



FEDERAL REPUBLIC OF NIGERIA

ENUGU STATE

MINISTRY OF EDUCATION

**ANNUAL EDUCATION SECTOR
PERFORMANCE REPORT 2010**

September, 2010

Preface

The Enugu State Ministry of Education is currently implementing sector wide reform programme that will improve the governance of education and the quality of service delivery. To this end, the State has developed education sector goals in long term strategic plans and operational documents. The development of the 2011-2013 Medium-Term Sector Strategy (MTSS) is the highpoint of this effort. With these strategic and operational documents on ground there is need to develop a process that will assess and report on education sector performance annually for evidence-based and informed decisions on resource allocation during education budget preparations. Enugu State has as a result, developed a process involving all education MDAs and other relevant stakeholders under the coordination of the Ministry of Education for carrying this annual performance review as an integral part of its education sector reform agenda.

A remarkable achievement has been made in this direction with successful conduct of the sector review and the production of this 2010 Annual Education Sector Performance Report (AESPR) which summarizes progress towards meeting the 2009 targets in the State's strategic and operational documents. This Report is a product of painstaking stocktaking and analyses and consultations with all stakeholders.

The State is committed to its resolve to institutionalize the process and use it to improve on educational planning, budgeting and budget implementation to enhance service at all levels of education. The objective is to enhance education sector performance to facilitate the laudable educational development goals and targets of Enugu State.

The Enugu State government is grateful to its development partners, notably the United Kingdom (UK) Department for International Development (DFID) Education Sector Support Programme in Nigeria (ESSPIN) for their guidance and support in the conceptualization of the AESPR process and development of this document.



Rt. Hon. (Dr). F. S. A. Uzor

Honourable Commissioner

Ministry of Education

Enugu State

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Contents

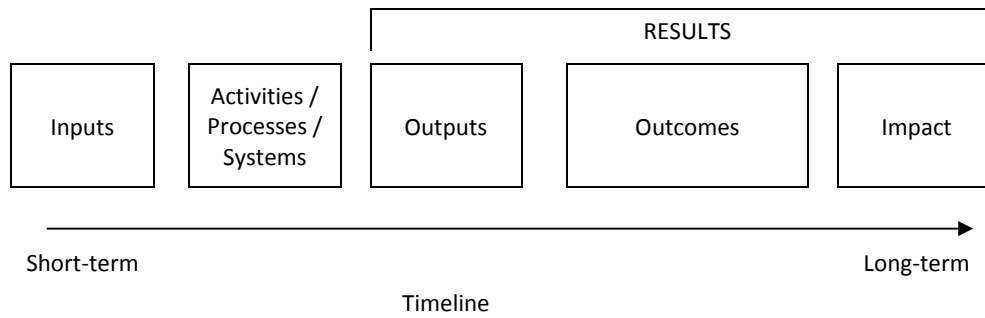
Preface	ii
Abbreviations	iv
Introduction – Purpose of the report	1
Chapter 1 – Performance assessment framework	3
Strategic documents	3
Data on the education system	5
Chapter 2 – Inputs.....	6
Budget implementation	6
Chapter 3 – Processes	9
Policy and strategy.....	9
Public service reform and organisational development	16
Chapter 4 – Outputs.....	19
Facilities	19
Textbooks and teaching-learning materials.....	19
Teachers.....	21
Other outputs	21
Chapter 5 – Outcomes	23
Participation.....	23
Access and equity.....	25
Internal efficiency	26
Learning	27
Chapter 6 – Implications	28
Annex A – ESP and MTSS monitoring indicators.....	30
Annex B – Population assumptions	32

Abbreviations

ASC	Annual School Census
ASR	Annual Sector Review
CWIQ	Core Welfare Indicator Questionnaire
ECCE	Early Child Care Education
ECCDE	Early Child Care Development Education
EFA	Education for All
EMIS	Education Management Information System
ENSUBEB	Enugu State Universal Basic Education Board
ESP	Education Strategic Plan
ESOP	Education Sector Operational Plan
ETF	Education Trust Fund
FTS	Federal Teacher Scheme
GER	Gross Enrolment Rate
JSC	Junior Secondary Certificate
JSS	Junior Secondary School
LGA	Local Government Authority
LGEA	Local Government Education Authority
MDA	Ministries, Departments and Agencies
MOEST	Ministry of Education, Science and Technology
MoU	Memorandum of Understanding
MTSS	Medium Term Sector Strategy
NBS	National Bureau of Statistics
NCE	National Council on Education
NER	Net Enrolment Rate
PPSMB	Post Primary School Management Board
PRS	Policy, Research and Statistics (Department)
PRY	Primary
SAME	State Agency for Mass Education
SB	Scholarship Board
SBMC	School Based Management Committee
SESP	State Education Sector Programme
SMOE	State Ministry of Education
SSC	Senior School Certificate
SSS	Senior Secondary School
STVMB	State Technical and Vocational Management Board
UBE	Universal Basic Education

Introduction – Purpose of the report

1. Enugu State has completed its Education Sector Plan (ESP) 2007-16, a long-term strategic document which guides the education sector reform agenda, its Medium-Term Sector Strategy (MTSS) 2009-11, a medium-term operational document that links the ESP with the budget process, and the Medium Term Development Plan (MTDP) 2010-13, which outlines the medium-term objectives across government..
2. In its ESP, Enugu State has emphasised the need for “*monitoring and evaluating the measurable indicators outlined in the ESP in order to determine if the state has been successful or not*”. However, a clear monitoring and evaluation mechanism of progress in ESP (and MTSS) implementation was not defined in the document. This will change when the ongoing process to update the ESP (and ESOP/MTSS) is completed by the end of 2010.
3. In the mean time, this document introduces a sector performance reporting process to close this gap. In particular, it poses the following questions:
 - What is the evidence on key education **outputs and outcomes**, with particular reference to indicators specified in the ESP, MTSS and MTDP documents?
 - Are observed trends consistent with **expectations** in the light of current policies?
 - What does the evidence suggest about **changes** that should be made to these policies?
 - Are there any **data** gaps and, if so, what additional data should be collected and how can ongoing processes be improved?
4. This report has the following objectives:
 - To be the first regular government report on the state of education, in other words a brief *education sector analysis*, which takes stock of results against set targets
 - To be a regular feature of the annual budget calendar, in other words to be used to derive the priorities that the MTSS document should address
 - To be an open and public exercise, which – through information on both expenditure and results – will enhance transparency for the benefit of all stakeholders
5. The information presented in this report is organised from a results-based management perspective: indicators describe resources used and measures taken (**inputs and activities**; e.g. teacher training reforms) in order to produce short- to medium-term results (**outputs**; e.g. teacher quality), which in their turn are believed to be key stepping stones to achieve medium- to long-term results for the beneficiaries (**outcomes and impact**; e.g. learning outcomes). The analysis focuses on what factors influence the relationships between inputs and results. Evidence on whether or not outcomes are achieved and why should provide the planner with a reasonable basis to adjust activities and policies.



6. Since the aim of the report is to inform the planning process, its structure tries to link programme implementation (inputs-activities-outputs) with sector performance (outcomes-impact) through the use of sector performance information and statistics:

- Chapter 1 determines the key expected results, based on the ESP and the MTSS
- Chapter 2 discusses the progress on expenditure
- Chapter 3 discusses the education sector systems and processes
- Chapter 4 presents the evidence on outputs
- Chapter 5 presents the evidence on outcomes and impact
- Chapter 6 presents key findings that can be used for strategic planning purposes

Chapter 1 – Performance assessment framework

7. The education sector priorities and targets of Enugu State are outlined in the ESP, the MTSS and the Medium Term Development Plan (MTDP) 2010-13. This chapter provides a brief summary of the objectives of these documents, while a selected set of specific targets is outlined in Annex A.

