESP school development support scheme introduce school development planning in all primary schools from 2009. Introduce a N300-500 thousand grant to primary and JSS schools to support school development plans. For example, funds to be used for <ul style="list-style-type: none"> • regular school maintenance • teaching and learning materials 6. Provide a flat rate payment of N 30,000 (no allowances) to four Islamic study teachers in integrated IQT primary schools with rest of salary supported by PTAs. 7. Provide four primary school teachers to teach core national curriculum in all integrated IQT primary schools. In IQT junior secondary schools provide full compliment of teachers. 	<ol style="list-style-type: none"> 2. SUBEB/ LGAs 3. LGAs 4. SUBEB / LGAS 5. SUBEB/ LGAs 6. SMOE/ SUBEB 7. SMOE/ SUBEB

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
		<ol style="list-style-type: none"> 8. Communities to be responsible for the construction of IQT primary and junior secondary schools. 9. Design and implement a public awareness programme on rights to free basic education (including a specific focus on girls – see EA 4) – by mid 2009. 10. Develop partnership initiatives (including self-help programmes) for strengthening private sector and community participation in basic education construction, infrastructure maintenance, school management and monitoring – ongoing from 2009. 11. Continue the deboarding policy at JSS and eliminate boarding at this level by 2018/19 through process of JSS expansion. 	<ol style="list-style-type: none"> 8. SMOE/ SUBEB 9. LGAs/ Local community 10. SMOE/ SUBEB 11. SMOE/ SUBEB / LGAs
<p>EA 3</p> <p>Eliminate gender disparities in basic education and narrow gender gaps in senior secondary access</p>	<ul style="list-style-type: none"> • Enrolment and completion rates of boys and girls at parity in public primary schools by 2018. • Gender parity in public JSS enrolment rates by 2018. • Registration rates into science colleges to equalise by 2018. • Registration rates into senior secondary school to equalise by 2018. • Increase the proportion of female teachers in primary and secondary schools to narrow 	<ol style="list-style-type: none"> 1. Design and implement IEC public awareness programme to raise awareness of the importance of girls education – by mid 2009 2. Ensure school infrastructure plans (EA 2) include adequate facilities for girls (e.g. toilets/sanitation facilities) – ongoing from 2009. 3. Develop a plan for the training, recruitment and deployment of female teachers by mid 2009, including IEC, sponsorship and incentive packages. 4. Undertake a feasibility study and introduce a targeted in-kind/cash transfer programme to encourage girls, poor boys and disadvantaged groups to enrol in JSS. Targeted to rural LGAs and to 20% of JSS secondary school students (N 3,000 annually per student). Equal number of boys and girls to receive transfer. 5. Maintain fee free secondary schooling for female students. 6. Provide more spaces for girls in senior secondary schools and science colleges by building more girls schools and expanding girls streams in existing schools. 	<ol style="list-style-type: none"> 1. SMOE/ SUBEB 2. SMOE/ SUBEB 3. SMOE/ SUBEB 4. SMOE/ SUBEB 5. SMOE 6. SMOE/ SSSMB/ STSB

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
	<p>gender gap. In primary, increase the proportion of female teachers from 14% in 2006 to 30% by 2018. In junior and senior secondary schools the proportion of female teachers from 20% in 2006 to 40% in 2018.</p>		
<p>EA 4 Provide equitable educational opportunities for disadvantaged and vulnerable children</p>	<ul style="list-style-type: none"> • Design and implement targeted programmes to increase access for disadvantaged and vulnerable groups (including complementary/non-formal programmes) 	<ol style="list-style-type: none"> 1. Evaluate, build upon, and implement programmes for the disadvantaged that are already in operation, including complementary and alternative education programmes – from 2009. 2. In partnership with NGOs and local community, develop and implement new programmes for excluded children during 2009 (out-of-school, hard to reach, drop-outs, nomadic and Almajiri) For example: <ul style="list-style-type: none"> • Integration of excluded children within the formal system through expansion of nomadic school programme, increased number of IQT integrated schools. • Alternative basic education programmes with clear entry points into the formal system. 3. Undertake a feasibility study and introduce targeted in-kind/cash transfer scheme for disadvantaged pupils by end 2009 and implement as appropriate (see EA 3). 4. Undertake a study on orphaned, marginalised and vulnerable children (including as a result of HIV/AIDS) including the feasibility of material support/cash transfers to assist children in completing education – by end of 2009. 	<ol style="list-style-type: none"> 1. SMOE/ SUBEB/ SAME/LGA 2. SMOE/ SUBEB/ SAME 3. SMOE/ SUBEB 4. SMOE/ SUBEB

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
<p>EA 5</p> <p>Increase the enrolment, retention and completion of children with special needs</p>	<ul style="list-style-type: none"> • Increase attendance of those with special needs in schools • Integrate all challenged children with non-severe SENS in mainstream schools by 2018 	<ol style="list-style-type: none"> 1. Develop and implement systems for screening and identification of children with special needs, including teacher sensitization, and strengthening special education assessment capacity in all LGEA's by end of 2009. 2. Ensure school infrastructure plans (EA 2) include designs to accommodate pupils/students with special needs – by mid 2009. 3. Establish a special needs school for children with severe SENS. 4. Undertake needs assessment and provide teaching and learning materials for children with special needs – by mid 2010 5. Incorporate training for SENS in all NCE teacher training courses – by end of 2010. 6. Develop and implement an Information, Education and Communication programme for special education by the end of 2009. 7. Organize sensitization workshop for parents and children with special needs – from mid 2008. 	<ol style="list-style-type: none"> 1. SMOE/ SUBEB/ LGEA's 2. SUBEB/ SMOE 3. SMOE/ SUBEB 4. SMOE/CoE 5. SMOE/ SUBEB 6. SMOE/ SUBEB/ LGAs 7. SMOE/ SUBEB/ LGAs
<p>EA 6</p> <p>Expand and improve functional literacy</p>	<ul style="list-style-type: none"> • Adult literacy rate to increase to 80% by 2018 (from 60% in 2006) • Gender parity in adult literacy rate by 2018. Increase female adult literacy rate from 51% to 80% and male rate from 70% to 80%. 	<ol style="list-style-type: none"> 1. Design a functional literacy test (drawing on existing good practice) by mid 2009 2. Undertake sample testing to determine a baseline literacy rate by the end of 2009 3. Conduct a mapping, assessment and feasibility study of Basic Literacy Centres, including instructors, resources, programmes etc. 4. Expand Basic Literacy Centres to provide increased access to literacy programmes for adult learners. Provide 50 Basic Literacy Centres for each LGA and provide women only programmes in all centres. 	<ol style="list-style-type: none"> 1. SAME 2. SAME 3. SAME 4. SAME

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
		5. Expand support to private sector initiatives supported by SAME from 2009.(e.g. provision of learning materials, instructors etc.) 6. Develop plans for strengthening SAME capacity and resourcing for the planning, management and monitoring of basic literacy from 2009.	5. SAME/ LGEA's 6. SAME
EA 7 Increase the number of secondary school students completing senior secondary school.	<ul style="list-style-type: none"> • Gross registration rate in senior secondary to decline from 62% in 2006 to 50% by 2018. • Gross enrolment to increase slightly from 26% in 2006 to 29% in 2018. • Reduce classroom construction costs by 30% by 2011. 	<ol style="list-style-type: none"> 1. Conduct comprehensive school mapping of senior secondary schools to determine physical infrastructure needs (maintenance, rehabilitation and new construction) by early 2009. To include: <ul style="list-style-type: none"> • Potential location for new schools • Classrooms • Administrative facilities • Furniture • Power and water supply • Toilets • Laboratories • Adequate school health provision 2. Construction of classrooms and schools. Initial estimates: <ul style="list-style-type: none"> • 325 senior secondary classrooms and related infrastructure per year 3. Using lessons learned from the SESP school development support scheme introduce school development planning in all senior secondary schools from 2009. Introduce a N400-600 thousand grant to SSS to support school development plans. For example, funds to be used for <ul style="list-style-type: none"> • regular school maintenance • teaching and learning materials 	<ol style="list-style-type: none"> 1. SSSMB 2. SSSMB 3. SSSMB

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
<p>EA 8</p> <p>Expand and improve the provision of tertiary education</p>	<ul style="list-style-type: none"> • Tertiary education available for at least 10% of the post-secondary cohort by 2018 	<ol style="list-style-type: none"> 1. Conduct study of the tertiary sector to further develop tertiary sector plan by end of 2009. To include: <ul style="list-style-type: none"> • Vision for state tertiary education sector • Identify links between tertiary education provision and needs of economy • Human resource development plan • Clear strategy for sub-sector financing. • Potential for establishing centres of excellence • Assess the relevance of current tertiary curricula 2. Establish one fully developed polytechnic in every Senatorial Zone (three) by 2018. 	<ol style="list-style-type: none"> 1. SMOHE 2. SMOHE

