



FEDERAL REPUBLIC OF NIGERIA

JIGAWA STATE

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

**ANNUAL EDUCATION SECTOR
PERFORMANCE REPORT 2010**

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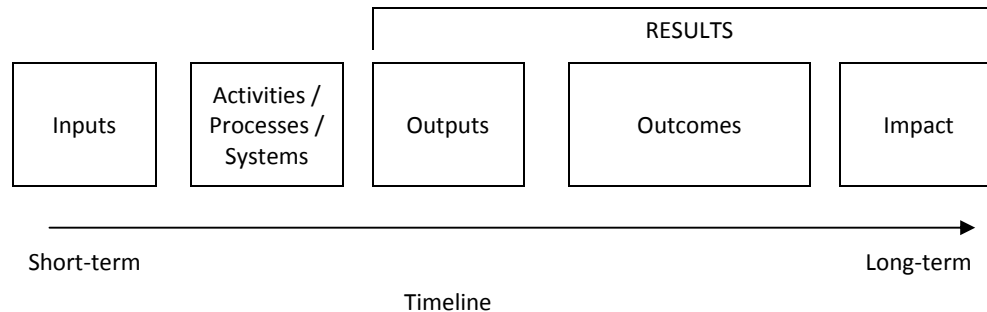
Abbreviations

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. Jigawa State has completed its Education Sector Plan (ESP), a long-term strategic document which guides the education sector reform agenda, and its Medium-Term Sector Strategy (MTSS), a medium-term operational document, which links the ESP with the budget process.
2. In its ESP and the MTSS, Jigawa State has committed to an annual sector review process: *“The ESOP will be updated annually based on annual reviews that look at progress”* (ESP Section 3.1). Progress will be assessed against *“monitoring indicators and benchmarks at all levels ... for the major activities of the sector”* (PME3). Data on these performance indicators *“will guide the planning and management process, inform sector performance assessment and, as a result, any subsequent decision-making”* (ESP Section 5.1).
3. The sector “performance monitoring system” will address the following needs:
 - It will provide a comprehensive grasp of the status of implementation, issues, challenges, successes and progress in the sector relative to ESP and ESOP/MTSS targets.
 - It will *“assist in providing clear and unambiguous feedback to stakeholders through periodic reporting procedures”*. It will communicate *information* on achievements by means of indicators, it will provide the *analysis* of current problems and it will include *recommendations* for improving sector performance.
4. Based on the above, the annual education sector review has the following characteristics:
 - It will be a regular feature of the annual budget calendar: it will help identify priorities at the beginning of the MTSS revision process to assist budget planning.
 - Its main output will be a regular government report on the state of education: a brief *education sector analysis*, which will take stock of results against set targets.
 - It will be an open and public exercise, which– through information on expenditure and results – will enhance transparency for the benefit of all stakeholders.
5. More specifically, the key questions asked in this report are:
 - What is the evidence on key education **outputs and outcomes**, with particular reference to the indicators specified in the planning and budget 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?
6. 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.



7. 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

8. The sector priorities and targets of Jigawa State are outlined in the ESP and the MTSS.

Strategic documents

Education Sector Plan 2009-2018

9. The priority policy objectives of the ESP are to:
- ACC: Expand **basic education coverage**, especially for disadvantaged groups
 - Institutionalize early child care and education programme
 - Achieve universal primary schooling by 2015, with special attention to under-served geographical areas, and universal basic education by 2020
 - Achieve gender parity in primary enrolment by 2015 and in junior secondary enrolment by 2018 and in teaching staff at basic education level by 2015
 - Mainstream islamiyya education; increase islamiyya schools by 60% by 2018
 - Address the needs of the groups requiring special attention
 - Reduce overcrowded classrooms, ensure adequate supply of furniture and learner-friendly school environments and institutionalise maintenance culture
 - QTR: Improve the **quality and relevance** of education
 - At the early child care and education level
 - At the basic education level, through curriculum relevance, internal efficiency, sustainable textbook and teaching-learning materials policy, professional upgrading of teachers, improved school management capacities, sustainable quality assurance mechanisms and monitoring of learning achievement
 - At the senior secondary level, through total coverage of the syllabus, especially science teaching, increased private sector contribution and further development of science and technical schools
 - At the tertiary education level, through rationalised programmes, access for females and persons with special needs and improved staff working conditions
 - AEO: Provide appropriate educational opportunities, especially for **out-of-school youth and adult population**
 - Expand and improve adult literacy, especially for women and young adults who missed formal education
 - Enrich the content and method of basic education programmes through islamiyya schools
 - PME: Strengthen **institutional capacities** to manage, plan, and monitor the delivery of education services more efficiently and effectively
 - Develop EMIS capacity and use data in decision making

- Develop planning and management capacities strengthened at all levels: re-skill personnel; decentralise and devolve educational management authorities; institutionalise three-year MTSS process
- Institutionalise monitoring and evaluation through establishment of appropriate reporting and dissemination mechanisms and monitoring of all schools twice or thrice a year
- Carry out education budget reforms focused on realistic (evidence-based) budget for current and capital expenditure, improved capacity for financial management at all levels, enhanced/increased funding for education and improved education sector expenditure tracking

Medium Term Sector Strategy 2010-2012

10. The following goals, alongside the corresponding objectives and targets, have been set in the 2010-2012 MTSS.

- Provide functional and quality basic education for all:
 - Improve the quality of teaching and learning conditions in basic schools (pupil teacher ratio; nomadic school enrolment; teaching and learning materials; libraries, laboratories, ICT labs and technical equipment in junior secondary schools; qualified teachers)
 - Ensure equitable access to basic education (gross enrolment ratio, gender disparity)
 - Promote unlimited access to quality education for children with special needs
 - Strengthen the capacity for adult and functional literacy delivery
- Improve the quality of education delivery in IQTE schools and encourage the integration of IQTE schools
- Provide functional and quality post basic education:
 - Improve the quality of teaching and learning conditions in senior secondary schools and science and technical colleges (teaching and learning materials; libraries, laboratories, ICT labs and technical equipments in senior secondary schools and science and technical colleges; qualified teachers)
 - Ensure equitable access to post basic education (transition rate)
 - Increase access to technical schools
 - Improve capacity in tertiary institutions
- Ensure adequate planning and institutional development of education sector:
 - Adequate planning and management of education services (private sector participation, public private partnerships in school management; availability of annual education statistics for planning and management)
 - Improve the quality of monitoring of education delivery
 - Enhance procedures for financial management by 2010
 - Improve communication and information management in the sector

Data on the education system

11. There are two types of information for reporting progress against the above objectives:
 - Qualitative information based on the reports provided by Jigawa State education MDAs, which is reported mainly in Chapter 3
 - Quantitative information from the following sources:
 - Public expenditure records (from the Ministry of Budget and Economic Planning, the State Ministry of Education, the Jigawa State Universal Basic Education Board and the Universal Basic Education Commission) (for Chapter 2)
 - 2009-2010 annual school census (Chapters 4 and 5)
 - Selected household surveys, such as the 2006 Core Welfare Indicators Survey (NBS / World Bank) and the 2007 Multiple Cluster Indicator Survey (NBS / UNICEF)

Chapter 2 – Inputs

12. This chapter describes the resources allocated (by the State and Federal government) released and spent in the education sector.