Strategic documents

Education Sector Plan 2007-2016

8. The ESP has eleven focal areas or sub-sectors:

- **Early childhood care development (ECCD):** increase enrolment of children aged 0-5 years; stimulate mental, emotional, psychomotor and social development of children aged 0-5 years; establish sound processes to integrate health care services and facilities; reduce disparities for access of orphans and vulnerable children; take care of children whose parents died of HIV/AIDS; provide early childhood care in emergency situations; monitor ECCD programmes in private schools
- **Basic education (BE):** increase access and retention and reduce disparities; improve the quality of teaching and learning; increase community sense of ownership; provide equal opportunities for both boys and girls of nomadic and migrant farmers; enhance collaboration and partnership between the public and private sector
- **Senior secondary education (SSE):** increase enrolment, retention, achievement and transition rates; reduce disparities in equitable access to education; enhance teaching and learning environment; integrate family life and HIV/AIDS education into the curriculum; increase management and coordination ability of management personnel
- **Special education (SPE):** ensure equitable access to education for every citizen with special needs; increase the retention and completion rate for people with special needs; increase self-reliance and self-confidence of children with special needs
- **Adult and non-formal education (ANFE):** improve the employment opportunities and income of adult learners and out of school youths; maintain management processes that facilitate equitable community and private sector participation; increase accountability and prudence in service delivery; strengthen the capacity of administrative personnel, instructors, supervisors and coordinators; improve the literacy of adult nomads / migrant farmers; enhance planning and management
- **Science, technical and vocational education (STVE):** provide manpower trained in applied sciences, technology and business particularly at craft, advanced craft and technical levels; ensure equal access for females and people with disabilities; provide science, technical and vocational skills to out of school youths
- **Tertiary education (TE):** substantially increase the production of professional and technical manpower; provide facilities for research and development in priority areas;

improve the level of collaboration with private sector and international development partners; establish linkages with other tertiary institutions for exchange programmes; establish consultancy units with emphasis on engineering, technology and ICT; meet the accreditation requirements of tertiary institution programmes

- **Planning and management (PM)**
- **Financial planning (FP)**
- **Monitoring and evaluation (ME)**
- **Legislation and regulations (LR)**

Medium Term Sector Strategy 2009-2011

9. The emphasis of the 2009-11 MTSS is on the following areas: early child care and development (facilities, care givers and teaching-learning materials); primary education (renovation, construction, furniture, textbooks and teacher qualifications); adult and non-formal education (instructors and textbooks); special education (specialised teachers and special education equipment); junior secondary education (renovation, construction, furniture, textbooks and teacher recruitment); senior secondary education (renovation, construction, furniture, textbooks, laboratories and teacher recruitment); monitoring and evaluation (EMIS and inspectorate); technical, vocation and science education.

Medium Term Development Plan 2010-2013

10. The priority policy objectives of the 2010-13 MTDP are to:

- Enhance unfettered access to education by all children of school age and reduce the incidence of school drop-out
- Improve the quality of basic education
- Enhance functional, technical, vocational and entrepreneurial education for job creation and poverty reduction
- Improve the quality of tertiary education

11. The main means of achieving these objectives are the following:

- Construction and rehabilitation of primary and post-primary schools
- Adequate subvention to post-primary institutions
- Effective implementation of the Universal Basic Education programme
- Strengthening of the inspectorate functions of the Ministry of Education
- Promotion of early childhood care education
- Improvement to the information data base on education
- Encouraging public-private partnerships on education
- Provision of scholarships to deserving students
- Additional recruitment and training of teachers
- Enhanced management of State-owned tertiary Institutions
- Improved supply of materials and equipment to State-owned tertiary Institutions

Data on the education system

12. There are two types of information for reporting progress against the above objectives:

- Qualitative information based on the reports provided by Enugu State education MDAs, which is reported mainly in Chapter 3
- Quantitative information, which is reported in Chapters 2, 4 and 5, from these sources:
 - Public expenditure records (from the Budget Office, the offices of the Auditor General and the Accountant General, the State Ministry of Education and other education sector MDAs)
 - 2009-2010 annual school census
 - Selected household surveys, such as the 2006 Core Welfare Indicators Survey (National Bureau of Statistics / World Bank)

Chapter 2 – Inputs

13. This chapter describes:

- the resources allocated (by the State and Federal government) released and spent in the education sector, and
- broader public financial management issues

Budget implementation

14. The share of the education sector in total state expenditure increased from 19% in 2008 to 28% in 2009. The share of recurrent expenditure on education, as a share of total state recurrent expenditure, increased from 38% to 46% and the share of capital expenditure on education increased from 5% to 9% during the same period.

15. Total education expenditure was N 28,509 per secondary education pupil and N 22,871 per primary education pupil.

16. Actual expenditure on education sector as percentage of the budget increased from 73% in 2008 to around 85% in 2009. Between 2008 and 2009, actual recurrent expenditure decreased from 96% to 90% as a share of the budget while actual capital expenditure increased from 32% to 62% as a share of the budget.

Figure 2.1 Education sector budget and expenditure, 2008-2009



17. The share of primary education in total public expenditure on education was 40% in 2009, while the share of secondary and tertiary education was 33% and 27%, respectively. The share of primary, secondary and tertiary education in total recurrent expenditure on education was 41%, 32% and 25%, respectively, in 2009.

Table 2.1 Enugu State education budget and expenditure by type and level, 2009 (in Naira)

Level	Budget		Expenditure	
	Personnel	Overheads	Personnel	Overheads
Pre-primary and primary	6,531,004,722	65,765,051	6,531,004,722	65,765,051
Secondary	4,608,499,427	284,797,000	4,978,260,495	182,343,583
Tertiary	3,208,970,595	1,560,976,085	2,849,428,539	1,132,403,568
Central administration	440,290,000	100,000,000	124,092,381	27,838,770
Other programmes	72,913,510	98,490,000	40,916,664	33,866,260
Total	14,861,678,254	2,110,028,136	14,523,702,801	1,442,217,232

18. The contribution of local governments to meeting the staffing costs of primary schools accounted for 41% of total recurrent expenditure on education in 2009. Data on the overhead contributions of local governments were not available.

Table 2.2 Recurrent expenditure at primary level by LGA, 2009

	Expenditure		
	Personnel	Overhead	Total
Aninri	260,437,210	1,993,918	262,431,128
Awgu	289,108,558	3,325,933	292,434,491
Enugu East	427,862,164	4,421,080	432,283,244
Enugu North	474,947,564	4,441,312	479,388,876
Enugu South	413,352,115	4,384,123	417,736,238
Ezeagu	337,279,353	3,363,761	340,643,114
Igbo-Etiti	345,546,059	3,664,785	349,210,845
Igbo-Eze North	484,286,961	4,940,044	489,227,005
Igbo-Eze South	317,922,917	3,224,160	321,147,076
Isi-Uzo	256,193,197	2,198,117	258,391,313
Nkanu East	375,720,905	2,536,896	378,257,801
Nkanu West	262,453,291	2,840,739	265,294,030
Nsukka	677,967,919	8,054,095	686,022,014
Oji-River	306,344,892	3,327,216	309,672,108
Udenu	429,672,315	4,720,901	434,393,216
Udi	452,816,084	4,986,753	457,802,837
Uzo-Uwani	325,562,056	3,341,217	328,903,273
SUBEB HQ	93,531,165	0	93,531,165
Total	6,531,004,722	65,765,051	6,596,769,773

19. The share of primary education in total capital expenditure on education was 24% in 2009, while the share of secondary and tertiary education was 34% and 42%, respectively.

20. The following capital budget and expenditure data were not available:

- UBE Intervention Fund budget and expenditure by LGA
- Local government and constituency projects capital expenditure by LGA

Table 2.3 Capital budget and expenditure by level, 2009 (in Naira)

	Budget	Expenditure
Pre-primary and primary	690,458,108	389,705,478
Secondary	883,285,135	566,100,125
Tertiary	1,098,650,000	703,829,727
Central administration*	0	0
Other programmes: SAME etc	0	0
Total	2,672,393,243	1,659,635,329
LGA resources	Not available	Not available

*Capital expenditure by the SMOE has been classified as expenditure on secondary education

21. In 2009, SUBEB received approximately N 2.9 billion, from UBE-IF, against plans for years 2007 and 2008. However, only 41% of this fund was utilised during the financial year 2009/10 and 2010/11. Funds for the years 2009/10 and 2010/11 have been approved but it has not been accessed as yet.