4.2 Quality of Education

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
<p>QE 1</p> <p>Improve the quality of Early Childhood Care and Education</p>	<ul style="list-style-type: none"> • ECCE in-service teacher/caregiver training programmes based on NERDC ECCE curriculum developed and established by mid 2009 	<ol style="list-style-type: none"> 1. Develop and provide in-service training programme for ECCE teachers/caregivers to include classroom management (large class sizes, multigrade teaching etc.). 2. Continued provision of teaching and learning materials. 3. Undertake assessment of current provision of teaching and learning materials and develop a defined set of teaching and learning materials for ECCE classes – by end 2009. 4. Procurement and distribution of teaching and learning materials ongoing from 2008. 	<ol style="list-style-type: none"> 1. SMOE/ SUBEB 2. SMOE/ SUBEB 3. SMOE/ SUBEB 4. SMOE/ SUBEB
<p>QE 2</p> <p>Reduce class sizes in primary and secondary education</p>	<ul style="list-style-type: none"> • primary pupil – classroom ratio of 60:1 in 2010 (from 112:1 in 2006) • JSS pupil – classroom ratio of 60:1 in 2010 (from 107:1 in 2006) • SSS pupil-classroom ratio of 50:1 in 2018 (from 78:1 in 2006) 	<ol style="list-style-type: none"> 1. Decongestion of primary and junior secondary school classrooms. Two phase process. <ul style="list-style-type: none"> • Double shift current schools to decongest immediately (approximately 50% of current classrooms to double shift) • Begin classroom construction to provide classrooms for single shift schooling and reducing double shifting. 2. Conduct comprehensive school mapping and needs assessment for primary and secondary schools by early 2009. SMOE/SUBEB to explore cost effective ways of providing rapid decongestion of classrooms in partnership with communities. Potential strategies to include; <ul style="list-style-type: none"> • Community designed and built classrooms • Cheaper construction of current designs • Double shifting of classrooms in existing JSS • Using available land in primary schools to support a build JSS school/classes 	<ol style="list-style-type: none"> 1. SMOE/ SUBEB/ LGAs 2. SMOE/ SUBEB/ LGAs

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
<p>QE 3</p> <p>Increase the provision of basic education textbooks and other teaching and leaning materials</p>	<ul style="list-style-type: none"> • Provide a set of core (5) subject textbooks for every two pupils by 2010 in all government supported primary and junior secondary schools. • Provide a set of teacher guides for each primary school teacher and subject guides for JSS teachers in all government supported basic education schools by 2010. 	<ol style="list-style-type: none"> 1. Provide textbooks with five year life-spans in all five core subject areas to all supported schools (conventional and integrated IQT schools). Produce a textbook policy by mid 2009, to ensure appropriate and adequate financing, procurement and distribution to meet the agreed pupil textbook ratio. Policy to include: <ul style="list-style-type: none"> • a plan to introduce a demand driven system involving schools and LGAs in selection of textbooks and planning for annual textbook needs. • Revised guidelines on textbook management and a developed training schedule. 2. Support school purchases of additional teaching and learning materials through expanding coverage of school development support scheme. 	<ol style="list-style-type: none"> 1. SMOE/ SUBEB/ LGAs 2. SMOE/ SUBEB / LGAs
<p>QE 4</p> <p>Maximise learning time in schools .</p>	<ul style="list-style-type: none"> • Ensure that contact hours in basic education conform to national norms. 	<ol style="list-style-type: none"> 1. Through inspection and monitoring/unannounced visits ensure that school is open for correct times and teachers are prepared for classes. 2. Through dissemination ensure that local communities are aware of the school calendar and the number and length of periods that are available. 3. Provide clear policy on teacher absenteeism and tardiness and involve SBMCs in monitoring teacher attendance. 4. Policy on integrated IQT schools to ensure that learning time devoted to core curriculum subjects is the same as in conventional schools. 	<ol style="list-style-type: none"> 1. KERD/ SUBEB/ SSSMB/ STSB/ LGAs 2. KERD/ SUBEB/ SSSMB/ STSB/ LGAs 3. SMOE/ SUBEB 4. SUBEB/ LGAs
<p>QE 5</p>			

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
<p>Improve primary and secondary education teacher provision and development</p>	<ul style="list-style-type: none"> • Average pupil-teacher ratio in public primary schools of 50:1 in 2010 • Average pupil teacher ratio in public junior secondary schools of 50:1 by 2010 • Reduction in the proportion of unqualified/ under qualified public primary teachers to 25% by 2018 (from 78% in 2006) • Reduction in the proportion of unqualified public JSS teachers to 5% by 2018 (from 71% in 2006) • Ensure that all teachers in SSS are qualified by 2018 • All teachers to receive in-service training annually by 2010 	<ol style="list-style-type: none"> 1. Determine teacher supply needs for primary and secondary schools taking into account minimum qualification requirements (NCE). Identify shortages in key subject areas for JSS and SSS. 2. Reintroduce class based teaching (i.e. not subject specific teaching) in primary schools. 3. Increase the average periods taught by junior secondary school teachers. 4. Stop the recruitment of teachers without NCE/PGDE qualification by beginning of 2009. 5. Establish NCE (Primary education studies) as a pre-requisite for teaching in primary school by 2009. 6. Upgrade unqualified/under qualified primary school teachers through part-time courses to achieve NCE (primary education studies) qualification. 7. Upgrade unqualified/under qualified secondary school teachers through part-time courses to achieve NCE and PGD qualifications for junior and senior secondary school teachers respectively. 8. Stop the recruitment of primary school teachers without NCE (primary education studies) by 2009. 9. Build on teacher professional development strategies in State Education Sector Programme to develop and implement a Teacher Development Strategy to include annual in-service training in subject matter, fluency in language of instruction, bilingual teaching, how to use teaching and learning materials, classroom management (large class sizes, inadequate teaching and learning materials etc.) and reflection skills – by mid 2009. 10. From 2009, 60% of all newly recruited teachers to be female. 11. Through current teacher policy study and teacher services scheme, review and develop policy on teacher welfare and terms and conditions of service by end of 2008, including: 	<ol style="list-style-type: none"> 1. SMOE/ STSB/ SSSMB/ SUBEB 2. SMOE/ STSB/ SSSMB/ SUBEB 3. SMOE/ STSB/ SSSMB/ SUBEB 4. SMOE/ SUBEB 5. SMOE/ COE 6. SMOE/ SSSMB/ STSB/ COE 7. SUBEB/ LGAs 8. SMOE/ SUBEB/ COE 9. SMOE/ STSB/ SSSMB/ SUBEB 10. SMOE/ STSB/ SSSMB/ SUBEB 11. SMOE/ STSB/ SSSMB/ SUBEB

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
		<ul style="list-style-type: none"> • recruitment, including transparent and gender equitable procedures • deployment, including recruitment of teachers from local area • introduction of incentives to encourage teachers to teach in rural and remote areas • gender issues, identify strategies to increase female teachers teaching in basic education • remuneration • promotion • fairness – teachers with same qualifications and experience to receive same remuneration • other incentives • performance management <p>Implement recommendations from the review in 2009, taking into account financing considerations.</p>	
<p>QE 6</p> <p>Improve the quality of senior secondary schooling through the introduction of model schools and rehabilitating science colleges</p>	<ul style="list-style-type: none"> • Upgrade 24 senior secondary schools to model schools by 2011 • Rehabilitate all science colleges by 2011 	<ol style="list-style-type: none"> 1. Fully rehabilitate 22 current senior secondary schools and ensure smaller class sizes (40). 2. Introduce selection examinations in these schools to ensure that the best performing students are accepted. 3. Ensure all teachers recruited for these schools are qualified and experienced. 4. Using lessons learned from the SESP school development support scheme introduce school development planning in all primary schools from 2009. Introduce a N500-700 thousand grant to schools to support school development plans. For example, funds to be used for <ul style="list-style-type: none"> • regular school maintenance • teaching and learning materials including workshop and laboratory materials 5. Expand the availability of core technical subjects at JSS level 	<ol style="list-style-type: none"> 1. SSSMB 2. SSSMB 3. SSSMB 4. SSSMB 5. SUBEB/ SSSMB/