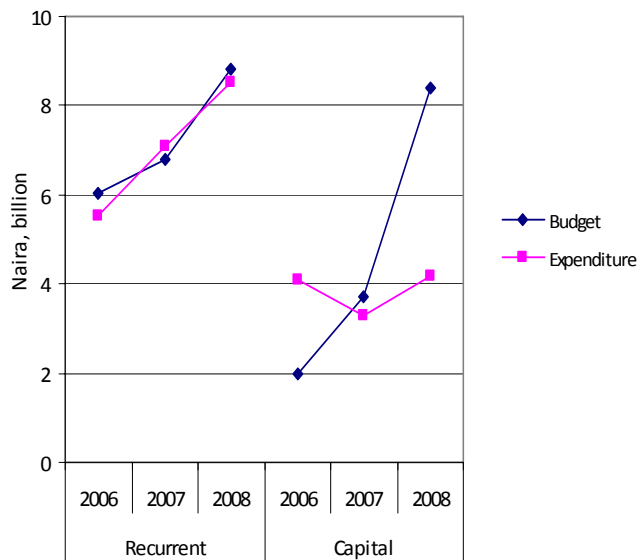
Budget implementation

13. In the Jigawa State budget there are distinct allocations to the State and the LGAs.

- The State-level *total* education expenditure as a proportion of the State revenue decreased from 18.6% in 2007 (=N5.8b/N31.0b) to 14.2% in 2008 (=N6.8b/N48.1b)
- The LGA-level *total* education expenditure as a proportion of LGA revenue decreased from 17.7% in 2007 (=N4.6b/N26.2b) to 16.4% in 2008 (=N5.9b/N35.9b)
- The State- and LGA-level *total* education expenditure as a proportion of total revenue decreased from 18.2% in 2007 (=N10.4b/N57.2b) to 15.1% in 2008 (=N12.7b/N83.9b)

14. State (i.e. excluding LGA) *recurrent and capital* education expenditure as a proportion of total revenue decreased from 18.6% in 2007 (=N5.7b/N31.0b) to 14.2% in 2008 (=N6.8b/N48.1b).

Figure 2.1 Education sector budget and expenditure, 2006-2008



15. Education expenditure as a proportion of budgeted expenditure decreased from 99.0% in 2007 (= N10.4b/N10.5b) to 73.6% in 2008 (= N12.7b/N17.2b). Between 2007 and 2008, recurrent expenditure as a proportion budgeted recurrent expenditure decreased from 104.7% to 96.6% while capital expenditure as a proportion budgeted capital expenditure

decreased from 88.6% to 49.5%. Figure 2.1 shows the education sector recurrent and capital budget utilisation.

16. The share of primary education in total public expenditure on education was 48% in 2008, while the share of secondary and tertiary education was 31% and 15%, respectively. The share of primary, secondary and tertiary education in total recurrent expenditure on education was 70%, 16% and 6%, respectively, in 2008. The share of primary, secondary and tertiary education in total capital expenditure on education was 3%, 60% and 33%, respectively, in 2008.
17. There are important gaps in terms of education sector budget and expenditure level at the LGA level. It is essential that the mechanisms through which this information is captured and reported are improved:
- Recurrent budget data by LGA are not available: it is assumed that the budgeted and spent amounts are the same
 - Recurrent expenditure data by LGA on overheads is not available
 - Capital budget and expenditure data by LGA (including UBE Intervention Fund, LGA own projects and constituency projects) are not available

Recurrent budget and expenditure

18. Table 2.1 presents a breakdown of education recurrent budget and expenditure data by level.

Table 2.1 Recurrent budget and expenditure by type and level, 2008

Level	Budget		Expenditure	
	Personnel	Overheads	Personnel	Overheads
Pre-primary and primary	5,018,374,472	140,901,168	5,898,465,386	66,738,609
Secondary	1,071,773,528	1,107,098,832	703,682,623	672,607,906
Tertiary	493,762,000	185,000,000	372,120,214	175,009,604
Central administration	203,800,000	216,000,000	136,195,559	117,095,859
Other programmes	235,100,000	162,000,000	178,137,931	212,004,254
Total	7,022,810,000	1,811,000,000	7,288,601,714	1,243,456,232

Note: State and LGA-level information combined

19. The contribution of local governments to meeting the staffing costs of primary schools accounted for 69% of total recurrent expenditure on education in 2008. Data on the overhead contributions of local governments were not available.
20. Total education recurrent expenditure was N 14,123 per primary education pupil and N 13,427 per secondary education pupil.

Capital budget and expenditure

21. Table 2.2 presents a breakdown of education capital budget and expenditure data by level.

Table 2.2 Education capital budget and expenditure by type and level, 2008

Level	Budget	Expenditure
Pre-primary and primary	3,157,619,507	115,277,923
Secondary	3,090,799,411	2,507,405,488
Tertiary	1,917,500,000	1,360,263,603
Central administration	0	0
Other programmes	244,500,000	178,427,783
Total	8,410,418,918	4,161,374,797

Note: State-level only; LGA-level information is not available

22. Of the total capital budget and expenditure figures identified in Table 2.2 In 2008, SUBEB received N 817 million, from UBE-IF, against 3rd and 4th quarter plans for 2006 and 1st and 2nd quarter plans for 2007. All of these funds were utilised during the financial year.

Table 2.3 UBE Intervention Fund budget and expenditure, 2008

Level	Budget			Expenditure		
	Infrastructure	Instruction materials / furniture	Teacher training	Infrastructure	Instruction materials / furniture	Teacher training
Pre-primary	58,270,270	12,486,486	12,486,486	58,270,270	12,486,486	12,486,486
Primary	669,243,244	149,837,838	149,837,838	669,243,244	149,837,838	149,837,838
Junior secondary	407,891,892	87,405,405	87,405,405	407,891,892	87,405,405	87,405,405
Total	1,135,405,406	249,729,730	249,729,730	1,135,405,406	249,729,730	249,729,730

Note: Revenue and expenditure for 2008 correspond to 2006 (Q3 and Q4) and 2007 (Q1 and Q2) plans.

23. Apart from UBE-IF, Jigawa State also received and spent N221.5 million in 2008 from the ETF account for capital expenditure in the education sector.

Table 2.4 ETF budget and expenditure, 2008 (in million Naira)

Institution	Budget	Expenditure
MOE	122	122
SUBEB	27.5	27.5
College of Education, Gumel	61	61
College of Agriculture, Hadejia	1	1
CILS, Ringim	10	10

Chapter 3 – Processes

1. 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 [PME 1-4]

Public financial management capacity: institutionalisation of MTSS

2. The Medium Term Sector Strategy (MTSS) is a public financial management strategy adopted to ensure that the budget has set targets, cost analysis and key performance indicators as monitoring and evaluation mechanism. It is updated on an annual basis drawing on the Education Strategic Plan with the aim to achieve its targets based on expected funding sources and well articulated costing mechanisms. The Jigawa State Government via MOEST is pilot testing the MTSS in 2010. The MDAs are currently on MTSS budgeting procedures, which are a clear breakaway from the former process of carrying over unaccomplished budgets due to lapses of non-prioritised targets. It is expected that the implementation of the 2010 budget which was based on the MTSS will ensure that results in prioritized areas shall be achieved. It is expected the 2010 experiment will help address any funding gaps. The lessons from the implementation of the 2010 budget will be addressed in MTSS in subsequent years.