Table 2.5 UBE Intervention Fund budget and expenditure, 2009

	Budget			Expenditure		
	Infrastructure	Instruction materials / furniture	Teacher training	Infrastructure	Instruction materials / furniture	Teacher training
Pre-primary	37,178,514	7,966,824	7,966,824	20,984,141	4,496,602	4,496,602
Primary	446,142,162	95,601,892	95,601,892	251,809,693	53,959,220	53,959,220
Junior secondary	260,249,595	55,767,770	55,767,770	146,888,988	31,476,212	31,476,212
Total	743,570,270	159,336,486	159,336,486	419,682,822	89,932,033	89,932,033

Note: Expenditure in 2009 is against plans for years 2007 and 2008.

22. In 2009, actual expenditure on education sector was slightly over 85% of the budget. This is a 12 percentage point increase compared to 2008. However, while recurrent expenditure was around 90% of the budget, capital expenditure was only 62% of the budget. There is a need to improve the budgeting process to address this large deviation in the capital account between the budgeted amount and the actual expenditure.

23. There is no separate budget document for the education sector. The State budget documents capture information on revenue and expenditure of different education sector MDAs but does not provide information on revenue and expenditure of different Federal funds. However, information on these funds is available directly from the relevant MDAs.

24. The most important gap in terms of education sector financial information relates to revenue and particularly capital budget and expenditure by local governments. Also, total personnel expenditure by MDAs cannot be distributed between LGAs. There is a need to improve the mechanism by which this information is captured and reported.

Chapter 3 – Processes

25. This chapter describes the main changes in governance and management that were undertaken to improve the effectiveness and efficiency of education service delivery. Numbers in brackets refer to objectives identified in the ESP.

Policy and strategy

Planning and management

ESA, ESP and ESOP/MTSS

26. The preparation of Education Sector Analysis (ESA), Education Strategic Plan (ESP) and Education Sector Operation Plan (ESOP) documents is necessary for evidence based planning. In 2009, Enugu State embarked upon the process of producing the ESP and ESOP documents with the assistance of UNICEF. The documents will be completed in 2010. So far, the following activities have taken place.

- state profile and education SWOT analysis
- education challenges and identification of knowledge and information gaps
- eleven studies and analyses on key education development issues
- selection of major education challenges to component challenges
- identification of root challenges of the component challenges and their effects
- formulation of policy objectives from component challenges

EMIS [PM6]

27. The EMIS team in Enugu state conducted the ASC in a timely fashion, but with no support until the start of data entry (using the Access data entry programme) in Spring 2010. Head teachers and principals were called together to complete questionnaires in December, and questionnaires were screened and corrections made to greatly improve the accuracy and completeness of the data. The data analysis has been completed and the draft Annual School Census report is ready and it is anticipated that the final report will be published by the end of September.

28. This coming November the ASC will be conducted with the proper training for those completing the questionnaire, meaning that the quality of data will require little to no correction after the initial data collection phase. Also, serious initiatives will be undertaken to capture information on private schools. The data entry will be completed earlier in 2011 with the Enugu ASC Report anticipated to be complete by 1 May 2011.

Financial monitoring [FP2]

29. The ESA study on education funding observed that the budget remains an ineffective tool to guide public expenditure and it is very difficult to obtain information on budget releases.

30. In order to ensure proper accountability and value for money in the implementation of core government projects, mid-year and end-year budget review meetings were held to analyse the level of budget implementation. This will continue with first quarter budget review meetings (with a mid-year budget review scheduled for July 2010), monthly returns on revenue expenditure to the Budget Office and the Office of the Accountant General, compliance with due process requirements in contract awards and project implementation, collection of list of approved private schools by the Board of Internal Revenue for effective financial monitoring and direct payment of government revenue to the banks for better accountability.
31. The ESA study on education funding also observed that budget releases have been neither smooth nor timely and the Government does not follow the budget in releasing funds.
32. In order to ensure prompt release of approved funds, adequate utilisation of funds (through budget tracking), proper accounts for revenue accruable to the sector and regular analysis of budgets performance, the following activities are ongoing: fiscal monitoring of infrastructure and facilities of tertiary institutions to ensure accreditation of courses; prompt release of funds is being handled at the EXCO level; and expenditure returns duly rendered to the office of the Accountant General on a monthly basis.
33. It is intended that, as of 2010, the State Education Technical Steering Committee will play a key role in the monitoring of education budget releases and expenditure.

Early childhood care development education policy [ECCD1]

34. Enugu State Government aims to provide care and support that will ensure: the right of the child to good nutrition and health, psycho-social stimulation, protection and participation; adequate care and supervision while the parents are at work; a smooth transition from home to school. To that effect the state has keyed into the National Policy for integrated Early Childhood Development. This has given rise to linking almost every public ECCDE centre in the state to a public primary school.
35. The ESA study on ECCDE indicated the following challenges: lack of adherence to guiding policy; untrained caregivers (only 22% of 1,890 caregivers are qualified) and serious shortage of caregivers; lack of facilities and instructional materials for ECCD centres; over-concentration of ECCD centres in urban areas; no use of mother tongue for instruction in the ECCD centres as required by policy; poor funding and poor supervision.
36. In 2009, 118 caregivers were trained on the use of ECC curriculum, while another 118 caregivers were trained in teaching English, Mathematics and Science. However, the coverage of the caregivers training programme was very low and the second workshop did not even address the need of the children of that age bracket. Moreover, there was no continuity in the training since different teachers were trained in each case. It is proposed that in 2010:

- a systematic training programme will be organised for all caregivers with better coordination between the Ministry of Education and SUBEB
- teacher preparation institutions to establish ECCDE departments

37. Finally, there is an allocation in the 2010 budget that will allow the school meal plus programme to resume. This was a laudable programme that started in January 2004 but was suspended in 2007.

Basic education policy

Construction and rehabilitation of classrooms [BE1]

38. In 2009, SUBEB carried out the following activities in accordance with the law and with support from the UBE Intervention Fund:

- Construction works were scheduled to begin in 31 classroom blocks and 26 were completed by the end of the year. In 2010, it is scheduled that 69 classroom blocks will be constructed; all of them are currently ongoing.
- Rehabilitation works were scheduled in 69 classroom blocks and 64 were completed. In 2010, it is scheduled that 334 classroom blocks will be rehabilitated.

Facilities [BE1]

39. SUBEB began the construction of 42 water system (instead of VIP) toilets in 2009, of which 37 were completed. In 2010, 61 toilets are scheduled for construction.

40. In 2009, 450 sets of desks for pupils were constructed and distributed to schools, while in 2010 it is intended to construct 640 sets. About 150 sets of teacher furniture were also constructed in 2009, while in 2010 it is intended to construct 240 sets.

41. Library facilities are being proposed for the forthcoming years, since they were provided for in the 2009 and 2010 action plans.

Instruction materials and textbooks [BE1]

42. The Federal Government has a policy to supply free textbooks and other materials to schools as many children lacked these materials which aid learning. In 2009, the counterpart fund was used in procuring textbooks in four core subjects for primary and junior secondary schools. Enugu SUBEB provided over 600 schools with textbooks in the four core textbooks. The ambition in the next ten years is to provide for 1,600 schools.

43. The Federal Government took over the supply of these free textbooks and provided only three core subject textbooks to PRY4 only. These books were supplied to 1,232 primary schools. As of 2010, the provision of textbooks to basic education schools is the concern of the Federal Government.