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
		from 2009. 6. Undertake a needs assessment of workshops and science laboratories in SSS including equipment and begin implementation by 2009.	STSB 6. SSSMB
QE 7 Strengthen inspection and monitoring	<ul style="list-style-type: none"> • All schools inspected twice a year by a single inspection team by 2010 • Guidelines for supervision and inspection revised and published by end of 2008. 	<ol style="list-style-type: none"> 1. Review monitoring and inspection systems, and issue guidelines - by end of 2008. 2. Improve the teacher supervision system to provide support for professional development and enhanced teacher performance – by end of 2008 3. Provide capacity development support for supervisors and inspectors, including provision of adequate operational budgets from 2008 4. Strengthen the system to effectively monitor and sanction teacher absenteeism and tardiness by end of 2008 5. Develop capacity to adequately inspect IQT integrated schools by end of 2009 6. Move towards a coordinated inspection system at the state level through the establishment of a quality assurance board that incorporates all state and LGA inspection services by 2009. 7. Develop a unified inspection system through an independent quality assurance agency by 2014. 	<ol style="list-style-type: none"> 1. SMOE/ SSSB / STSB/ KERD/ LGAs 2. SMOE/ KERD 3. SMOE 4. SMOE 5. SMOE/ KERD 6. SMOE/ KERD 7. SMOE/ SSSB / STSB/ KERD/ LGAs
QE 8 Refocus State College of Education to provide professional development services for primary and	<ul style="list-style-type: none"> • All currently unqualified primary and junior secondary school teachers to be upgraded or enrolled in the programme by 2018. 	<ol style="list-style-type: none"> 1. Review NCE course curricula to ensure a balance between subject matter, fluency in language of instruction, bilingual teaching, how to use teaching and learning materials, classroom management (large class sizes, inadequate teaching and learning materials etc.) and reflection skills. 	<ol style="list-style-type: none"> 1. MOHE/ State COE

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
junior secondary school teachers.	<ul style="list-style-type: none"> • Graduates from State College of Education to be more closely matched to education sector needs. • At least as many female students as male students enrolled in NCE courses by 2013. 	<ol style="list-style-type: none"> 2. Review Primary Education Studies curriculum to ensure its suitability for primary school teachers. 3. Using in-service teaching training strategies in the on-going State Education Sector Plan (SESP) develop and implement comprehensive teacher professional development strategy for primary and secondary school teachers by 2009. 4. Based on the current part-time NCE programme develop intensive upgrading programmes for <ul style="list-style-type: none"> • grade II teachers that takes account of their current training and implement from 2009. • unqualified teachers. 	<ol style="list-style-type: none"> 2. MOHE/ State COE 3. MOHE/ State COE 4. MOHE/ State COE
QE 9 Promote information and communication technology (ICT) in schools and institutions	<ul style="list-style-type: none"> • Gradual expansion of ICT facilities in schools and tertiary institutions – targets to be determined 	<ul style="list-style-type: none"> o Develop a State education policy on ICT. Undertake a needs assessment and feasibility study to provide ICT infrastructure in schools/institutions and develop a fully costed plan for gradual expansion of ICE facilities using a phased approach beginning with SSS – by end of 2009. 	<ol style="list-style-type: none"> 1. SMOE/ STSB / Special advisers office
QE 10 Promote academic programmes and research relevant to state and national development	<ul style="list-style-type: none"> • 50% of all research funding from private and non-governmental sectors by 2010 	<ol style="list-style-type: none"> 1. Review and develop strategies for enhancing academic programmes and research - ongoing 2. Develop guidelines on the publication and dissemination of research findings – by end of 2008 3. Ensure that research findings relevant to State & national development, and industry, are widely available – from 2008. 4. Promote the use of electronic libraries for the storage and publication of research papers and findings – from 2008. 5. Revise university block grants system by 2009 (based on teaching, administration and research criteria – including 	<ol style="list-style-type: none"> 1. SMOE/ KUST 2. SMOE/ KUT 3. SMOE/ KUST 4. SMOE/ KUST 5. SMOE/ KUST

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
		research published in recognized journals and/or in ISBN publications) 6. Review academic programmes to ensure relevance to national development – ongoing. 7. Undertake consultations with the private sector, particularly industry, to identify pertinent areas for research – ongoing. 8. Strengthen capacity within university to conduct relevant research – ongoing.	6. SMOE/ KUST 7. SMOE/ KUST 8. SMOE/ KUST

4.3 Technical and Vocational Education and Training

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
<p>TVET 1</p> <p>Promote technical and vocational education and training relevant to the development needs of the State</p>	<ul style="list-style-type: none"> • TVET development strategy and programme in place by end 2009 • Convert an existing vocational centre into a technical college and increase technical senior secondary enrolment by 50% by 2018. • Promote private sector (industry) participation in technical and vocational education through placement schemes and development of training programmes. 	<ol style="list-style-type: none"> 1. Review technical and vocational education curriculum in consultation with industry to ensure a demand driven approach and increase the relevance of programmes to the needs of industry. Assess the demand and feasibility of introducing alternative post-basic vocational training courses outside of senior secondary technical schools, from 2009. 2. Review the State science and technology policy to ensure conformity with the national policy by the end of 2009. 3. Ensure that practical skills are assessed as part of all science and technical education examinations from 2009. 4. Develop and publish Information, Education and Communication packages to promote TVET with an emphasis on attracting female students from mid 2009. 5. Develop gender-appropriate pre-vocational, vocational and technical courses, including possible piloting – by end of 2009. 	<ol style="list-style-type: none"> 1. SMOE/ S&TSB 2. SMOE/ S&TSB 3. SMOE/ S&TSB 4. SMOE/ S&TSB 5. SMOE/ S&TSB
<p>TVET 2</p> <p>Enhance the relevance of vocational training to the human development needs of local communities</p>	<ul style="list-style-type: none"> • At least 1 vocational centre established in each LGA by 2018 	<ol style="list-style-type: none"> 1. Initiate and articulate appropriate technology programmes that will enhance the capacity of vocational centres to support and service cottage industries from 2008. 2. Broaden and localise the vocational education curriculum to make formal crafts more relevant to immediate communities from 2008 	<ol style="list-style-type: none"> 1. SMOE, S&TSB, KUST 2. S&TSB
<p>TVET 3</p>	<ul style="list-style-type: none"> • All technical colleges generate 	<ol style="list-style-type: none"> 1. Mandate technical colleges to develop products and provide 	<ol style="list-style-type: none"> 1. S&TSB

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
Increase the resourcing of technical colleges and promote generation of internal revenue	at least 10% of their annual budgets from IGR by 2015	services to their immediate communities on a commercial basis from 2008. 2. Establish small scale enterprises managed by staff and students in technical colleges from 2008. 3. Solicit private sector sponsorship to supplement government subventions to technical colleges from 2008. 4. Encourage Government patronage of goods and services offered by technical colleges from 2008.	2. S&TSB, technical colleges 3. S&TSB, technical colleges 4. SMOE, State government

4.4 Education finance

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
<p>EF 1</p> <p>Increase and sustain education resource allocation to facilitate achievement of objectives and targets in ESP</p>	<ul style="list-style-type: none"> • Kano State and LGA total budgets grows in real terms by 5% per annum. • Education share of State budget maintained increased from 18% in 2006 to 20% in 2013. • Education share of LGA budgets increased from 17% in 2006 to 20% in 2013 to cover increased salary costs at primary level and some capital spending. 	<ol style="list-style-type: none"> 1. Define criteria for resource allocation to the various sub-sectors based on agreed priorities areas, including assessment of the unit cost of education per student in each sub-sector related to returns on investment. 2. Increase resource allocation based on the strategies stated above. 	<ol style="list-style-type: none"> 1. SMOE/SUBEB, MoF, MoBP, relevant education agencies 2. SMOE/SUBEB, MoF, MoBP, relevant education agencies
<p>EF 2</p> <p>Improve the efficiency and effectiveness resource utilisation</p>	<ul style="list-style-type: none"> • Financial Management Capacity Development Strategy in place by end of 2009 	<ol style="list-style-type: none"> 1. Undertake financial management capacity needs assessment and develop a strategy by mid 2009, and implement from accordingly, to include strengthening: <ul style="list-style-type: none"> • Budget preparation • Budget management • Financial monitoring and reporting • Procurement • Audit 2. Re-evaluate the costs of all capital spending projects and key recurrent education inputs including a review of procurement 	<ol style="list-style-type: none"> 1. SMOE/SUBEB, MoF, MoBP, relevant education agencies 2. SMOE/SUBEB, MoF, MoBP, relevant

		procedures by 2009.	education agencies
<p>EF 3</p> <p>Introduce school development planning in all schools and support school improvement plans with school grants</p>	<ul style="list-style-type: none"> • Financial Management Capacity Development Strategy in place by end of 2009 	<ol style="list-style-type: none"> 1. Using lessons learned from the SESP school development support scheme introduce school development planning in all primary and secondary schools from 2009. School improvement plans to be supported by a school grant. For example, funds to be used for <ul style="list-style-type: none"> • regular school maintenance • teaching and learning materials including workshop and laboratory materials 	<ol style="list-style-type: none"> 1. SMOE/SUBEB, SSSMB, STSB, MoF and MoBP