Decentralization and devolution of authorities for educational management

3. Jigawa State is interested to promote decentralisation in order to increase the efficiency of service delivery. Efforts have now begun by financial decentralisation (LGEAs receive a monthly lump sum from SUBEB as overhead to cover the running costs of primary school according to need and a fixed allocation for the overheads of each junior secondary school) and administrative decentralisation (LGEAs have begun to move staff from headquarters to schools within the LGEA; equally, LGEAs now also initiate staff promotion and disciplinary procedures from Grade 7 and above). Plans are currently being developed to consider the possibility of providing direct funding to primary schools.

EMIS: develop capacity and institutionalise the use of data in decision making

4. In the past, the process followed in collecting, compiling, analysing, storing and retrieving data were not sufficient to ensure the reliability of the information. In 2009, EMIS committees were established at the state and LGEA level. A series of capacity building workshops were organised for the key officers at MOEST, SUBEB and the LGEAs and the annual schools census was conducted in December 2009 with technical support from ESSPIN. The SUBEB EMIS laboratory was further developed and upgraded, while MOEST has developed an EMIS laboratory at its headquarters.

Institutionalisation of M&E: establishment of appropriate reporting and dissemination mechanisms

5. On the basis of the data collected during the annual school census, Jigawa State will have a reliable base upon which to plan, monitor and evaluate its policies. This report represents the first attempt at introducing a monitoring and evaluation mechanism in the state.

Pre-primary education policy [ACC1 and QTR1]

Access: develop policy, advocate stakeholder participation and increase capacity

6. The state policy is for every public primary school to eventually have an ECCE centre. As part of the objective to promote enrolment, attendance and retention of pupils in schools, SUBEB has therefore expanded the number of early child care education centres from a baseline of about 100 (in 2006) to 372 (in 2009). In 2009, through the UBE Intervention Fund and SUBEB, assorted textbooks and educational media were procured and distributed and libraries were constructed.

Quality: ECCE programmes in COE, retrain all pre-primary teachers and supervise private schools

7. There is a need for an ECCE curriculum in the NCE programme in order to train NCE teachers in ECCE in line with the MDG of ensuring basic education for all. New minimum standards for ECCE have been developed by the National Commission for Colleges of Education (NCCE) in 2009 to produce NCE teachers trained in ECCE. The COE at Gumel will start the ECCE NCE programme in the 2010/2011 academic session and the admission officer is working towards this target.

Basic education policy [ACC2, ACC3, ACC5 and ACC6]

Access (1): Involve local communities and SBMCs in citing, constructing and managing schools

8. SBMCs and local communities have been consulted in the decision to move a number of junior secondary schools to permanent sites and in most cases have provided the land for these schools to be built.
9. In 2009, the SUBEB Social Mobilisation Department designed, produced and distributed public enlightenment campaign materials (posters, handbills, bill boards, calendars, flip charts, and newsletters).
10. In addition, the SUBEB Social Mobilisation Department assisted the renovation of 204 schools under the UBEC self-help projects intervention programme. In 2010, the Department will further coordinate the activities of community-based organisations in UBEC self-help projects and will support the renovation of 100 schools.

Access (2): Prioritise resource allocation to schools in difficult-to-access areas

11. In its efforts to promote girl-child education, SUBEB deployed female role model teachers to rural schools with poor enrolment, attendance and retention of children. A provision for rural posting allowances to female role model teachers was made in the 2010–2012 MTSS. In

addition, proposals are being considered to establish junior secondary schools in hard-to-reach areas to address problems of distance and terrain that students need to cover.

Access (3): Achieve gender equity through teacher development programmes, teaching-learning materials (essential learning packages), special school infrastructure and support to poor families

12. Jigawa State has adopted a gender policy towards achieving equity among learners in basic education. A basic feature of the policy was the introduction of co-educational junior secondary schools in 2006. In 2009, SUBEB procured and distributed 1847 free school uniforms to schools in the rural areas for the promotion of gender parity. A plan is under way to double the number in order to bridge the gender gap.

Nomadic education

13. In our efforts to provide conducive learning environment in all our schools, 28 tarpaulin classroom shades were provided, 34 schools were renovated and a two-classroom block was constructed. In addition, 5000 sets of school uniforms with sandals and 2500 school bags were provided to students. About 13,500 textbooks in English, Mathematics, Primary Science, Social Studies and Fulfulde were purchased and distributed, while seating mats and educational toys were distributed to all schools. Training was provided to the staff of the Agency of Nomadic Education, Zonal inspectors and 150 head teachers and teachers. Finally, the Habbanaye intervention programme provided incentives in the form of goats to families to promote the enrolment of children in nomadic schools.

Special needs education: develop system to identify children and increase number of schools

14. Jigawa State is vigorously pursuing EFA and the concept of inclusive education within its basic education component. In 2009, SUBEB constructed two classrooms, one hostel block, five toilets, six bathrooms and two kitchen facilities at the school for the deaf in Hadejia and the school for the mentally retarded in Kazaure. Instructional materials (e.g. Perkins Braille, Joy of Signing, speech trainer) were distributed. Arrangements are put in place to further improve conditions through the construction of a wall fence and two three-classroom blocks, the renovation of a two-classroom block, the conversion of a workshop building into a hostel and the training of teachers on education for children with special needs.

Infrastructure: provide minimum facilities (staff rooms, toilets) and develop long-term school construction and maintenance plan

15. The State Government has an ongoing plan of renovating schools on the basis of the age and condition of structures (for example, termite damage) and of constructing schools according to demand. The State Government has identified the loss of functional classrooms through annual storm damages to school buildings. In 2009, 1710 storm-damaged classrooms were renovated in over 400 schools; in addition, 32,000 sets of classroom furniture were provided to these classrooms. It is anticipated that 200 more schools will be renovated and furnished

with classroom furniture in 2010. Furthermore, MDG interventions supported the construction of furniture, water and sanitation facilities in selected schools in 2009.

Textbooks: establish textbooks and teaching-learning material policy and provide four core textbooks with a lifespan of three years to all students by 2015

16. Instructional materials are an essential component of quality education. In compliance with the budget provision under the 2007/2008 UBE Intervention Fund, SUBEB purchased textbook sets for the four core subjects worth N263m for primary and junior secondary schools. In addition, the State Government purchased and distributed to LGEAs textbooks for non-core subjects, school records, easel boards and 9-year basic education curriculum guides for teachers worth N200m to supplement these materials.

IQTE education policy [ACC4 and AEO2]

Mainstream Islamiyya education: facilitate use of common and approved curriculum by all Islamiyya schools and provide appropriate training support and incentives

17. In order to further promote and integrate IQTE schools, SUBEB supported the integration of one IQTE school from each of the 27 LGEAs: in particular, N40m was provided to build dwarf shelters, two-seater toilets, water hand pumps and generators and to supply books of Qur'an text, Fiqh, Basic Science, Mathematics and Hausa. In addition, UBEC provided N6m for dwarf shelters, toilets, open wells and textbooks on Fiqh and Hausa in 10 old and 6 new IQTE schools.

Private education policy [QTR 3]

Encourage private sector contribution to the creation and running of junior secondary schools by providing incentives

18. Private sector participation in the education system of Jigawa State is low. However, private schools are considered as active partners in the development of education in the state. It is against this background that MOEST provided instructional materials, conducted capacity building workshops, awarded merits to proprietors and reduced school registration fees to the lowest minimum level so that every school can afford to pay irrespective of size. In order to encourage the establishment of private schools, MOEST has reduced charges to N15,000-20,000. By comparison, states like Kano, Katsina and Kaduna are charging registration fee per session of no less than N50,000 and collect 10% of the total collections base enrolment.