Guidance and counselling

44. The national policy on education states that “in view of the apparent ignorance of many young people about career prospects, and in view of the personality maladjustment among school children, career officers and counsellors shall be appointed in the primary and post-primary institutions” and “government shall continue to make provisions for the training of interested teachers in guidance and counselling”. The aim is to meet the educational, vocational and personal needs of children in the school.
45. In 2009, the policy guideline on guidance and counselling practices in Enugu State schools was developed; the guidance and counselling curriculum was developed; and a career education programme was organised, including a teachers’ forum, orientation of new students, leadership training of school functionaries. In 2010, it is planned to open 400 functional guidance and counselling units and recruit more counsellors, especially among trained counsellors who are working as teachers; re-train 600 counsellors in the use of the guidance and counselling curriculum, psychometric test instrument, student tutoring mentoring and counselling (STUMEC); equip guidance and counselling units; provide curriculum, policy guidelines, counselling posters, psychometric tests instrument and resource books to counsellors; and establish guidance and counselling committee in schools.

Special education policy

Special education centres [SPE1]

46. According to Universal Basic Education Act every child should have access to free education at all levels even if challenged. There are two special education centres (Enugu Zone and Awgu Zone at Oji) and one Braille Resource Centre in Enugu. The plan is to provide a special education centre in each of the remaining four educational zones (Agbani, Udi, Nsukka and Obollo-Afor) by 2016.
47. Based on the experience applied in College of Immaculate Conception in Enugu, more schools can be identified where challenged children (especially the blind) can be mainstreamed in the education system.

Equipment [SPE3]

48. There are plans to provide necessary equipment to centres and schools:
- Equip the Braille Resource Centre (with Braille embossers; computer sets; JAWS for Windows; special headphones; Perkin machines; and Braille paper) to enable the transcription of textbooks into Braille for the use of the visually impaired.
 - Provide audiology laboratories at the special school for the deaf and dumb at Oji and Enugu respectively and screening audiometer / individual hearing aids to test the deaf.
 - Provide a bus for each of the existing special education centres by 2013 to ensure safe movement of the blind, deaf and dumb during official outings.

Secondary education policy

49. The following activities were carried out in 2009:

- **Infrastructure** [SSE1]: The renovation of 85 classroom blocks is ongoing (i.e. five blocks in each LGA). No new construction was carried out in 2009.
- **Overhead cost**: The State has approved an amount of N260 per student per term in senior secondary schools for principals as overhead costs. The implementation will start from the third term of the 2009-10 school year. Previously, principals were given the overhead in arrears which made school management difficult. The amount will be deducted at the source (from student fees).
- **Recruitment** [SSE1]: The Government employed 2000 teachers who started working in the 2008/09 school year.
- **Computer education**: Computers and generators were provided to six schools in 2009.

Examinations [LR5]

50. Enugu State Government is committed to conduct state-wide examinations (including transition examination into JSS1, examination into Special Science Schools and the School Certificate Examination, JSCE) and release results on time. In particular, the Ministry is committed to abolish illegal and sub-standard schools, movement of students to rural schools and special examination centres ('miracle centres') in external examination classes (SSS3) and special centres for WAEC/SSCE, NECO/SSCE and JAMB.

51. The main activities – including in 2009 – involve the generation of question items, distribution of notices of examination schedules, guidelines of conduct, monitoring, marking of examination scripts and processing of examination scores by the Examinations Development Centre (EDC). In 2010, EDC will implement the uniform mock-exam for SSS2 students as a promotion mechanism for SSS3 and to checkmate the urban-rural migration of students during public examinations. Illegal and sub-standard schools were closed and school administrators were sanctioned for their role in examination malpractice. It is intended to introduce uniform mock examination for all SSS1 students, in both private and public schools, abolish special examination centres and all illegal and sub-standard schools. There is a need to computerise the EDC.

Private education policy

Compliance with state policy through regular monitoring [BE7 and LR4]

52. According to the ESA study on private sector, there are 1522 private primary schools (as opposed to 1188 public primary schools) and 1508 private secondary schools (as opposed to 313 public secondary schools).

53. In order to improve the quality of education the Ministry of Education is fully committed to use the minimum guidelines in re-validating/re-inspecting earlier approved schools and also as a tool in approving new ones. In 2009, in line with this policy:

- over 1500 private schools were re-validated/re-inspected
- letters of closure were served to 324 nursery schools, 349 primary schools and 141 secondary schools
- three mobile courts were established to implement decisions to close down schools
- a harmonized network of private proprietors was maintained

54. It is proposed that in 2010:

- data on private schools will be collected on a regular basis
- non-compliant schools will be discouraged by not allowing them to take part in exams
- compliance to the minimum standard will be ensured for 40% of schools
- higher participation of the private sector will be encouraged

Technical and vocational education policy

Science, technical and vocational institutions [STVE1] and skill acquisition centres [STVE3]

55. Functional technical, vocational and science education will provide trained manpower for job creation and poverty reduction. There are currently three technical /vocational colleges and six Special Science Schools in Enugu State. In 2006, 16 secondary schools were converted into technical/vocational colleges but are not yet functioning as such due to the lack of funds:

- they have very few tools and equipment
- very few technical and science teachers have been recruited

56. There is no skill acquisition centre but it is intended that 18 such centres be established (one in each LGA and another one in Enugu).

57. It is intended that:

- standard workshops and laboratory blocks should be built for training in all the technical/vocational colleges and science schools
- the necessary tools and equipment be provided for all courses/trades in all technical/vocational colleges according to NBTE standard
- qualified technical/vocational and science teachers be employed

Tertiary education policy

Teacher education institutions

58. The National Council on Education and the Federal Executive Council approved the National Teacher Education Policy (NTEP) in 2009. This policy aims to produce quality, highly skilled, knowledgeable and creative teachers. It looks at the tertiary institutions and their training facilities and how they can meet the full accreditation requirements of their courses. In 2009, the training of teachers at degree level commenced in the College of Education (Technical) through affiliation with Nnamdi Azikiwe University Awka. The College of Education is currently upgrading its facilities in readiness for accreditation. The proposed ECCDE

Department in the College of Education (Technical) will, when approved, enhance the State Government emphasis on ECCDE. Among the challenges for 2010 are:

- to upgrade the conditions of the infrastructural facilities of the College of Education (laboratories and workshops)
- the need to regulate the activities of private universities and colleges of education that offer B.Ed./NCE courses

Other tertiary education institutions [TE6]

59. In 2009, the Institute of Management and Technology (IMT) got full accreditation in all its engineering and technology departments. An ICT centre was set up by the IMT consultancy unit, while five new departments were established in IMT to increase access to higher education. In 2010, it is intended to upgrade the facilities at IMT in the five newly established departments for accreditation. The Enugu State University of Science and Technology (ESUT) is still trying to meet accreditation requirements in some of its departments, especially at the College of Medicine.

Adult and non-formal education policy

60. According to the ESA study on adult and non-formal education (ANFE) there are:

- 412 adult education centres (with 7,169 students): more than two thirds of the centres are not functioning, although attendance in functioning centres was about 70%
- 42 non-formal education centres (with 2,129 students): these centres offer basic literacy and post literacy programmes; about 30% of people acquired basic literacy
- 23 literacy by radio project centres (with 404 students)
- 21 vocational education centres (with 576 students), and
- 8 women centres (with 1,571 students)

61. The following challenges were noted:

- there is need for wider publicity of the ANFE programmes
- while most instructors have NCE qualifications, they are not trained in educating adults
- the data on NFE are not sufficient for programme planning and implementation
- the poor remuneration of NFE facilitators leads to poor results and lack of commitment
- it is difficult to engage and absorb NYSC members as envisaged in the relevant MOU
- activities are hindered because of lack of vehicles to monitor centre activities

62. Enugu State Government is interested in achieving the EFA goals also through adult and non-formal education. It plans to provide vocational skills equipment in 56 learning centres, increase the number of instructors from 1000 to 1750 and build their capacity, provide six textbooks per learner and increase enrolment to 53,000 by 2011 through sensitisation and advocacy. In 2009, the following steps were taken:

- education stakeholders were sensitised to support the ANFE programmes

- a survey was initiated to collect data from the existing ANFE centres
- 54 facilitators were trained on mentoring and counselling
- 22 communities and 1020 learners registered for the literacy by radio project, while radio sets were distributed to register learners

63. In 2010, it is intended to: establish and equip three model skill acquisition centres; continue sensitisation visits to local government chairmen to take full responsibility for the funding of ANFE; train facilitators on STUMEC, HIV/AIDS prevention, radio literacy and project delivery; scale-up the literacy by radio project to 50 communities; and provide a monitoring vehicle to the agency.