4.5 Education Planning and Management

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
<p>EPM 1</p> <p>Clarify management roles and strengthen management systems at all levels of the system</p>	<ul style="list-style-type: none"> • All officers at all levels have supervised and agreed work programmes in place by the end of 2009 and reviewed annually thereafter • Annual appraisal/review and audit systems at all levels in place by the end of 2008 • Operational manuals for officers in central ministry/ agencies/regions/districts developed and in place by the end of 2008 • HRD and capacity building programme designed and in place by the end of 2008 • All primary and junior secondary have an effective SBMC and all senior secondary schools an effective BOG in place by mid 2010 • All schools have a school performance improvement 	<ol style="list-style-type: none"> 1. Prepare detailed work programmes for desk officers at all levels of management – by the end of 2009 2. Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at Ministry, agency, Zonal, LGA, school level – by mid 2009. 3. Establish Management/Communication systems, ensuring quarterly meeting of Boards and monthly meetings of Zonal Supervisory Directorates – by mid 2008. 4. Develop public awareness programmes (IEC) on the main elements of the UBE Act to sensitize all stakeholders on their rights and responsibilities in the provision, management and administration of education – by mid 2008. 5. Identify HRD needs and competencies at all levels of the management system and provide targeted training to upgrade the technical competence of selected staff – by the end of 2009. 6. Prepare guidelines for drawing up school improvement plans and distribute to LGEAs and school – by mid 2009. 7. Strengthen pre-school unit in SUBEB to ensure the capacity to implement the planned expansion (see EA 1) – from 2008 8. Systematic management training of Head teachers – from 2008 9. Design and implement a system to monitor and evaluate the operation of SBMCs and BOGs by mid 2010 10. Conduct annual headcounts to ensure accuracy in the MoE and SUBEB payroll (with an emphasis on removing ghost 	<ol style="list-style-type: none"> 1. SMOE and other agencies 2. SMOE and other agencies 3. SMOE, LGEA's 4. SMOE 5. SMOE and other agencies 6. SMOE 7. SUBEB 8. SMOE and other agencies 9. SMOE/ SUBEB/ SSSB/ STSB 10. SMOE

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
	<p>plan (SPIP) agreed with either SBMC/BOG by the end of 2010</p> <ul style="list-style-type: none"> • Head counts for payroll conducted on an annual basis • Revision/clarification of staffing norms for improved efficiency by early 2009 	<p>names) through HRMIS/EMIS – ongoing from 2008</p> <ol style="list-style-type: none"> 11. Clarification and revision of average PTR and teacher-non-teacher staff ratios, related staffing guidelines for schools, strengthening of norm enforcement mechanisms – by early 2009 12. Develop and implement a system/process through which harassment of pupils by teachers – sexual and otherwise can be formally reported and sanctioned – from 2009 	<ol style="list-style-type: none"> 11. SMOE 12. SMOE/SUBEB
<p>EPM 2</p> <p>Strengthen the Education Management Information System (EMIS)</p>	<ul style="list-style-type: none"> • Comprehensive Education Sector Performance Monitoring system developed and established by mid 2009, including annual EMIS report • Improved use of EMIS data for setting targets and monitoring indicators, and to feed into strategic planning and programme adjustment • Undertake a state wide assessment of learning outcomes in primary and secondary schools by 2009. 	<ol style="list-style-type: none"> a. Education Sector Performance Monitoring Framework established and used to inform policy-making by mid 2009, including: <ul style="list-style-type: none"> • Core Education Sector Performance Indicators developed, including baseline data and multi-annual targets. By end of 2008. • Process indicators focused on policy undertakings, legislation, institutional development and financial management b. Capacity building in education performance monitoring, evaluation and reporting for key staff in SMOE, SUBEB and other relevant institutions, from 2008. c. Needs analysis undertaken and EMIS Development Plan in place by end of 2008. d. EMIS Development Plan implemented in 2008 including: <ul style="list-style-type: none"> • Equipment and IT procurement • Connectivity and networking • EMIS programme and system development • Staff recruitment • Training/skills upgrading 	<ol style="list-style-type: none"> 1. SMOE 2. SMOE/SUBEB 3. SMOE 4. SMOE/SUBEB

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
		<ul style="list-style-type: none"> • Clarity of roles and responsibilities between MoE and SUBEB e. Develop and undertake a state wide assessment of primary and secondary school learning outcomes that can be repeated periodically to accurately monitor trends in learning outcomes by 2009. 	5. SMOE/SUBEB
<p>EPM 3</p> <p>Improve clarity and regulation of cost sharing and cost recovery</p>	<ul style="list-style-type: none"> • Guidelines on cost sharing and cost recovery in education in place by mid 2009 	<ol style="list-style-type: none"> 1. Require State tertiary institutions to submit cost recovery proposals to government - by mid 2009. 2. Write guidelines on 'Cost – sharing and cost Recovery and circulate to all stakeholders at all levels within the education system by mid of 2009. 3. Monitor schools and institutions to ensure adherence to guidelines on fees/costs – ongoing from mid 2009 	<ol style="list-style-type: none"> 1. SMOHE/ tertiary institutes 2. SMOE/ SMOHE/ LGAs 3. SMOE/ SMOHE/ KERD
<p>EPM 4</p> <p>Strengthen the involvement of stakeholders including civil society, the private sector and religious bodies</p>	<ul style="list-style-type: none"> • First Annual Review of sector performance in November 2010 and annually thereafter • Schools, Communities-Businesses partnership programmes in place at State and local levels by 2009 • Regulations for the management of schools in partnership with religious bodies published and made available by mid 2009 	<ol style="list-style-type: none"> 1. Establish an institutional structure to ensure broad based stakeholder participation and consultation in education policy formulation, implementation and monitoring – by the end of 2008 - involving review (and implementation as appropriate) of the current proposals (October 2005) for the formation of a State Council on Education (SCE), State Consultative Committee on Education (SCCE), State Reference Committees on Education (SRCE) 2. Review partnership arrangements with stakeholders to determine and provide an enabling environment for the private sector, communities and religious bodies to participate in the education process, including streamlining administrative procedures and management of pre-schools and schools to ensure a holistic focus on the education system (irrespective 	<ol style="list-style-type: none"> 1. SMOE/ SMOHE 2. SMOE/ SMOHE

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
		<p>of religious affiliation) as provided by the UBE Act – from 2009.</p> <ol style="list-style-type: none"> 3. Establish clear policy on integration of IQT schools: <ul style="list-style-type: none"> • Clear registration guidelines and level of support provided once IQT schools are integrated. • LGAs to identify and inspect Islamiyya schools that apply for integration to ensure suitability according to registration guidelines. • Clear guidelines on learning hours, language of instruction, levels of teacher education and training • Integrated curriculum that ensures sufficient learning time and uniformity 4. Review the regulations regarding the minimum standards and management of non-government schools and revise and publish if necessary – by mid 2009 	<ol style="list-style-type: none"> 3. SMOE/ SUBEB/ STSB/ SSSMB/ LGAs 4. SMOE/ SUBEB/ STSB/ SSSMB/ LGAs
<p>EPM 5</p> <p>Review primary, secondary and NCE curriculum and develop and implement a new IQT curriculum by 2009.</p>	<ul style="list-style-type: none"> • Develop proposal for changes to the curriculum for tabling at National Council of Education by 2009. • Develop a comprehensive curriculum for integrated IQT schools by 2009. 	<ol style="list-style-type: none"> 1. Review curriculum implementation at all levels in collaboration with key stakeholders to ensure relevance of curriculum to State needs – by end of 2009 2. Review textbooks, assessment and examination systems in the context of the curricula – by end 2009 3. Develop minimum standards for homework, games/sports and extra curricular activities, and ensure implementation by the end of 2009 4. Establish Curriculum Oversight Committee within the SMOE – by end 2009 	<ol style="list-style-type: none"> 1. SMOE/ CoE / KERD 2. SMOE/ CoE / KERD 3. SMOE/ CoE / KERD 4. SMOE/ CoE / KERD
<p>EPM 6</p> <p>Further develop key policy</p>	<ul style="list-style-type: none"> • Further develop policy and strategy in key areas of the ESP by end 2009 	<p>Key policy and strategy plans to review/develop:</p> <ol style="list-style-type: none"> 1. Human resource development strategy. 	<ol style="list-style-type: none"> 1. SMOE/SMOHE

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	RESPONSIBILITY
and strategy plans.		<ul style="list-style-type: none"> • To incorporate teacher policy study findings and recommendations. • To also look more broadly at the capacity and professional development needs of the education sector as a whole (e.g. teachers, administrators, inspectors etc.) <ol style="list-style-type: none"> 2. Review of the State tertiary education sector (see EA 8) to include: <ul style="list-style-type: none"> • Clear statement of state higher education policy. • Costed plans and strategies for the development of the sub-sector between 2009 and 2018. 3. State policy on TVET (see TVET 1) 4. State policy on IQT integrated schools (see EPM 4). 5. State policy on school grants scheme (see EA 2, EA 7). 6. State education policy on ICT and science and technology (see QE 9). 7. State policy on pre-school education (see EA 1). 8. Feasibility and strategy for implementing a conditional cash transfer programme (see EA2, EA 4, EA 7). 9. Develop a policy and innovative strategies for providing educational opportunities to orphaned, marginalised and vulnerable children (see EA 4). 10. Develop, publish and circulate guidelines on applying minimum standards for health care and sanitation in schools by end of 2009 	<ol style="list-style-type: none"> 2. SMOE/SMOHE 3. SMOE/SMOHE 4. SMOE/SMOHE 5. SMOE/SMOHE 6. SMOE/SMOHE 7. SMOE/SMOHE 8. SMOE/SMOHE 9. SMOE/SMOHE 10. SMOE/SMOHE

5. ESP outcomes and costs

This section outlines the projections that have been used in preparing the ESP. They demonstrate how enrolments and the costs of the education system evolve over the full ten years of the ESP. These projections are made using a simulation/costing model developed for Kano State during the ESA/SP work. A full description of the model and the base year data used are available as a separate annex to the ESP.