Define norms and standards for private schools

19. MOEST has set up new guidelines on the establishment of private schools. The Department of Special Duties at MOEST has been mandated to oversee the activities of private schools. In compliance with government directives, private schools now operate the same curriculum as public schools. Beginning from 2010, private school students will be taking the same placement and qualifying examinations as their public school counterparts. In 2009, 18 private schools benefitted from capacity building activities organised by MOEST and SUBEB.

20. In 2009, 45 private schools were included in school inspections carried out by relevant government agencies. In order to assure the quality of the private school subsector, MOEST has developed a supervision programme for the 2009/2010 academic session. Areas of supervision include physical facilities, curriculum content, instruction methods and school environment. The aim of the supervision is to advise private schools to address their lapses where necessary so that they can meet the expected standards.

Secondary education policy [QTR 3]

Attract and retain science teachers and establish minimum standards for science facilities

21. A programme of refurbishing existing science laboratories and constructing new science laboratories is ongoing. This is complemented by the purchase of science teaching materials and equipment for all senior secondary school laboratories. In 2009, five schools were equipped with 102 sets of computers and 10 schools were equipped with 30 sets of computers; specialised teachers have been posted to these schools. In addition, the State Government has designed an information technology program that provides 600 computers and 13 tutors to 13 schools under the STSB (or 45% of all boarding schools). Finally, the State Government has sponsored the participation of science teachers in workshops and seminars organised by the Science Teachers Association of Nigeria. To encourage the study of sciences, candidates with the best results in NECO/WAEC examinations were sponsored to study medicine and engineering abroad.

Technical and vocational education policy [QTR 3]

Increase proportion of JSS graduates who register in technical schools and identify middle-level technical manpower needs

22. In 2009, STSB upgraded two vocational training centres to full technical college status, bringing the number of technical colleges to five, in order to increase access to science and technical education to graduates of junior secondary schools. The vocational training centres which were hitherto used to training graduates of senior secondary schools are now substituted with skills acquisition training programmes which take place in the afternoon to give them necessary skills to become self reliant in refrigeration and air conditioning, carpentry and joinery, plumbing, pipe fitting and welding.
23. In 2009, STSB has renovated and supplied science equipment/tools and equipment for science and technical schools to meet the standards of WAEC/NECO and the National Board for Technical Education (NBTE). Currently, the board is preparing to present the Government Science Technical College in Karkarna to NBTE for initial accreditation in 2010, which will validate the programmes offered in the College.
24. Contracts were awarded in 2009 to improve the structures in the two upgraded schools in Birnin Kudu and Ringim that are expected to be completed in 2010. As a result of the investment, 200 students were enrolled in December 2009 and the number is expected to rise to 400 in each of the two upgraded schools by the beginning of 2010/2011 academic

session. The STSB has also made provisions in the 2010 budget for the purchase of tools and equipment for these two upgraded technical colleges in order to standardise and present them to NBTE for accreditation in 2011-2012

Tertiary education policy [QTR 4]

Rationalise existing institutions by improving enrolment capacity by 25% by 2012 and giving priority to particular courses at COE, COA, CILS and the Polytechnic

25. The State Government has supported all tertiary institutions in terms of funding and recruitment. Enrolment increased by 5,921 students in 2009 out of a total of 19,003 students in 2007/2008 as a result of the free education policy for girls, the expansion of physical structures, scholarships and in-service training awards. There are plans to introduce new courses, for example a degree in education at COE Gumel and HND/ND courses at the Polytechnic College of Agriculture.
26. Visitation panels established by the Executive Governor on all the five tertiary education institutions determine their respective needs and submitted a report. The State Government responded by implementing all the recommendations, including the appointment of principal administrative officers. All tertiary institutions have had their courses accredited and governing boards or councils were established.

Improve financial management, through adherence to Government budgetary regulations and diversification of funding sources

27. Tertiary institutions now have an institution-based budget managed by the governing councils. As an additional source of income, some of the tertiary institutions offer consulting services.

Provide scholarship awards and appropriate learning environment to promote female enrolment

28. All indigenous students receive scholarship allowances (whose level was increased by 100% in 2009) to pursue their studies in the tertiary education institutions of Jigawa, the rest of Nigeria or abroad. In addition, the 2010-2012 MTSS envisages an additional financial incentive for female students of education.

Improve ICT capacity: in-service training, ICT facilities and recruitment of qualified IT personnel

29. Jigawa State has established an Institute of Information Technology in Kazaure. The best graduates of this Institute proceed to a degree programme in the affiliated Institute of Information Technology in Singapore.

Adult literacy policy [AEO 1]

Increase female intake into basic literacy programmes by 5% per year, increase availability of 'easy to read' literature for new literates, motivate instructors and develop strong partnerships

30. The Agency of Mass Literacy was re-established in 2008 and the board members were inaugurated in 2009. Since then, 54 literacy centres were established and women were empowered through skills training to improve enrolment and attendance in schools. The Agency provides remediation courses in all 27 LGAs and radio programmes.

Public service reform and organisational development

Organisational development [PME 2]

31. In 2009, with clear political will and support from donor agencies, notably through SPARC, the Office of the Head of Service jointly sponsored training workshops on due process, procedures and practices for stakeholders at state and local level (N20m); settled the backlog of in-service training allowances (N14m for 443 participants across the civil service) and supported a training needs assessment for MDAs (conducted by a management consulting firm commissioned by the Head of Civil Service of the Federation). In 2010, training programmes will be designed for various cadres aimed at ensuring productivity and special induction courses will be prepared for newly employed staff.

Human resource management and development

Train all unqualified teachers by 2015, adhere to minimum teaching qualification for in-service training opportunities (10% of existing teachers annually) and ensure teachers register with TRCN

32. In order to upgrade the quality and skills in basic education, 21,033 primary school inspectors, head teachers and teachers were trained in 2009 in inspection, school management and effective methods of teaching using the 2007/2008 UBE Intervention Fund. SUBEB is currently proposing to train 4,242 primary and junior secondary inspectors, head teachers and teachers on child-centred approaches and effective school management using the 2009 UBE Intervention Fund.
33. A study by ESSPIN has shown that COE Gumel is not actually producing the right calibre of NCE basic education teachers. A new reform agenda with a new vision and mission for the COE has been developed with ESSPIN support to improve its basic education teacher training (BETT) programmes. A committee for the harmonisation and development of a new BETT curriculum is working towards developing a new minimum standard that is hoped to take off in the 2010/2011 academic session.
34. The State School Improvement Team (SSIT) members have been recruited and will receive training to improve the quality of teaching and learning in basic education.

35. In addition, a Teacher Development Needs Assessment (TDNA) is being scheduled for April 2010 with the purpose of identifying the strengths and weaknesses of teaching personnel, which will enable SUBEB to determine the type of capacity building required.