Public service reform and organisational development

Human resource management and development

64. The ESA study on teacher demand, supply and development noted the absence of a functional policy on teacher capacity development in the state. Development therefore depends on the willingness and resources of teachers to participate in, mainly, sandwich or holiday programmes run by teacher education institutions leading to new certificates. Teacher capacity building activities are primarily organised from outside the state: STUP (which upgrades primary school teachers who hold Grade II certificates to NCE level); the MDG Office (through the National Teachers Institute); and the Teachers Registration Council of Nigeria (TRCN).

Teacher training – Primary education [BE2]

65. According to the ESA study on teaching and learning, about 60% of teachers in the public schools surveyed had not seen the new curriculum.

66. Arrangements were put in place for the effective implementation of the 9-year basic education curriculum. A total of 48 teachers were trained as master trainers to facilitate a three-week training workshop for PRY1 / JSS1 teachers and education officers: a total of 2,136 participants were trained on the implementation of the curriculum. The workshop outcomes were:

- the breaking of PRY1 and JSS1 curriculum into scheme of works and teachable units
- the development of model lesson plans based on the indigenous communicative teaching approach method

67. In 2010, the training will be extended to teachers of PRY2 and JSS2. Hitherto nothing has been done in the training of teachers and guidance counsellors on family life HIV/AIDS education (FLHE) and guidance and counselling services.

Teacher training – Secondary education [SSE1]

68. In 2009:

- three workshops were organized for 286 senior secondary school principals focusing on their managerial skills
- no training was organised for senior secondary school teachers
- no training was offered for teachers and guidance counsellors on FLHE, reproductive health, and guidance and counselling services

69. In 2010 it is planned to:

- build capacity of teachers on effective teaching and learning
- conduct special training of teachers and guidance counsellors on: FLHE; reproductive health; STUMEC; and guidance and counselling services (in parallel with the appointment and training of FLHE monitoring and evaluation officers)

Standards and quality assurance

Quality assurance [MR1]

70. The 2005 Enugu State Universal Basic Education Law and the 2004 UBE Act in line with the National Policy on Education (NPE) stipulated quality standards for basic education and a new quality assurance model. In 2009, Enugu State planned to: establish a quality assurance agency; inspect 1190 primary and 287 secondary schools using the new model; and have all quality assurance staff trained in both the headquarters and the LGAs on the use of the new model. However, it was not possible to set up the agency and only 58 primary schools were inspected using the old model because:

- staff were not trained on the new model (although staff attended training workshops organised by external bodies); in 2010, workshops and seminars for principals are proposed in two batches to update their knowledge; and
- there are continuing logistics constraints (although two buses were procured to assist in transportation).

71. To ensure an enabling environment for staff, a proposal was made to the State Executive Council for the renovation of MOE and zonal offices. Contracts for the building of one office block and the renovation of offices are now in process.

Monitoring learning achievement

72. There is no systematic mechanism of monitoring learning achievement in the State. For that reason, the Government is aiming to introduce a regular survey of literacy and numeracy in early grades in 2010.

Performance management and accountability

SBMC [BE4]

73. The concept of the SBMC was established by the National Council on Education decision and directive. Its purpose is to involve community members to actively participate in education service delivery at basic and post-basic levels. In Enugu State, by 2009:
- there was an SBMC established in every public primary and secondary school and their members were inaugurated
 - SBMC members in primary schools were trained in their roles and responsibilities
74. It is proposed that in 2010, SBMC members in secondary schools will be trained at Education Zone level and the SBMC guidelines will be distributed to members. It is necessary to strengthen the capacity of members, receive feedback on the activities and achievements of various SBMCs and release grants to every SBMC each term.

Chapter 4 – Outputs

Facilities

Classrooms

75. The total number of classrooms in primary schools in 2009/10 is 8,212 of which there are: 7,750 usable classrooms; 316 classrooms under construction; and 116 unusable classrooms.
76. The total number of classrooms in secondary schools in 2009/10 is 5,520 of which there are: 5,184 usable classrooms; 274 classrooms under construction; and 45 unusable classrooms.
77. Table 4.1 reports on classroom characteristics by LGEA and by level of education.
- The average pupil-classroom ratio is 54 in primary schools and 36 in secondary schools.
 - The share of classrooms in need of major repairs is 40% in primary schools and 45% in secondary schools.
 - In primary schools, the percentage of classrooms with mud/earth floor is 10%, the percentage of classrooms with adequate seating arrangements is 21% and the percentage of classrooms with a good blackboard is 35%.

Water and sanitation

78. Table 4.2 reports on the water and sanitation facilities in schools:
- About 28% of primary schools have a source of potable water. The lowest percentage is found in Enugu South LGEA (3%) and the highest percentage in Ezeagu LGEA (55%). The corresponding percentage is 30% in secondary schools.
 - Only 32% of primary schools have at least one functional toilet. The lowest percentage is found in Enugu East LGEA (13%) and the highest percentage in Nkanu West LGEA (67%). The corresponding percentage is 36% in secondary schools.

Textbooks and teaching-learning materials

79. There are no figures on the ratio of students per core subject textbook or the availability of teacher and subject guides per teacher. According to the ESA study on teaching and learning, only 5% of schools visited had any instructional materials (although the number of schools that were visited and the list of materials that were checked are not clarified in the study).

Table 4.1 Classrooms in Enugu State schools

LGEA	Pupil-classroom ratio		Share of classrooms in need of major repairs (%)		Primary school classrooms with (%)		
	Primary	Secondary	Primary	Secondary	Mud / earth floor	Enough seating	Good blackboard
Aninri	54	39	34	35	9	31	35
Awgu	45	24	42	67	3	24	36
Enugu East	51	52	31	63	7	11	59
Enugu North	26	54	43	49	2	24	40
Enugu South	29	38	34	32	0	22	55
Ezeagu	38	23	41	59	11	26	34
Igbo-Etiti	99	31	34	31	9	17	27
Igbo-Eze North	91	37	30	39	11	25	35
Igbo-Eze South	73	45	30	37	3	14	27
Isi-Uzo	65	57	47	49	27	25	39
Nkanu East	41	34	43	71	10	23	35
Nkanu West	34	28	42	58	7	20	47
Nsukka	58	35	44	30	11	7	29
Oji-River	23	22	40	47	3	48	32
Udenu	23	30	44	44	18	8	18
Udi	32	27	43	46	10	19	42
Uzo-Uwani	115	41	50	34	26	12	15
Total	54	36	40	45	10	21	35

Table 4.2 Water and sanitation characteristics in Enugu State schools

LGEA	Schools with potable water supply		Schools with at least one functional toilet	
	Primary	Secondary	Primary	Secondary
Aninri	31	29	22	33
Awgu	26	26	33	38
Enugu East	7	50	13	43
Enugu North	22	36	55	20
Enugu South	3	41	57	35
Ezeagu	55	39	20	28
Igbo-Etiti	31	33	51	50
Igbo-Eze North	36	46	21	68
Igbo-Eze South	12	30	26	50
Isi-Uzo	29	14	35	13
Nkanu East	35	29	19	29
Nkanu West	41	8	67	40
Nsukka	18	31	26	58
Oji-River	30	8	29	25
Udenu	37	18	47	47
Udi	21	11	26	11
Uzo-Uwani	24	42	33	8
Total	28	30	32	36

Teachers

80. In 2009/10, the total number of teachers in primary schools is 13,261, while the total number of teachers in secondary schools is 7,907.
81. As shown in Figure 4.1, 84% of primary school teachers have at least the minimum teaching qualification (NCE). By contrast, 96% of secondary school teachers have at least the minimum teaching qualification.
82. Table 4.3 reports on teacher characteristics by LGEA and by level of education.
- The average pupil-teacher ratio is 23 in primary schools and 25 in secondary schools.
 - The average pupil-qualified teacher ratio is 23 in primary schools and 24 in secondary schools.
 - In primary schools, the percentage of female teachers is 73% and the percentage of teachers who attended a training workshop / seminar in 2009 is 40%.