The targets and strategies of the ESP, outlined in Section 5, are used to develop projections of the size and cost of the education system between 2009 and 2018. The separate annex to the ESP also provides a detailed list of how the targets and strategies in the ESP have been used to project the education system forward. The projections in the ESP are based on information collected for the 2005/06 school year. The accuracy of the projected outcomes and costs is determined by the accuracy of this base year information. It is particularly important to note that population projections have not been finalised from the 2006 census and it may prove that the projections used in the costing model are too conservative. As this will have important implications on the feasibility of the ESP as a whole it is crucial that as new information is made available it is incorporated into revised projections.

5.1 Selected indicators

How will the education system develop if the ESP is fully implemented? This section looks at a selection of how key indicators are projected to change over the lifetime of the ESP. A more detailed list of indicators and costs are provided in Annex A which also projects the education system forward to 2020 based on continuing the investments outlined in the ESP.

The targets in the ESP lead to large increases in the primary and pre-primary gross enrolment rates (see Figure 5). By the end of the ESP it is projected that pre-primary and primary gross enrolment rates will have reached 20% and 117% respectively. Primary school registration rates (i.e. the percentage of 6 year old children enrolled in grade 1 of primary) are projected to be over 100% over the plan period. This is to allow for older children who had not enrolled in primary school at age 6 to enrol. It is envisaged that after the plan period, registration rates would decline to 100%.

The ESP contains strategies to improve the enrolment of girls at all levels. These measures are projected to close the gender gap in enrolment as spaces for girls are expected to grow at a faster rate than for boys. At the pre-primary, primary and junior secondary levels, completion rates are expected to be the same for boys and girls by 2018. For example, the primary gross completion rate (i.e. Grade 6 enrolment as a percentage of 11 year old population) is expected to reach 97% by 2018. For senior secondary schools, male and female registration rates (i.e. the percentage of junior

secondary graduates that register for senior secondary respectively) are expected to equalise by 2018.

Private sector participation is expected to increase over the plan period to accommodate some of the increases in enrolment shown in Figure 5. This is most extensive at the pre-primary level where a half of all places are expected to be provided by private community based pre-primary centres. At the primary level, the ESP expects that approximately 30% (12% of total enrolment) of children in urban LGAs will enrol in private schools. This will occur as a result of the strategies outlined in the ESP to encourage and support the establishment of private schools. Furthermore, it is expected that by the end of the plan period 50% of public primary school enrolment will be in integrated IQT schools. At the junior secondary level, it is expected that the number of private schools will not increase dramatically and hence the proportion of the JSS student population will decline over the plan period.

Figure 5: Gross enrolment rate projections for the ESP (2009-2018)



Source: Kano State Simulation Model – ESP scenario

Before looking at classroom needs for these expanded levels of enrolment it is important to highlight that the ESP also plans a substantial reintroduction of adult literacy classes across Kano State. In 2006, approximately 18,000 adults attended basic literacy classes and this is expected to grow to approximately 250,000 adult learners by 2018. This expansion will arise through the establishment of approximately 50 basic literacy centres in each LGA.

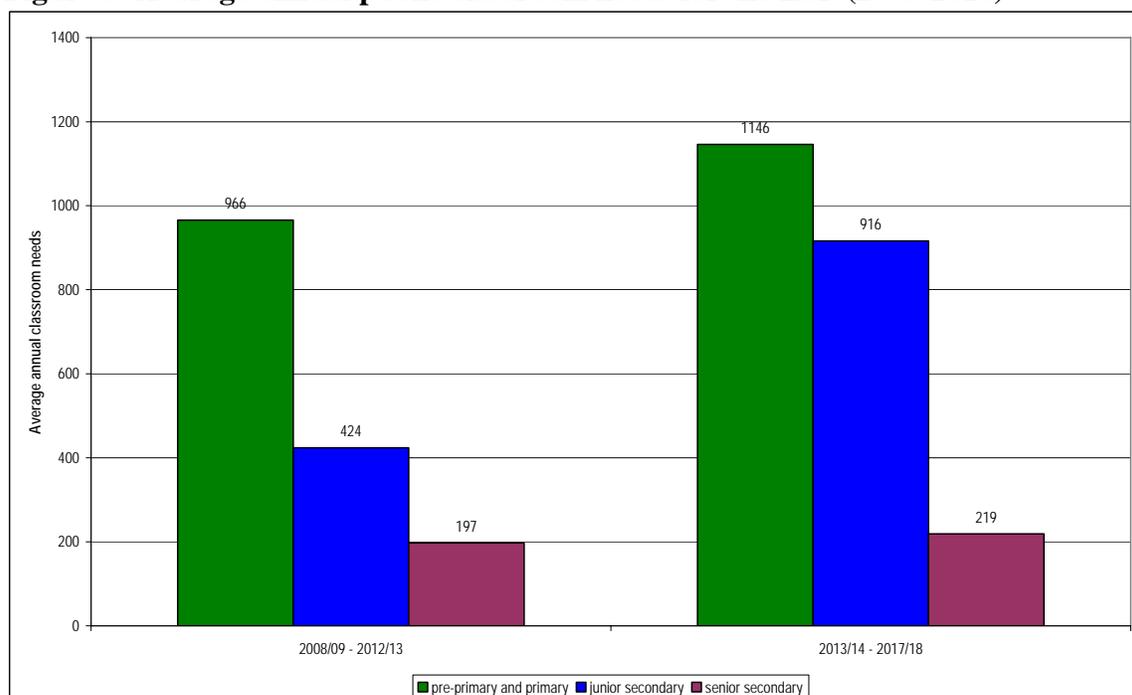
In line with the enrolment projections shown in Figure 5 and the dramatic declines in class sizes planned under the ESP a large number of new classrooms are required

annually (see Figure 6). At the primary and junior secondary levels class sizes are planned to fall to 60 from over 100 immediately the plan starts. Initially, this has little impact on classroom needs because these reductions in class sizes are realised through increasing double shifting. However, at the same time new classrooms are constructed to allow for double shifting to be phased out from most schools by 2018. At the primary level, approximately 1,000 classrooms need to be constructed annually to fulfil the targets in the plan. It should also be noted that classroom needs are kept relatively low through the increase in the proportion of total enrolment attending private schools and integrated IQT schools. It is assumed that in these schools, construction costs are supported by the private sector and local communities.

Levels of classroom needs at junior secondary school are similar to primary school needs in the second half of the plan period. This is largely because the government plays a stronger role in the expansion of junior secondary schooling. For example, it is expected that the government provides similar support for construction in integrated IQT schools as in conventional schools. It should be noted that classroom needs at all levels of the education system begin to decline after the 10 year plan period as all of the major reforms affecting class size are completed.

Costs of construction are expected to decline by 30% in the first three years of the plan and this significantly reduces the overall cost of the construction and rehabilitation plans outlined in the ESP. Without these declines in costs the ESP financing gap (see below) would grow considerably.