Standards and quality assurance

Make SEIMU fully operational

36. SEIMU was established in 2007 to supervise basic and senior secondary education. It is an autonomous Unit directly answerable to His Excellency, the State Governor making him the chief inspector. The Unit has developed an inspection handbook. In 2009, the Unit monitored teachers' attendance, teaching and learning, and the condition of education infrastructure in over 300 primary, junior and senior secondary schools across the state. During the year under review, the 30 SEIMU Inspectors along with the heads of the nine SUBEB Zonal Inspectorates attended a series of capacity building workshops in the new quality assurance instruments developed by the Federal Ministry of Education so as to enhance their performance. Nine Education Secretaries of the ESSPIN pilot LGEAs also benefitted from the training. Under the new approach, inspectors are to spend not less than three days inspecting a school. This requires additional logistics. It is hoped that the 2010 budget will enable inspectors to shift away from traditional inspection methods and instruments and fully embark on the new type of quality assurance inspection.

Improve capacity of all PTA and SBMC members in management skills in all schools

37. Following the inauguration of SBMCs by the Executive Governor in 2008, a programme of capacity building (targeted on the head teacher and the SBMC chair) was carried out in 2009. A commitment was made in the 2009 Education Summit for SBMCs to be able to hold schools accountable for their performance.

Monitoring learning achievement: establish responsible institution; develop test instruments and conduct MLA test tri-annually; train teachers and inspectors on MLA techniques

38. The aim of the education process is that students learn to read and count. The last assessment of student learning achievement that took place in Jigawa was the UNESCO/UNICEF MLA study in 2003. Jigawa has not had a mechanism to assess numeracy and literacy since then. With the support of ESSPIN, an assessment of PRY2 and PRY4 students will take place in June 2010. A steering and a technical committee will guide and support this initiative.

Chapter 4 – Outputs

Facilities

Classrooms

39. The total number of classrooms in primary schools in 2009/10 is 7,968 of which there are: 7,043 usable classrooms; 406 classrooms under construction; and 519 unusable classrooms.
40. The total number of usable classrooms in junior secondary schools is 1,324, while the total number of usable classrooms in senior secondary schools is 868.
41. Table 4.1 reports on classroom characteristics by LGEA and by level of education. About 140 primary and 75 junior secondary schools, which did not provide information on their classrooms, have been excluded from the calculations that follow. In addition, the effective number of classrooms has been multiplied by two in the case of double shift schools; 2% of primary schools had a double shift.
 - The average pupil-classroom ratio is 67 in primary schools, 61 in junior secondary schools and 44 in senior secondary schools.
 - The share of classrooms in need of major repairs is 31% in primary schools, 19% in junior secondary schools and 2% in senior secondary schools
 - In primary schools, the percentage of classrooms with mud/earth floor is 5%, the percentage of classrooms with adequate seating arrangements is 39% and the percentage of classrooms with a good blackboard is 51%.

Water and sanitation

42. Table 4.2 reports on the water and sanitation facilities in schools:
 - About 47% of primary schools have a source of potable water. The lowest percentage is found in Sule Tankarkar LGEA (19%) and the highest percentage in Kazaure LGEA (92%). The corresponding percentage is 73% in junior secondary schools and 91% in senior secondary schools.
 - Only 24% of primary schools have at least one functional toilet. The lowest percentage is found in Kiyawa LGEA (5%) and the highest percentage in Kazaure LGEA (92%). The corresponding percentage is 34% in junior secondary schools and 82% in senior secondary schools.
 - In those schools where there is at least one functional toilet that can be used by pupils, for each toilet on average there correspond 106 primary school pupils, 90 junior secondary school pupils and 45 senior secondary school pupils..

Table 4.1 Classrooms in Jigawa State schools

LGEA	Pupil-classroom ratio			Share of classrooms in need of major repairs (%)			Primary		
	PRY	JSS	SSS	PRY	JSS	SSS	Mud / earth floor (%)	Classrooms with adequate seating (%)	Classrooms with good blackboard (%)
Auyo	56	50	34	29	12	0	1	41	32
Babura	73	51	45	56	29	0	11	0	22
Birnin Kudu	46	30	28	41	16	9	0	26	53
Birniwa	72	42	59	31	31	0	6	14	36
Buji	46	46	24	12	0	0	7	53	66
Dutse	58	44	33	35	6	0	4	30	46
Gagarawa	69	38	43	29	14	0	8	40	34
Garki	51	35	30	25	15	0	3	39	55
Gumel	56	63	57	53	54	2	3	25	47
Guri	55	46	39	23	11	0	2	33	63
Gwaram	69	56	50	36	25	0	11	32	42
Gwiwa	62	26	24	6	42	8	0	29	37
Hadejia	69	157	58	21	35	0	3	46	48
Jahun	72	118	46	45	29	6	9	8	31
Kafin Hausa	68	99	32	42	25	0	0	91	96
Kaugama	130	164	57	27	21	8	2	97	102
Kazaure	51	45	33	18	0	0	0	46	49
Kiri Kasamma	99	69	17	31	17	0	4	51	70
Kiyawa	87	73	34	24	26	0	5	17	46
Maigatari	59	32	87	46	14	0	3	28	48
Mallam Madori	60	49	48	39	30	0	7	26	29
Miga	76	51	23	15	14	100	6	27	43
Ringim	67	77	74	24	11	0	6	34	42
Roni	47	33	43	20	16	0	26	20	58
Sule Tankarkar	78	82	46	40	8	0	8	19	27
Taura	86	52	38	22	2	0	7	45	57
Yankwashi	72	39	52	15	18	0	9	28	48
Total	68	61	44	31	19	2	5	36	50

Table 4.2 Water and sanitation characteristics in Jigawa State schools

LGEA	Schools with potable water supply (%)			Schools with at least one functional toilet (%)			Pupils per functional toilet		
	PRY	JSS	SSS	PRY	JSS	SSS	PRY	JSS	SSS
Auyo	44	78	...	10	22	...	70	115	...
Babura	32	60	100	15	50	100	76	102	45
Birnin Kudu	81	90	100	43	9	75	50	...	22
Birniwa	37	59	100	31	29	80	91	169	29
Buji	56	20	33	56	60	100	82	107	58
Dutse	38	63	88	15	55	63	82	28	11
Gagarawa	23	63	100	27	25	100	88	131	129
Garki	61	85	100	11	31	100	103	73	53
Gumel	42	71	100	23	57	100	95	38	41
Guri	75	83	100	47	42	100	61	96	197
Gwaram	52	77	78	24	50	78	116	132	65
Gwiwa	38	60	100	46	10	100	60	3	29
Hadejia	88	86	100	85	71	67	225	159	116
Jahun	35	65	100	6	6	100	316	311	26
Kafin Hausa	21	79	86	6	13	71	192	64	42
Kaugama	56	100	100	27	14	80	105	29	53
Kazaure	92	83	100	87	50	100	115	69	34
Kiri Kasamma	66	90	100	31	30	100	91	43	7
Kiyawa	31	67	100	5	18	75	139	106	64
Maigatari	56	92	100	26	50	100	59	57	122
Mallam Madori	31	80	100	38	80	50	129	98	34
Miga	42	78	100	21	44	0	131	50	...
Ringim	53	92	86	20	33	86	105	57	25
Roni	52	75	67	32	25	100	100	14	16
Sule Tankarkar	19	47	100	5	27	100	277	75	27
Taura	53	64	100	35	27	88	51	62	28
Yankwashi	50	73	50	20	9	100	84	75	25
Total	46	73	91	25	34	82	102	90	45

Textbooks and teaching-learning materials

43. There are no figures on the ratio of students per core subject textbook. However, the school census follow up survey will provide an estimate in mid-2010. Similarly, there are no estimates on the availability of teacher guides per primary school teacher and subject guides per junior secondary school teacher.