Other outputs

83. The proportion of primary schools with school development plans is 33%. However, there are large differences between LGEAs, as the range varies between 12% in Enugu North LGEA and 50% in Enugu South LGEA.
84. There is currently no information on a number of outputs of interest:
- Average instructional hours per school year
 - Share of primary and secondary schools with effective SBMCs: while 73% of primary schools claim to have an SBMC, it is unknown how many of these committees can be considered effective

Figure 4.1 Teacher qualifications in Enugu State primary and secondary schools

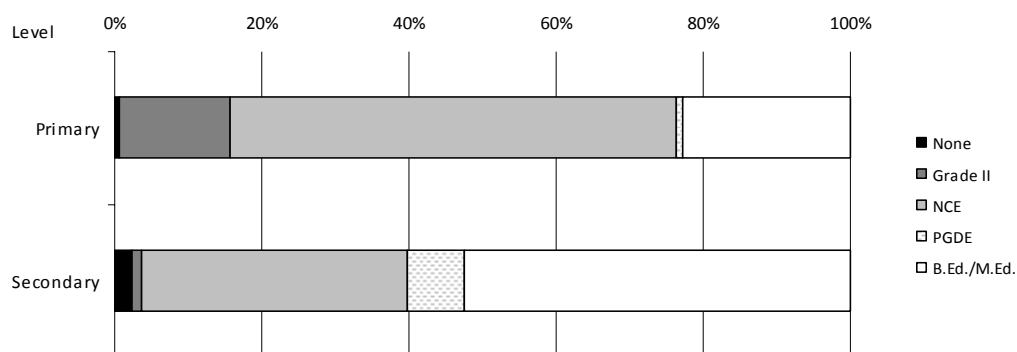


Table 4.3 Teachers in Enugu State schools

LGEA	Pupil-teacher ratio		Pupil-qualified teacher ratio		Primary school teachers	
	Primary	Secondary	Primary	Secondary	Female (%)	Received training (%)
Aninri	25	48	40	50	71	37
Awgu	25	24	30	25	79	71
Enugu East	21	18	23	19	90	6
Enugu North	17	23	18	24	95	27
Enugu South	17	23	18	24	94	10
Ezeagu	20	16	23	16	71	55
Igbo-Etiti	42	25	49	27	51	63
Igbo-Eze North	28	33	32	33	52	55
Igbo-Eze South	27	24	32	25	57	56
Isi-Uzo	32	33	40	34	40	73
Nkanu East	13	25	21	27	80	1
Nkanu West	21	25	24	27	79	69
Nsukka	23	22	25	23	69	44
Oji-River	18	20	22	20	87	61
Udenu	22	23	25	23	56	0
Udi	17	16	19	17	85	63
Uzo-Uwani	40	23	55	23	54	60
Total	23	23	27	24	73	40

Chapter 5 – Outcomes

Participation

85. During the school year 2009/10, information on enrolment was collected from 1,188 public primary schools, 313 public secondary schools, and 118 private schools of different levels.
86. Note that private schools have been under-enumerated during the school census. According to the Ministry of Education, there are about 1,500 private schools of different levels. For this reason, reported enrolment levels are only reliable for public schools.
87. **Early childhood care and education.** During the school year 2009/10:
- There are 4,900 and 63,000 children enrolled in *public* kindergarten and nursery classes, respectively. Among public primary schools, 1060 (or 89%) reported enrolment at either the kindergarten level or the nursery level. The share of girls is 50%.
 - The school census captured about 1,800 and 8,000 children in *private* kindergarten and nursery classes, respectively.
88. **Primary education.** During the school year 2009/10:
- There are 124,000 boys and 122,000 girls enrolled in *public* schools. Compared to 2008/09, enrolment decreased by 9,000 children (or 4%). The share of girls is 49%.
 - The school census captured about 8,500 boys and 8,500 girls in *private* schools. Compared to 2008/09, enrolment in these schools increased by 1,200 children (or 8%).
89. **Junior secondary education.** During the school year 2009/10:
- There are 44,000 boys and 56,000 girls enrolled in *public* schools. Compared to 2008/09, enrolment increased by 4,500 children (or 5%). The share of girls is 56%.
 - The school census captured about 3,000 boys and 5,000 girls in *private* schools. Compared to 2008/09, enrolment increased by 1,300 children (or 20%).
90. **Senior secondary education.** During the school year 2009/10:
- There are 37,000 boys and 45,000 girls enrolled in *public* schools. Compared to 2008/09, public senior secondary education enrolment increased by 6,000 children (or 8%). The share of girls is 55%.
 - The school census captured about 4,000 boys and 6,000 girls in *private* schools. Compared to 2008/09, private senior secondary education enrolment increased by 1,700 children (or 23%).
91. Table 5.1 presents enrolment levels and Table 5.2 presents gross and net enrolment rates based on population assumptions presented in Annex 2.

Table 5.1 Enrolment in Enugu State

Level	2008-2009			2009-2010		
Public schools	Male	Female	Total	Male	Female	Total
Pre-primary	32,531	32,634	65,165	33,912	34,019	67,931
Primary	124,333	122,418	246,751	120,065	117,483	237,548
Junior secondary	40,424	54,416	94,840	43,814	55,521	99,335
Senior secondary	33,279	42,364	75,643	37,077	44,605	81,682
Private schools	Male	Female	Total	Male	Female	Total
Pre-primary	<i>4,298</i>	<i>4,495</i>	<i>8,793</i>	<i>5,035</i>	<i>4,986</i>	<i>10,021</i>
Primary	<i>8,062</i>	<i>8,001</i>	<i>16,063</i>	<i>8,659</i>	<i>8,688</i>	<i>17,347</i>
Junior secondary	<i>2,911</i>	<i>3,817</i>	<i>6,728</i>	<i>3,205</i>	<i>4,867</i>	<i>8,072</i>
Senior secondary	<i>3,144</i>	<i>4,268</i>	<i>7,412</i>	<i>3,624</i>	<i>5,524</i>	<i>9,148</i>
Total	Male	Female	Total	Male	Female	Total
Pre-primary	<i>36,829</i>	<i>37,129</i>	<i>73,958</i>	<i>38,947</i>	<i>39,005</i>	<i>77,952</i>
Primary	<i>132,395</i>	<i>130,419</i>	<i>262,814</i>	<i>128,724</i>	<i>126,171</i>	<i>254,895</i>
Junior secondary	<i>43,335</i>	<i>58,233</i>	<i>101,568</i>	<i>47,019</i>	<i>60,388</i>	<i>107,407</i>
Senior secondary	<i>36,423</i>	<i>46,632</i>	<i>83,055</i>	<i>40,701</i>	<i>50,129</i>	<i>90,830</i>

Note: The private and total enrolment levels are in italics to indicate that only a minority of private schools were enumerated in the school census.

Table 5.2 Gross and net enrolment rate in Enugu State, 2009-2010 (%)

Level	Gross enrolment rate			Net enrolment rate		
	Male	Female	Total	Male	Female	Total
Primary	49	51	50	45	46	45
Junior secondary	36	48	42	31	41	36
Senior secondary	33	38	36	28	35	32

Note: The population assumptions are presented in Annex 2.