Figure 6: Average annual public classroom needs for the ESP (2009-2018)



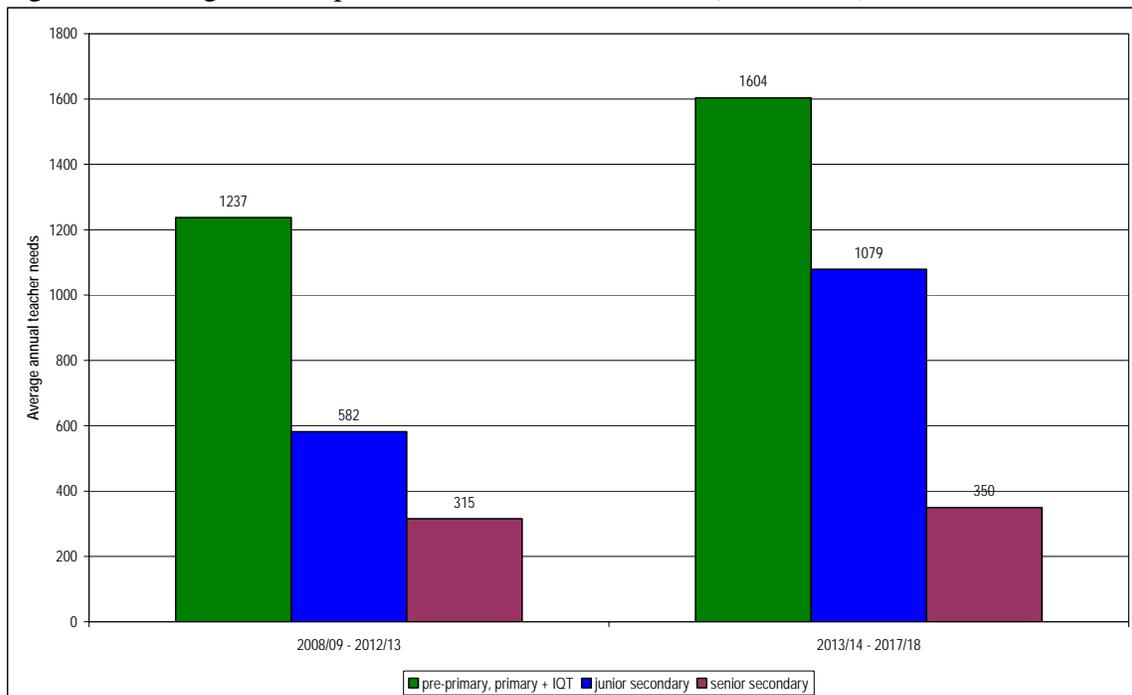
Source: Kano State Simulation Model – ESP scenario

Figure 7 provides information on the number of teachers needed annually in government and government supported schools. Annual needs for teachers are calculated based on pupil teacher ratios contained in the ESP and a 3% annual attrition rate of teachers. Given the size of the primary sector it is no surprise that teacher needs are highest at this level. The ESP plans to provide 4 primary school teachers to every integrated IQT school and this accounts for approximately half of all teacher needs by the end of the ESP. Teacher needs at this level are kept down by the introduction of class based teaching at the primary level. The ESP expects that by 2018 the norm for a single stream primary school will be 7 teachers (i.e. 6 class teachers and 1 headteacher).

For similar reasons to classroom needs, teacher needs at junior secondary schools increase substantially in the second half of the plan. This is due to the greater involvement of government in the provision of junior secondary schools. At all levels however, annual teacher needs decline and stabilise at the end of the plan and beyond once the major reforms around class sizes and teacher use have been fully implemented.

The proportion of qualified teachers in primary and secondary schools is also planned to increase rapidly over the ESP (see Sections 4 and 5). These increases are largely brought about through the introduction of upgrading courses in the State CoE and BUK and the prohibition on any further recruitment of unqualified teachers. Since the annual salaries of qualified teachers is substantially higher than unqualified teachers this has large impacts on the overall cost of the ESP (see below).

Figure 7: Average annual public teacher needs for ESP (2009-2018)



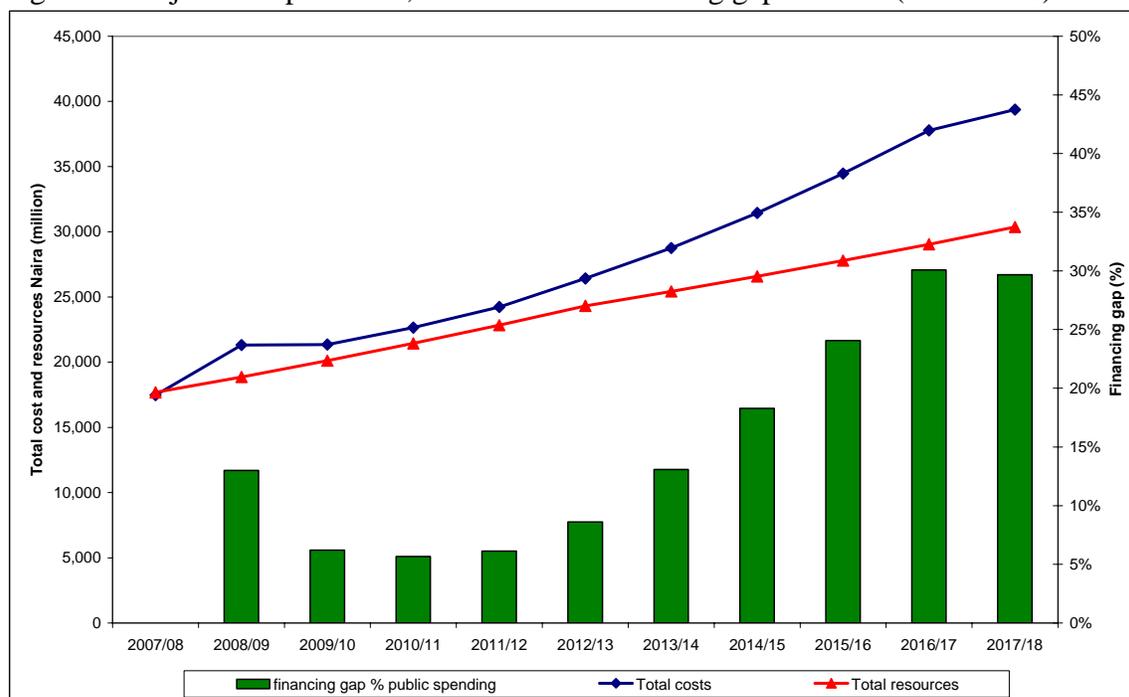
Source: Kano State Simulation Model – ESP scenario

5.2 Costs and financing

Figure 8 outlines the costs of the education system over the 10 years of the ESP. It is noticeable that the increase in costs follow a similar pattern to primary and junior secondary enrolments shown in Figure 5. This demonstrates that costs are in a large part driven by the increase in access under the ESP. However, there are a number of other key reforms that increase the cost of the education system. These include:

1. Declines in pupil teacher ratios.
2. Provision of textbooks and teacher guides.
3. Cost of upgrading primary and secondary school teachers and the subsequent increases in teacher salaries.
4. Provision of support to non-government teachers in integrated IQT schools.
5. Reductions in class sizes, particularly at the secondary level.
6. Provision of school grants to all government and supported non-government primary and secondary schools of between N300-700 thousand annually.

Figure 8: Projected expenditure, resources and financing gap for ESP (2009-2018)



Source: Kano State Simulation Model – ESP scenario

Comparing the costs of the ESP with the resources that are available to the education sector in Kano State provides a useful check on the feasibility of the plan. As part of the ESP, it is expected that real resources to education will increase due to:

1. Annual real increases in overall State and LGA budgets. The ESP is based on the assumption that these budgets will increase by 5% per annum in real terms over the plan period. Given increased oil revenue at the Federal level and recent increases in budgets, this assumption is relatively conservative.
2. Increase share of State and LGA budgets to education to 20%. In 2006, 18% of the State budget and 17% of LGA budgets were devoted to education. Therefore, increasing education share in these budgets to 20% is again a relatively small increase.

Based on these assumptions the gap between costs and available resources is projected to grow over the 10 year plan period. By 2018, projected costs will exceed resources by approximately 30% or N 9 billion (\$US 70 million). It should be noted that while this gap is large it will decline over the longer term as intake rates into the education system will stabilise at a similar level to the 6 year old population and the bulk of upgrading of teachers is completed. It is possible for the gap to be filled by:

1. Further increases in State and LGA budgets devoted to education
2. Private sector financial support
3. Increases in federal allocations to education possibly through UBEC
4. Development partner support

Increases in the overall funding for the ESP needs to be sought before moving to an operational plan.

6. Managing and Implementing the ESP

6.1 Management Arrangements and Responsibilities

The State Ministry of Education is committed to a holistic approach to education development. This is informed by the Kano State Government's policy on education which takes a universal approach to sector development and incorporates joint efforts between sectors and stakeholders being collectively responsible for the implementation of the educational policies.

The recently established State Council on Education (SCE) will provide advice on the overall management and implementation of the ESP, including:

- Setting priorities and budgets
- Planning, management and implementation
- Monitoring, evaluation and reporting
- Inter-Government and external partnerships, including donor coordination

The SCE comprises representatives from a number of ministries, other agencies under the State Ministries of Education and stakeholders, including the following:

- State Ministry of Education
- State Ministry of Higher Education
- State Ministry of Planning and Budget
- State Ministry for Local Government
- State Ministry of Health
- State Ministry of Women Affairs
- Office of the Special Adviser on Education and Technology
- Kano Forum
- Heads of Parastatals under SOME
- PTAs
- Nigerian Union of Teachers
- Civil Society

The SCE will oversee a series of other sub-committees with varying responsibilities to reflect the areas of focus of the ESP. Each sub committee will produce a prioritized work annual work plan linked to the annual revisions to the Education sector Operational Plan.