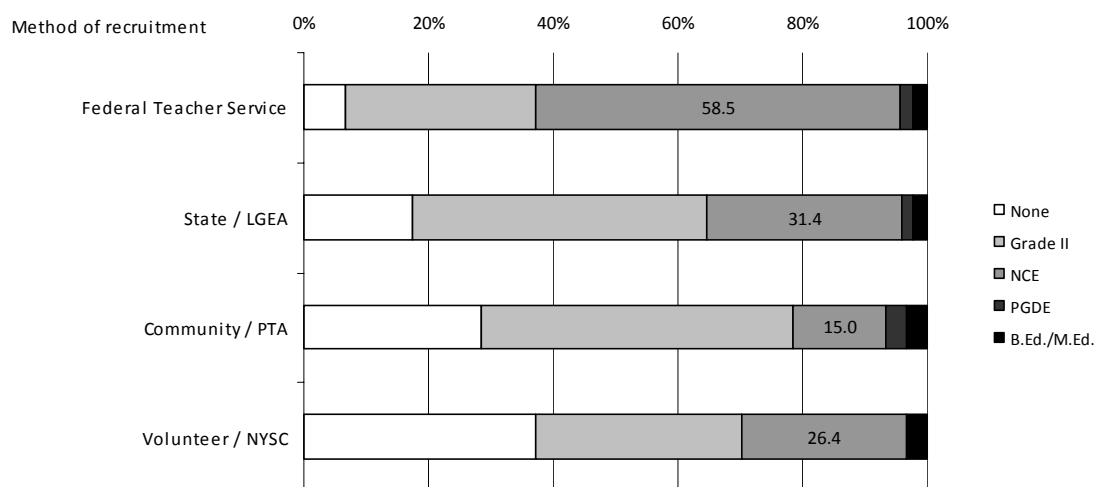
Teachers

44. The total number of teachers in primary schools in 2009/10 is 13,835 of which:

- 270 are paid through the Federal Teachers Scheme
- 13,270 are paid by the State / LGEA
- 73 are paid by the community / PTA
- 134 are volunteers (including NYSC teachers)
- 88 did not specify their salary status

45. As shown in Figure 4.1, 36% of teachers paid by the State have at least the minimum teaching qualification (NCE). By contrast, only 22% of teachers hired by the community have at least the minimum teaching qualification. As a whole, 36% of primary school teachers have at least the minimum teaching qualifications, while a further 46% have Grade II qualification and 18% have no qualifications.

Figure 4.1 Teacher qualifications in Jigawa State primary schools by method of recruitment



46. The total number of teachers in 2009/10 in junior secondary schools is 3,152, of which 2,925 are paid by the State / LGEA and 606 also teach in senior secondary schools. The total number of teachers in 2009/10 in senior secondary schools is 1,821, of which 1,637 are paid by the State / LGEA.

47. Table 4.3 reports on teacher characteristics by LGEA and by level of education.

- The average pupil-teacher ratio is 41 in primary schools, 24 in junior secondary schools and 22 in senior secondary schools.
- The average pupil-qualified teacher ratio is 120 in primary schools, 33 in junior secondary schools and 27 in senior secondary schools.
- In primary schools, the percentage of female teachers is 11%, the percentage of teachers who attended a training workshop / seminar in 2009 is 82% and the percentage of teachers who were absent from the school on long-term training is 2%.

Other outputs

48. The proportion of primary schools with school development plans is 53%. However, there are large differences between LGEAs, as the range varies between 11% in Kazaure LGEA and 99% in Garki LGEA.

49. There is currently no information on a number of outputs of interest:

- Incidence of class-based teaching in primary schools
- Average instructional hours per school year
- Share of primary and secondary schools with effective SBMCs: while 91% of primary schools claim to have an SBMC, it is unknown how many of these committees can be considered effective; a community survey expected to take place with support from ESSPIN in 2010 will shed light on this issue

Table 4.3 Teachers in Jigawa State schools

LGEA	Pupil-teacher ratio			Pupil-qualified teacher ratio			Primary		
	PRY	JSS	SSS	PRY	JSS	SSS	Female teachers (%)	Teachers who received training (%)	Teachers on long-term training (%)
Auyo	32	15	...	129	17	...	4	81	0
Babura	38	21	27	112	24	27	1	86	1
Birnin Kudu	36	20	12	120	25	13	7	77	6
Birniwa	59	30	28	150	44	41	23	86	1
Buji	44	18	44	136	25	44	5	99	0
Dutse	45	21	26	129	32	26	17	86	1
Gagarawa	50	22	13	129	27	14	2	98	0
Garki	36	22	22	99	26	22	2	61	0
Gumel	35	24	17	66	34	19	35	71	2
Guri	43	19	13	159	34	15	8	89	5
Gwaram	48	30	19	172	42	32	10	79	0
Gwiwa	42	13	14	144	19	14	6	97	0
Hadejia	25	47	37	45	53	70	31	54	2
Jahun	51	32	23	168	44	27	11	58	0
Kafin Hausa	38	23	17	92	28	21	8	89	1
Kaugama	30	25	26	103	38	26	8	96	5
Kazaure	38	20	26	148	31	30	28	40	4
Kiri Kasamma	29	14	9	123	17	9	4	81	6
Kiyawa	51	37	27	147	49	27	6	87	1
Maigatari	56	20	23	116	26	26	6	87	3
Mallam Madori	34	19	13	94	25	15	13	82	0
Miga	55	17	69	152	31	69	4	95	5
Ringim	46	29	18	106	35	20	13	93	1
Roni	28	13	27	178	26	30	8	94	7
Sule Tankarkar	48	33	16	113	48	17	4	96	2
Taura	38	23	18	129	33	22	3	93	0
Yankwashi	30	14	38	173	33	45	12	100	0
TOTAL	43	24	22	123	33	27	4	82	2

Chapter 5 – Outcomes

Participation

50. During the school year 2009/10, information on enrolment was collected from 1,783 public primary schools (of which 259 were islamiyya integrated and 190 were nomadic schools), 329 public junior secondary schools and 98 public senior secondary schools.
51. **Early childhood care and education.** During the school year 2009/10:
- There are 10,000 and 26,000 children enrolled in *public* kindergarten and nursery classes, respectively. Among public primary schools, 366 (or 20%) reported enrolment at either the kindergarten level or the nursery level. The share of girls is 47%.
 - There are 1,500 and 6,000 children enrolled in kindergarten and nursery classes attached to *private* schools, respectively. The share of the private sector is 20%.
52. **Primary education.** During the school year 2009/10:
- There are 251,000 boys and 174,000 girls enrolled in *public* schools. Compared to 2008/09, enrolment increased by 29,000 children (or 7%). The share of girls is 41%.
 - There are 8,000 boys and 8,000 girls enrolled in *private* schools. Compared to 2008/09, enrolment increased by 1,500 children (or 11%). The share of the private sector is 3.5%.
53. **Junior secondary education.** During the school year 2009/10:
- There are 49,000 boys and 25,000 girls enrolled in *public* schools. Compared to 2008/09, enrolment increased by 4,000 children (or 8%). The share of girls is 34%.
 - There are 800 boys and 800 girls enrolled in *private* schools. Compared to 2008/09, enrolment increased by 100 children (or 9%). The share of the private sector is 2%.
54. **Senior secondary education.** During the school year 2009/10:
- There are 30,000 boys and 9,000 girls enrolled in *public* schools. Compared to 2008/09, public senior secondary education enrolment increased by 3,000 children (or 9%). The share of girls is 23%.
 - There are 300 boys and 200 girls enrolled in *private* schools. Compared to 2008/09, private senior secondary education enrolment increased by 100 children (or 24%). The share of the private sector is 1%.
55. Table 5.1 presents enrolment levels and Table 5.2 presents gross and net enrolment rates based on population assumptions presented in Annex 2. The net enrolment rate is 47% at the primary level and 20% at the junior secondary level. These rates mask considerable differences between LGAs, as shown in Table 5.3.