92. As mentioned above, these rates are low because they exclude the majority of private schools. It is therefore necessary to seek complementary evidence in a household survey. According to the most recent survey, the 2006 CWIQ, the gross enrolment rate was 124% at the primary level (instead of 50% as suggested in Table 5.2) and 90-95% at the secondary level (instead of about 40% as suggested in Table 5.2). The results of the CWIQ survey also show that the share of the private sector in total enrolment was also higher at all levels (for example, it was 22% in primary education instead of 7% as suggested by the school census) although the discrepancy is not so large to account for the above mentioned difference in enrolment rates. However, it is possible that the private sector has been growing very fast in the last 3-4 years (as suggested by the declining level of enrolment in public primary schools). The results of the 2008 Nigeria Living Standards Survey and the 2010 Nigeria Education Data Survey are expected to shed light.

93. Table 5.3 shows considerable differences in enrolment rates between LGAs.

Table 5.3 Gross enrolment rate by LGA (%)

	Primary			Junior secondary		
	Male	Female	Total	Male	Female	Total
Aninri	66	71	68	41	61	50
Awgu	38	34	36	35	38	36
Enugu East	47	49	48	39	59	49
Enugu North	35	38	36	29	66	47
Enugu South	43	48	45	63	65	64
Ezeagu	38	35	36	28	31	29
Igbo-Etiti	59	60	60	32	33	32
Igbo-Eze North	60	71	65	39	59	48
Igbo-Eze South	49	56	52	28	41	34
Isi-Uzo	51	52	51	29	37	33
Nkanu East	56	61	59	24	32	28
Nkanu West	38	35	37	28	36	32
Nsukka	56	55	56	65	68	66
Oji-River	40	41	40	25	31	28
Udenu	49	48	49	34	48	41
Udi	33	31	32	30	36	33
Uzo-Uwani	94	117	104	22	28	25
Total	49	51	50	36	48	42

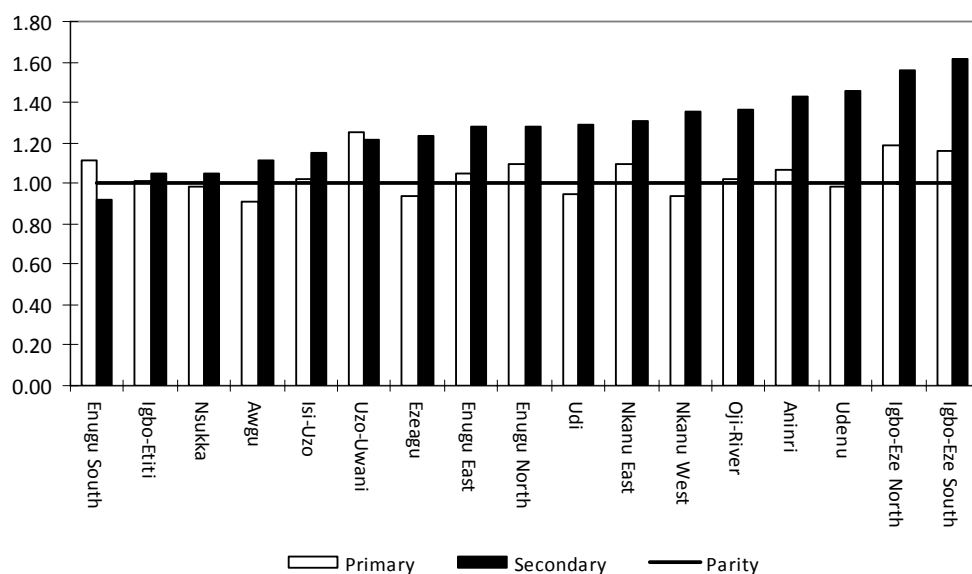
Note: Only a minority of private schools were enumerated in the school census.

Access and equity

94. **Intake rate.** The gross intake rate, which is the total number of new entrants into first grade of primary education, regardless of age, as a percentage of the population at the official primary school-entrance age (i.e. 6 years) is 46% for boys and 47% for girls.

95. **Gender parity.** Enugu State has achieved gender parity in participation at the primary level. However, a large gender gap exists at the secondary level. The gender parity index is 1.04 at the primary level but as high as 1.24 at the secondary level suggesting a lower transition rate to secondary level for boys. In secondary education, the gender parity index score is above 1.25 in 10 out of 17 LGAs.

Figure 5.1 Gender parity index at primary and secondary education by LGA. 2009/10



96. **Children with special needs.** About 1,700 children at the primary level and 300 children at the secondary level have special needs.

Table 5.4 Number of children with special needs by type of disability and level

	Visually impaired			Hearing impaired			Physically challenged			Mentally challenged		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	130	121	251	406	291	697	206	150	356	231	169	400
Junior secondary	15	30	45	4	16	20	48	34	82	13	5	18
Senior secondary	7	33	40	7	17	24	35	54	89	2	8	10
Total	152	184	336	417	324	741	289	238	527	246	182	428

Internal efficiency

97. The survival rate, in other words the percentage of a cohort enrolled in the Class 1 in a given school year who are expected to reach each successive class, is 85% between Class 1 and Class 6 but only 71% between Class 1 and JSS1.

98. The transition rate, in other words the number of pupils admitted to JSS1 in 2009/10 expressed as a percentage of the number of pupils enrolled in the Class 6 in 2008/09, was 85%. The transition rate was significantly lower for boys than for girls (74% vs. 94%), indicating serious bias in terms of access to junior secondary schools. The transition rate from JSS3 to to SSS1 was 93%. It was lower for girls than for boys (89% vs. 98%)

99. The primary gross completion rate, in other words the total number of pupils completing Class 6, regardless of age, expressed as a percentage of the population of the official primary graduation age, cannot be calculated in the absence of data on primary education graduates. However, if we use enrolment in Class 6 as a proxy, then the primary gross completion rate was 45% with the rate for girls being three percentage points higher than for boys.
100. Repetition rates are at around 5% at the primary level falling progressively from 8.5% in Class 1 to 2.2% in Class 6.

Learning

101. There are currently no figures on learning outcomes. In June 2010, a random sample of public and private primary schools will participate in a survey to monitor learning achievement in English and mathematics.
102. According to the 2006 CWIQ survey, the adult literacy rate is 75%: the respective rates are 83% for men and 68.5% for women. The literacy rate of 15-24 year olds was 96% with near gender parity.

Chapter 6 – Implications

103. During the process to revise the Enugu State ESP the following challenges were identified:

- Inadequate number of schools and physical facilities
- Low enrolment and completion rates at all levels and forms of education
- Unqualified personnel in service at all education levels and forms
- Inadequate supply of teaching and learning materials
- Low level of achievement by learners at all levels and forms of education.
- Inappropriate teacher support systems
- No policy on education funding
- Duplication of duties and role conflicts among the MDAs
- Weaknesses in the release of budgeted funds
- Limited access to the UBE Intervention Fund

104. The exercise systematised the major challenges into five categories:

- Inadequate access
- Low quality and relevance
- Infrastructure inefficiency and decay
- Inefficient management
- Unsustainable funding

105. This report builds on recent improvements to data availability to provide an update on some of the above mentioned challenges. For example:

- There is considerable inequality in access to secondary education in favour of girls. Boys are less likely to enrol and complete. Majority of adult education centres is not functioning.
- The pupil-qualified teacher ratio is lower than previously thought at the primary and secondary levels. On the other hand, there is a severe lack of instructional materials with no teacher professional development system in place.
- There are serious infrastructure problems: more than 40% of primary and secondary school classrooms are in need of major repairs; less than a third of primary schools have access to potable water supply and toilets; and only one in five primary school classrooms have adequate pupils' furniture.
- Availability of accurate and timely data for planning and management remains a serious challenge. Activities of education MDAs are not driven by credible plans. There are wide disparities in the allocation of resources across the LGAs.

- Inadequate overhead budget allocations and untimely releases constrain operations of education MDAS. Budget does not appear to be a credible tool as it is not linked to priorities and does not determine releases.

No measures are yet available for many key targets but these will be forthcoming in 2010:

- learning outcomes
- teacher quality
- instruction materials

106. The following observations will be used to focus the preparation of the 2011-13 MTSS.

Access

- Provide better incentives to male pupils to address gender disparity in secondary education.
- Provide necessary resources and incentives to instructors to ensure the functioning of adult education centres.