The following table outlines key collaborative management arrangements and responsibilities for ESP implementation in Kano State.

Table 6: Management Arrangements and Responsibilities for ESP Implementation

LEVEL/PERSONNEL GOVERNMENT				FUNCTION/REPORTING
Permanent Secretary, All Heads of Parastatals, SMOE Directors, SMOHE Directors, representatives of selected Ministries, selected stakeholders e.g. PTA's, NUT, OSA's etc.	—>	Commissioners for Education, Management Committee	— >	<i>Policy assurance monitors the SCE</i>
Directors PRS & PP, SMOE, SMOHE, SUBEB, STSB, SSMB SAME, selected Planning Personnel, monitoring and evaluation. Chaired by the Permanent Secretary.	—>	State Council on Education	— >	Think tank of ESP implementation. <ul style="list-style-type: none"> • Advise on the programme planning & design • EDP Management and Monitoring sub-committee • Supervision • Co-ordination and guidance. • Meeting with Donor

LEVEL/PERSONNEL GOVERNMENT				FUNCTION/REPORTING
				Agencies quarterly
Technical staff from SMOE, SMOHE and selected Parastatals, chaired by DPP, ZEO's and Principals	—>	Sub-committees	— >	Grassroots implementers of the ESP. <ul style="list-style-type: none"> • Planning output • Donor liaison- joint effort • Report to SCE periodically
SCE Secretariat and Sub-Committees	—>	Equitable Access (EA)	— >	Expanding access in all sub sectors, equity, gender disparity, Adult & Non Formal Education.
KERD & AIED Inspectorate Departments. Under state MOE, State PTA and NUT, Monitoring & Evaluation chaired by Director KERD.	—>	Quality of Education (QE)	— >	Setting standards <ul style="list-style-type: none"> • Monitoring & evaluation • Supervision, Curriculum • School improvement
SMOE, SUBEB and SMOE selected agencies. Chaired by DPRS.	—>	Education Planning & Management (EPM)	— >	<ul style="list-style-type: none"> • Policy planning • Financial planning and budget. • School mapping, EMIS, statistics, monitoring and evaluation.
STSB, Special adviser (ICT & Education, KUT Wudil, Kano state Polytechnic, CASRS, SMOE to chair.	—>	Science Technology (ST)	— >	Facilitating infrastructural and in instructional materials and equipment for Science, Technical and Vocational Education
Special Adviser (ICT) Education, Director KERD, AIED, Sharia Commission selected Agencies under SMOE, ULAMAS and Community Leaders	—>	Qur'anic, Islamiyya and Tsangaya Education	— >	Integration, modernization and provision of infrastructural and instructional facilities for Qur'anic, Islamiyya and Tsangaya Education.

7.2 The Education Sector Operational Plan (ESOP)

ESOP contains an outline three year operational work programme that covers the policy goals that underpin the strategic plan. The realisation of the ESOP is an important component of the implementation process.

The purpose of the ESOP is:

- to provide a sequenced work programme in terms of expected outcomes over the plan period,
- to identify priorities and scopes of work for institutions, departments and agencies designated by SMOE
- to assist with progress review on ESP work-planning,

ESOP, which may be considered as Volume 2 of the ESP, will assure the following important elements in sector management and implementation:

1. Greater articulation of the linkage between education sector development and broader development ambitions and plans
2. The central role of a policy framework in developing strategies and guidelines for sector reform.
3. Prioritisation and phasing of interventions.
4. Preparation of strategies for integrating existing activities into broader sector-wide programmes, in terms of both management of implementation and financing.
5. Uniform and internally consistent financial management, monitoring, audit and procurement systems.
6. Joint SMOE and stakeholder partnership arrangements including regular monitoring and review processes against agreed performance indicators and reporting systems.
7. Analytical work, studies and capacity building initiatives.

8. Education Sector Performance Monitoring

8.1 Sector Performance Monitoring Systems

Process and performance indicators are a key component of the monitoring process. Quantitative and qualitative data will inform sector performance assessment and, as a result, any subsequent decision-making relating to the implementation of the ESP. This system is aimed at ensuring a comprehensive evaluation framework which will yield timely, relevant and evidence-based information for decision-making. The indicator system will address the following requirements for monitoring sector performance:

1. ***The need to have a holistic and comprehensive grasp of the state of implementation in relation to ESP targets***

Policy makers and decision makers, including managers of implementing agencies and other stakeholders at all levels, will be informed about the issues, challenges, successes and progress in the sector so that evidence-based analyses are made and decisions are taken that support commitment to the relevant issues.

2. ***The need to generate support for educational interventions***

Support for specific interventions will be necessary in order to increase the probability of their successful implementation. This may call for a revision of indicators and implies that the system must be flexible.

3. ***The need to provide feedback to all stakeholders***

The indicator system should assist in providing clear and unambiguous feedback to stakeholders through periodic reporting procedures.

Sector Performance Indicators and Targets from 2006 to 2018 are outlined in the following tables. Data from 2005/06, where available and appropriate, is used as a baseline from which to measure progress. The list will be adjusted as the ESP develops and circumstances change.

The process of accountability, to which the SMOE is committed, dictates that there should be a regular review of education sector performance. This review will be conducted by SMOE and by its internal and external partners and stakeholders. The purpose of the review process is to ensure that there are effective returns on the investments being made in the education sector and that the intended beneficiaries (children, students, parents and all other stakeholders) are indeed benefiting.

The Annual Sector Review (ASR) will be scheduled to ensure school year performance assessment and to complement the budgetary cycle so that informed decisions can be taken prior to budget preparation. Likewise the review will take place prior to revision of the rolling work Education Sector Operational Plan. It is expected that annual reviews will eliminate the need for development partners to request separate reviews for individual projects and support programmes. The review will cover whole sector

performance and will, of necessity, cover all aspects of annual educational development, including projects and sub-programmes.

The first ASR will be undertaken in late 2010. In preparation for the ASR, SMOE through the monitoring and evaluation function in PRS, will produce a comprehensive Annual Education Sector Performance Report, including assessment of progress towards meeting indicators and targets, and implementation of ESOP. The report will include lessons learned and recommendations as a basis for discussions during the ASR.

8.2 Sector Performance Indicators and Targets, 2006-2018

Table 7: Domestic Resource Mobilisation, Financing Arrangements for the Flow of Resources and Distribution of Education Budget

Indicator	Baseline 2006	Target 2012/13	Target 2017/18
<i>Domestic Resource Mobilisation</i>			
Education % share of consolidated resources available at State level (Federal contribution+State+LGAs)	17%	20%	20%
<i>Financing Arrangements</i>			
<i>- State level</i>			
Education share of State budget	18%	20%	20%
<i>- Local level</i>			
Education share of LGA budget	17%	20%	20%
<i>Education Sub-sectoral budget shares*</i>			
% for pre-primary	1	3	3
% for primary	57	44	39
% for JSS	9	23	28
% for basic education (primary+JSS)	66	67	67
% for SSS	7	10	12
% for higher education	11	10	11
% other cross cutting	15	10	7

Source: Kano State Simulation Model – ESP scenario

Table 8: Equitable Access

	Baseline 2006		Target 2012/13		Target 2017/18	
	All	Female	All	Female	All	Female
<i>Enrolment and gross enrolment rates</i>						
ECCD GER	6%	6%	14%	14%	20%	20%
Primary GER	91%	82%	98%	95%	117%	119%
JSS GER	45%	39%	55%	51%	74%	75%
SSS GER	26%	19%	28%	22%	29%	27%
<i>Completion rates</i>						
Primary gross completion rate	77%	64%	80%	75%	97%	96%
JSS/Basic gross completion rate	44%	38%	51%	46%	67%	67%
SSS gross completion rate	27%	19%	29%	21%	29%	26%
<i>Registration rates</i>						
Primary gross intake rate	90%	84%	109%	109%	134%	140%
Registration rate JS1	58%	60%	73%	80%	85%	94%
Registration rate SS1	64%	60%	58%	57%	50%	52%
<i>% of students in private sector per level</i>						
Primary	1%		4%		9%	
JSS	22%		18%		15%	
SSS	36%		37%		40%	
<i>% of students in integrated IQT</i>						
Primary	30%		42%		50%	
JSS	17%		30%		34%	
<i>Others</i>						
% of science and technical in total secondary	1%		2%		1%	
Number of students in Adult Education Programme (000's)	31	18	104	86	286	263

Notes:

1. Primary gross completion rate. Enrolment in the last grade of primary as a percentage of age 11 population.
2. Registration rate JS 1 (SS 1). Enrolment in first grade JSS (SSS) as a percentage of graduates from primary school (JSS).
3. Rates for JS 1 and SS 1 include registration in science and technical colleges.