Table 5.1 Enrolment in Jigawa State

Level	2008-2009			2009-2010		
Public schools	Male	Female	Total	Male	Female	Total
Pre-primary	14,471	12,066	26,537	15,399	13,405	28,804
Primary	234,817	161,035	395,852	251,084	174,038	425,122
Junior secondary	45,343	21,171	66,514	49,081	25,334	74,415
Senior secondary	28,608	7,382	35,990	30,208	8,926	39,134
Private schools	Male	Female	Total	Male	Female	Total
Pre-primary	3,724	3,377	7,101	3,864	3,520	7,384
Primary	6,641	7,374	14,015	7,573	7,978	15,551
Junior secondary	804	652	1,456	802	782	1,584
Senior secondary	222	192	414	299	216	515
Total	Male	Female	Total	Male	Female	Total
Pre-primary	18,195	15,443	33,638	19,263	16,925	36,188
Primary	242,191	175,050	409,867	258,657	182,016	440,673
Junior secondary	46,147	21,823	67,970	49,883	26,116	75,999
Senior secondary	28,830	7,574	36,404	30,507	9,142	39,649

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

Level	Gross enrolment rate			Net enrolment rate		
	Male	Female	Total	Male	Female	Total
Primary	61	44	53	53	40	47
Junior secondary	32	17	24	25	14	20
Senior secondary	19	6	13	15	5	10

Note: The population assumptions are presented in Annex 2.

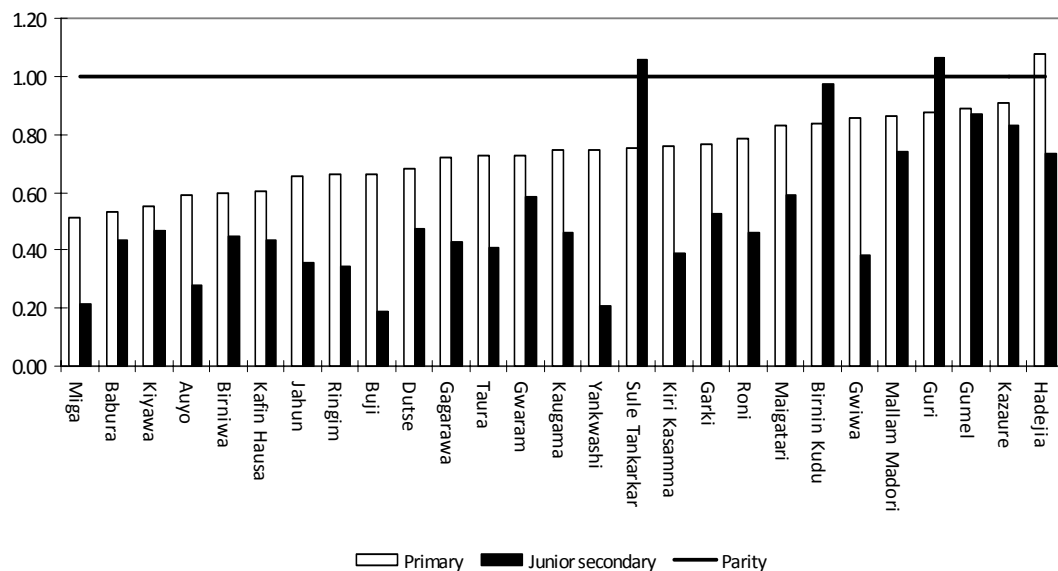
Access and equity

56. **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 64% for boys and 49% for girls.
57. **Gender parity.** There are significant gender inequalities in Jigawa State as shown in Figure 5.1. At the primary level, the gender parity index (i.e. the ratio of female gross enrolment rate to male gross enrolment rate) is 0.73 at the primary level, 0.54 at the junior secondary level and 0.31 at the senior secondary level.

Table 5.3 Gross enrolment rate by LGA (%)

	Primary			Share of private sector (%)	Junior secondary			Share of private sector (%)
	Male	Female	Total		Male	Female	Total	
Auyo	63	37	50	0	27	8	18	0
Babura	12	7	9	0	19	8	14	0
Birnin Kudu	50	42	46	0	13	13	13	0
Birniwa	56	33	44	3	24	11	17	4
Buji	50	33	42	2	18	3	11	0
Dutse	71	48	60	6	48	23	35	6
Gagarawa	88	64	76	0	24	10	17	0
Garki	62	47	55	1	22	11	16	0
Gumel	87	77	82	9	52	45	49	3
Guri	49	43	46	0	28	29	28	0
Gwaram	68	49	59	1	38	22	31	0
Gwiwa	42	36	40	18	11	4	8	0
Hadejia	97	105	101	13	113	83	98	9
Jahun	51	33	42	2	38	14	26	0
Kafin Hausa	65	39	52	5	26	11	18	0
Kaugama	74	55	64	0	41	19	30	0
Kazaure	50	45	48	7	32	26	29	2
Kiri Kasamma	53	40	46	0	15	6	10	0
Kiyawa	64	36	50	1	23	11	17	0
Maigatari	59	49	54	7	21	13	17	9
Mallam Madori	61	52	57	7	29	22	26	0
Miga	59	30	44	3	24	5	15	0
Ringim	74	49	61	2	42	14	28	0
Roni	71	56	64	1	33	15	24	0
Sule Tankarkar	102	77	90	0	39	41	40	0
Taura	68	49	59	5	39	16	28	0
Yankwashi	48	36	42	0	43	9	26	0
Total	61	44	53	4	32	17	24	2

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



58. **Children with special needs.** Over 2000 children at the primary level and almost 500 children at the secondary level have a disability.

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	208	121	329	537	174	711	580	273	853	266	118	384
Junior secondary	38	25	63	41	44	85	130	38	168	23	12	35
Senior secondary	10	4	14	18	2	20	72	6	78	10	4	14
Total	256	150	406	596	220	816	782	317	1099	299	134	433

Internal efficiency

59. The survival rate, in other words the percentage of a cohort enrolled in Class 1 in a given school year who are expected to reach each successive class, is 97.5% between Class 1 and Class 6 but only 50.7% between Class 1 and JSS1.
60. The transition rate, in other words the number of pupils admitted to JSS1 in 2009/10 (excluding the repeaters) expressed as a percentage of the number of pupils enrolled in the Class 6 in 2008/09, was only 52.9% indicating a potential problem with admission capacity at the junior secondary level. The transition rate for girls was four percentage points lower than for boys, indicating serious bias in terms of access to junior secondary schools.
61. 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 (excluding repeaters), then the primary gross completion rate was 43.7% with the rate for girls being 20 percentage points lower than for boys.
62. Repetition rates are low: for example, the primary education repetition rate is 1.6%.