Quality

- Establish Minimum Quality Standards for Schools and ensure compliance by strengthening Quality Assurance.
- Determine minimum package of instructional materials and set specific medium- and long-term targets for its provision.
- Establish and implement a teacher deployment and professional development policy.
- Strengthen private sector supervision and participation in education provision.

Infrastructure

- Determine basic infrastructure and facilities requirements and set specific and realistic medium- and long-term targets their provision.

Management

- Ensure the coverage and participation of all public and private schools in the ASC.
- Institutionalise the sector performance monitoring to ensure that AESR is carried out annually.
- Institutionalize the use of credible MTSS and Departmental Workplans linked to annual budgets.

Finance

- Consider the provision of direct funding to primary schools through capitation grants or other mechanisms that empower the school based management committees.

Annex A – ESP and MTSS monitoring indicators

Table A1 ESP indicators

Access and equity	Baseline	Latest	Target (2016)
Gross enrolment rate, ECCD (%)	11	...	100
Gross enrolment rate, PRY (%)		(50)	100
Gross enrolment rate, JSS (%)		(42)	100
Gross enrolment rate, SSS (%)		(36)	90
Scholarships for gifted children every year		...	3,150
Adult literacy rate (%)	75	...	90

Efficiency	Baseline	Latest	Target (2016)
Transition rate, PRY → JSS (%)		85	100
Transition rate, JSS → SSS (%) Male	87	98	96
Transition rate, JSS → SSS (%) Female	93	89	99
Dropout rate, SSS (%)	25	14	2
Completion rate, SSS (%)	70	...	89

Infrastructure	Baseline	Latest	Target (2016)
Number of new primary classrooms constructed every 3 years		258	520
Number of schools renovated		...	1,500
Number of fully equipped libraries in schools		...	1,800
Number of sick bays in schools		...	1,800

Quality	Baseline	Latest	Target (2016)
Pupil-teacher ratio, PRY	43	20	35
PRY teachers with minimum teaching qualification (NCE) (%)		84	100
Teachers trained: new teaching skills – every three years		...	18,000
Non-teaching staff: managerial skills – every three years		...	5,000
Textbooks in all subject areas , PRY (%)		...	100
Teaching aids, PRY (%)		...	100

Resource mobilisation	Baseline	Latest	Target (2016)
Share of education in total budget	13.4	...	20.5
Budget utilisation rate		...	90

Table A2 Selected 2009-11 MTSS indicators

		Baseline	Latest	Target (2011)
Early child care and development				
Total enrolment, public			67,931	?
Number of classrooms			...	?
Number of furniture sets			...	?
Sets of books and teaching aids			...	?
Number of pre-primary education specialists employed			418	8,000
Expenditure on school meals (N million)			0	7,543
Primary education				
Total enrolment, public		393,000	237,548	573,000
Number of classrooms constructed in the last three years			258	10,537
Number of classrooms renovated in the last three years			...	6,000
Number of qualified teachers		14,781	11,111	22,038
Secondary education				
Number of classrooms	JSS	2,120	5,184	3,302
	SSS	2,429		2,703
Number of classrooms renovated	JSS	330	...	1,200
	SSS	70		2,600
Number of furniture sets	JSS	684	...	2,736
	SSS	0		75,000
Number of teachers	JSS	4,000	7,843	7,000
	SSS	3,600		7,600
Number of ICT units	JSS	4	...	250
	SSS	6		300
Adult and non-formal education				
Number of instructors		1,010	...	1,757

Table A3 Selected 2010-13 MTDP indicators

	Baseline	Latest	Target (2011)
Total enrolment, primary education (public)	...	237,548	↑ 20%
Total enrolment, secondary education (public)	...	181,017	↑ 22%
Dropout rate, secondary education (%)	...	14	↓ 30%
Transition rate, primary → secondary education (%)	...	85	↑ 50%
Adult literacy rate	75	...	↑ 30%
Number of teachers, primary education	...	13,193	↑ 20%
Number of scholarships awarded, primary and secondary education	↑ 30%
Number of technical and vocational schools	↑ 30%
Number of (primary and secondary) classroom blocks renovated	200

Annex B – Population assumptions

107. The population of Enugu State for 2009 by LGA has been estimated using:

- the 2006 National Population and Housing Census figures:
 - by LGA
 - by age group, as they appeared in the publication Priority Tables (Vol. 1)
- the United Nations population growth rate for Nigeria

108. Sprague multipliers were used to transform the age-group population figures into single-year population figures. These were then regrouped according to official Nigerian age groupings by education level: 3-5 years for pre-primary education, 6-11 years for primary education, 12-14 years for junior secondary education and 15-17 years for senior secondary education. Figure A2.1 shows the total figures.

109. Projections by LGA are listed in Table A2.1 and are based on the assumption that in 2009:

- the share of Enugu State in the national population would be the same as in 2006
- the share of LGAs would remain the same as in 2006

Figure A2.1 Enugu State population by age group

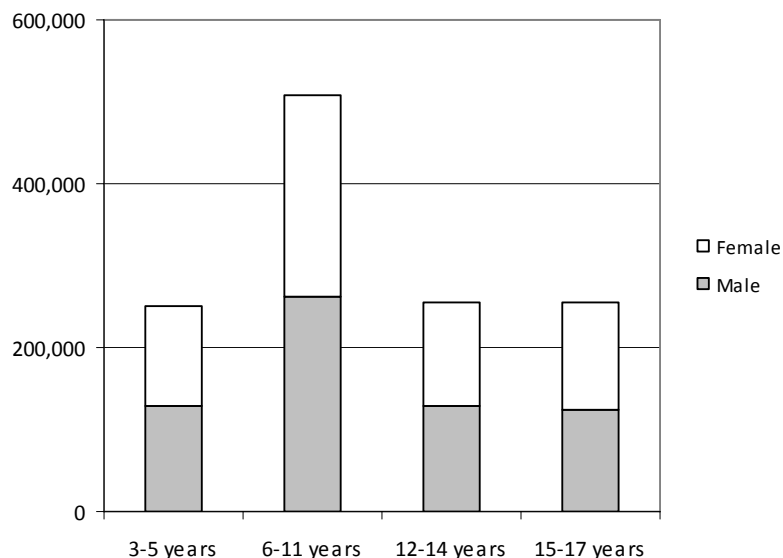


Table A2.1 Projected population by LGA

	Age group 6-11			Age group 12-17		
	Male	Female	Total	Male	Female	Total
Aninri	11,216	9,633	20,817	10,870	10,057	20,931
Awgu	15,340	15,470	30,844	14,867	16,151	31,014
Enugu East	21,352	22,031	43,447	20,693	23,001	43,685
Enugu North	19,553	18,560	38,117	18,950	19,377	38,326
Enugu South	15,186	15,703	30,936	14,717	16,395	31,106
Ezeagu	13,512	12,902	26,421	13,096	13,471	26,566
Igbo-Etiti	16,745	15,827	32,574	16,229	16,525	32,753
Igbo-Eze North	22,186	18,288	40,386	21,502	19,094	40,608
Igbo-Eze South	12,589	10,395	22,935	12,201	10,853	23,061
Isi-Uzo	11,714	11,379	23,104	11,353	11,880	23,231
Nkanu East	12,076	11,093	23,160	11,704	11,582	23,287
Nkanu West	11,627	11,201	22,836	11,269	11,694	22,962
Nsukka	23,992	24,157	48,202	23,252	25,221	48,466
Oji-River	10,583	9,150	19,706	10,257	9,553	19,814
Udenu	13,986	13,776	27,782	13,555	14,383	27,935
Udi	18,581	17,836	36,428	18,008	18,622	36,628
Uzo-Uwani	10,871	8,564	19,378	10,536	8,941	19,485
Total	261,109	245,965	507,074	253,057	256,802	509,859