Table 9: Quality and Efficiency of Education Services Delivery

Indicator	Baseline 2006	Target 2012/13	Target 2017/18
Student Learning outcomes*			
% of pupils passing primary leaving examination (previously CEE)	tbc	tbc	tbc
% of students achieving 5 credits at JSCE	tbc	tbc	tbc
% of students achieving 5 credits at SSCE	tbc	tbc	tbc
Literacy Rate (impact indicator)	60%	70%	80%
Instructional Hours and Teacher Loads			
Double Shift Rate in Basic Education	15%	37%	15%
Annual instructional hours for pupils Primary JSS SSS	tbc	tbc	tbc
Average pupils' instructional hours per week	tbc	tbc	tbc
Average teachers' teaching load per week (hours)	tbc	tbc	tbc
% of qualified teachers			
Primary	22%	54%	76%
JSS	29%	67%	95%
SSS	30%	71%	100%
Pupil-Teacher Ratio			
Pupil Teacher Ratio (Primary)	39	50	50
Pupil Teacher Ratio (JSS)	54	49	49
Pupil Teacher Ratio (SSS)	49	38	31
Pupil-Textbook Ratio			
Pupil Core Textbook Ratio (Primary)	0	2.5	2.5
Pupil Core Textbook Ratio (JSS)	0	2.5	2.5
Resource Utilisation			
Average teacher wage as a multiple of GDP per capita Primary JSS SSS	1.5 2.1 1.9	1.9 3.0 2.5	2.0 3.5 3.0
Non-salary spending as % of recurrent spending in Primary JSS SSS	5% 5% 5%	18% 17% 12%	15% 14% 11%

Notes:

1. Primary pupil-teacher ratio only includes students and teachers teaching in conventional schools. In integrated IQT schools, 4 teachers for every 6 streams are supplied by the beginning of the first five year period.

Annex

Annex A: Projections of key indicators under ESP scenario

	baseline	Projections			
	2005/06	2007/08	2012/13	2017/18	2019/20
Pre primary/early childhood care education					
Gross enrolment rate (%)	6%	8%	14%	20%	20%
Number of children in public (thousand)	32,825	43,756	73,214	103,694	104,894
Number of children in community centres (thousand)	19,900	32,650	67,298	103,694	104,894
% of children in community based centres	38%	43%	48%	50%	50%
Recurrent expenditure (thousands)	111,851	176,512	444,840	1,100,102	1,203,645
Primary					
Gross completion rate (%)	77%	80%	80%	97%	105%
Female gross completion rate	64%	71%	75%	96%	107%
Gross enrolment rate (%)	91%	89%	98%	117%	123%
Total number of pupils (thousands)	1,443,944	1,469,874	1,769,240	2,243,789	2,424,830
Number of pupils in private (thousand)	19,113	22,150	63,018	206,725	280,742
% of students in private	1%	2%	4%	9%	12%
gender parity index	0.80	0.83	0.90	1.00	1.03
Pupil teacher ratio - public	39	44	50	50	50
Average class size - public	97	76	60	60	60
Number of teachers - public	25,637	22,264	20,615	21,167	22,065
% qualified	22%	32%	54%	76%	76%
Average teacher salary as multiple of GDP per capita	1.47	1.63	1.86	2.07	2.07
Non-salary recurrent spending (% of total recurrent)	5%	1%	18%	15%	15%
Pupil core textbook ratio	0.00	1.25	2.50	2.50	2.50
Pupil classroom ratio (not accounting for double shifting)	112	101	82	69	69
double shifting (%)	15%	32%	37%	15%	15%
Pupil classroom ratio (accounting for double shifting)	97	76	60	60	60
Number of classrooms	12,733	14,300	20,776	29,523	31,074
Recurrent expenditure (thousands)	5,787,984	5,500,859	7,908,318	10,408,780	11,720,511
Junior secondary					
Registration rate - male	55%	60%	71%	82%	82%
Registration rate - female	60%	66%	79%	93%	93%
Gross completion rate (%)	44%	48%	51%	67%	76%
Female gross completion rate	38%	37%	46%	67%	79%
Gross enrolment rate (%)	45%	50%	55%	74%	81%
Female gross enrolment rate	39%	41%	51%	75%	85%
Total number of pupils (thousands)	314,421	367,919	443,837	652,839	740,176
Number of pupils in private (thousand)	69,129	82,918	80,375	97,652	106,652
% of students in private	22%	23%	18%	15%	14%
gender parity index	0.75	0.68	0.84	1.00	1.07
Pupil teacher ratio - public	54	51	49	49	49
Average class size - public	93	75	60	60	60
Number of teachers - public	4,587	5,588	7,471	11,412	13,022
% qualified	29%	40%	67%	95%	95%
Average teacher salary as multiple of GDP per capita	2.11	2.42	2.97	3.52	3.52
Non-salary recurrent spending (% of total recurrent)	5%	4%	17%	14%	5%
Pupil core textbook ratio	0.00	1.25	2.50	2.50	2.50
Pupil classroom ratio (not accounting for double shifting)	107	99	82	69	69

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	baseline	Projections			
	2005/06	2007/08	2012/13	2017/18	2019/20
shifting)					
double shifting (%)	15%	32%	37%	15%	15%
Pupil classroom ratio (accounting for double shifting)	93	75	60	60	60
Number of classrooms	2,295	2,880	4,426	8,046	9,182
Recurrent expenditure (thousands)	1,285,417	1,823,403	4,093,483	8,497,791	10,401,354
Senior secondary					
Registration rate - male	64%	62%	56%	50%	50%
Registration rate - female	59%	57%	54%	50%	50%
Gross completion rate (%)	27%	25%	29%	29%	31%
Female gross completion rate (%)	19%	18%	21%	26%	30%
Gross enrolment rate (%)	26%	25%	28%	29%	33%
Female gross enrolment rate	19%	18%	22%	27%	31%
Total number of pupils (thousands)	171,251	168,673	211,502	241,410	276,592
Number of pupils in private (thousand)	62,362	59,936	79,036	95,439	110,641
% private	36%	36%	37%	40%	40%
gender parity index	0.61	0.63	0.65	0.87	0.96
Pupil teacher ratio - public	49	45	38	31	31
Average class size - public	78	72	60	50	50
Number of teachers - public	2,235	2,403	3,520	4,664	5,302
% qualified	30%	42%	71%	100%	100%
Average teacher salary as multiple of GDP per capita	1.93	2.16	2.53	2.90	2.90
Non-salary recurrent spending (% of total recurrent)	5%	5%	12%	11%	10%
Pupil classroom ratio	78	72	60	50	50
Number of classrooms	1,399	1,504	2,203	2,919	3,319
Recurrent expenditure (thousands)	748,943	912,030	1,963,603	3,418,548	4,184,355
Pre-service training for primary and secondary teachers (state college)					
Enrolment	15,174	14,316	12,485	10,986	11,443
Number of graduates	8,480	9,146	7,835	6,585	6,858
Recurrent expenditure (millions)	281,379	287,132	304,654	326,169	367,441
Technical and Vocational education					
Total number of pupils (thousands)	6,426	8,385	10,682	13,286	15,292
Number of pupils in private (thousand)	0	0	0	0	0
% private	0%	0%	0%	0%	0%
% of total secondary enrolment	1%	2%	2%	1%	2%
gender parity index	0.23	0.27	0.44	0.82	0.95
Recurrent expenditure (thousands)	207,266	294,255	457,547	697,970	868,036
Higher education (state institutions)					
Gross enrolment ratio	7%	6%	6%	6%	6%
Total number of students	55,357	56,391	60,809	68,566	72,243
TOTAL RECURRENT EXPENDITURE (millions)	12,780	13,376	22,009	34,163	39,354
TOTAL CAPITAL EXPENDITURE (millions)	2,829	4,096	4,411	5,208	5,018
TOTAL PROJECTED RESOURCES (millions)	15,518	17,683	24,326	30,361	33,181
Financing gap	1%	-1%	9%	30%	34%

Source: Kano State simulation model – ESP scenario

Notes:

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1. Pupil teacher ratios reported for primary school are for conventional schools only.
2. Registration, enrolment and completion rates at secondary include science and technical college enrolment.
3. In 2006, it is assumed that GDP per capita in Kano is \$850 and the same as for Nigeria as a whole. It is more likely, however, that GDP per capita is well below this figure. Salaries expressed as a percentage of GDP per capita are therefore likely to be underestimates and should be treated cautiously.

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