Learning

63. There are currently no figures on learning outcomes. It is expected that in June 2010, a random sample of primary schools will participate in a survey to monitor learning achievement in English and mathematics in Class 2 and Class 4.
64. According to the 2006 CWIQ survey, the adult literacy rate is 39.5%: the respective rates are 58.5 for men and 20.1% for women.

Chapter 6 – Implications

65. The Jigawa ESP defined the following priority objectives for the education development of the state:

- expand basic education coverage, especially for disadvantaged groups;
- improve the quality and relevance of basic, secondary and higher education;
- provide appropriate educational opportunities, especially for out-of-school youth and adult population; and
- strengthen institutional capacities to manage, plan, and monitor the delivery of education services more efficiently and effectively.

66. The Jigawa MTSS document argued that the following weaknesses need to be tackled:

- unclear roles and overlapping functions within the sector, especially on inspection
- low capacity of educational planners, inspectors and managers
- lack of coordination between State and LGAs
- inaccurate data for educational planning
- inadequate resources for education delivery
- large proportion of unqualified teachers
- disconnect between education planners and implementers

67. This report documents the improvements made in data availability and provides a concise tool to support planning decisions. In particular, it provides updates on some of the above mentioned challenges. For example:

- Enrolment trends are improving but there is still considerable inequality across LGAs and between boys and girls.
- Only one in four primary schools and one in three junior secondary schools has a functional toilet.
- Only one out of ten targeted islamiyya schools are being integrated each year.
- The implementation of inspections using the new instrument is yet to take hold.
- Two out of three primary school teachers appointed by the state do not have minimum qualifications.

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

- learning outcomes
- teacher quality
- instruction materials

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

Basic education coverage

- Re-consider the effectiveness of different measures focused on attracting girls to basic education and target resources to those measures that appear to be most effective.
- Shift resources to accelerate the process of integrating islamiyya schools.
- Target the infrastructure interventions (classrooms, water and sanitation) to the LGAs with the highest need according to the evidence presented in this report and additional information available from the school census.

Quality and relevance of basic, secondary and higher education

- Clarify and cost the set of teaching and learning materials that should be made available to all primary and junior secondary schools.
- Clarify the specifications for the “libraries, laboratories, ICT labs and technical equipment” for junior and senior secondary schools – and ensure the implications of meeting these standards are properly costed.

Educational opportunities for out-of-school youth and adults

- Improve the monitoring of adult literacy programmes in order to evaluate the effectiveness of continuing education programmes.

Institutional capacities to manage, plan, and monitor

- Accelerate the provision of direct funding to schools through capitation grants or other mechanisms that empower the school based management committees.
- Accelerate the implementation of the new quality assurance mechanism: ensure that the operational costs are covered by the state budget and that the activities of the different agencies are fully coordinated and complementary to each other.
- Institutionalise the sector performance monitoring function in the PRS Department of SMOE and SUBEB to ensure that this report is produced every year.

Annex A – ESP and MTSS Monitoring Indicators

This annex presents the ESP and MTSS indicators focusing on the availability of data and the actions that need to be taken to ensure that information on all indicators is collected and the information on some of the existing indicators is improved.

Table A1 ESP Indicators

Equitable access	Gross enrolment rate			Gender parity index			Share of private education		
	Baseline	Latest (2010)	Target (2018)	Baseline	Latest (2010)	Target (2018)	Baseline	Latest (2010)	Target (2018)
Pre-primary/ECCD	9	7	53	0.85	0.81	1.00	14	20	69
Primary	63	53	100	1.04	0.73	1.02	1	3.5	10
Junior secondary	23	24	83	0.47	0.53	1.11	1	2.1	28
Senior secondary	17	13	45	0.41	0.31	1.10	0	1.3	48
Higher education	2	...	4	0.14	...	1.00			

Efficiency	Male			Female		
	Baseline	Latest (2010)	Target (2018)	Baseline	Latest (2010)	Target (2018)
Survival rate to JSS1 (%)		52.1			48.4	

Quality	Pupil-teacher ratio			Pupil-classroom ratio		
	Baseline	Latest (2010)	Target (2018)	Baseline	Latest (2010)	Target (2018)
Primary		43			68	
Junior secondary		24			61	
Senior secondary		22			44	

Resource mobilisation	Baseline	Latest (2008)	Target (2018)
Share of education in total expenditure (%)		...	
Public expenditure on education (billion Naira)		12.7	

(in billion Naira)	Revenue			Capital			Total		
	Baseline	Latest (2008)	Target (2018)	Baseline	Latest (2008)	Target (2018)	Baseline	Latest (2008)	Target (2018)
Primary, incl. ECCD		6.0			0.1			6.1	
Secondary		1.4			2.5			3.9	
Tertiary		0.5			1.4			1.9	
Literacy programmes		0			0			0.0	
TOTAL		8.5			4.2			12.7	

Table A2 MTSS indicators

	ESP	Baseline	Latest	Target (2012)
Provide functional and quality basic education for all				
Pupil teacher ratio, PRY+JSS	Yes	53	38	50
Nomadic enrolment as proportion of primary school enrolment	No	...	...	3
Proportion of PRY+JSS schools with teaching and learning materials	No	...	...	100
Proportion of JSS schools with libraries, labs, ICT and other equipment	No	...	...	30
Proportion of PRY+JSS schools with water	No	...	50	...
Proportion of PRY+JSS schools with toilet facilities	No	...	26	...
Proportion of unqualified teachers in PRY+JSS schools	No	...	56	↓ 40%
Gross enrolment rate, PRY+JSS	Yes	...	45	65
Gender parity index, PRY+JSS	Yes	0.84	0.69	0.92
Gross enrolment rate, special needs schools	No	...	...	↑ 60%
Adult literacy rate	Yes	39.5	...	58.3
Number of functional literacy centres	Yes	...	...	↑ 10%
Improve the quality of education delivery in IQTE schools				
Number of IQTE schools to be integrated per year	No	...	27	270
Provide functional and quality post basic education				
Pupil-textbook ratio, SSS and S&T Colleges	No	...	...	100
Proportion of teachers with teaching guides, SSS and S&T Colleges	No	...	...	100
Proportion of SSS and S&T Colleges with libraries, labs, ICT labs	No	...	...	50
Proportion of unqualified teachers, SSS	No	...	19	0
Transition rate from JSS to SSS	No	...	77	↑ 20%
Gross enrolment rate, SSS	Yes	...	13	...
Gross enrolment rate, S&T Colleges	No	...	...	...
Gross enrolment rate, higher education	Yes	...	...	...
Ensure adequate sector planning and institutional development				
Share of private school enrolment, PRY	Yes	1	3.5	5
Share of private school enrolment, JSS	Yes	0.4	2.1	1.5
Proportion of schools inspected	No	...	...	100
Proportion of education managers trained	No	...	...	...
Public-private partnership in school management	...			
Timeliness of production and dissemination of education statistics	School census report produced in June 2010			
Effectiveness of financial management procedures in the sector	...			
Effectiveness of ICT use in dissemination of information	...			

Annex B – Population Assumptions

1. The population of Jigawa 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

2. 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 B1 shows the total figures.

3. Projections by LGA are listed in Table B1 and are based on the assumption that in 2009:
 - the share of Jigawa State in the national population would be the same as in 2006
 - the share of LGAs would remain the same as in 2006

Figure B1 Jigawa State population by age group

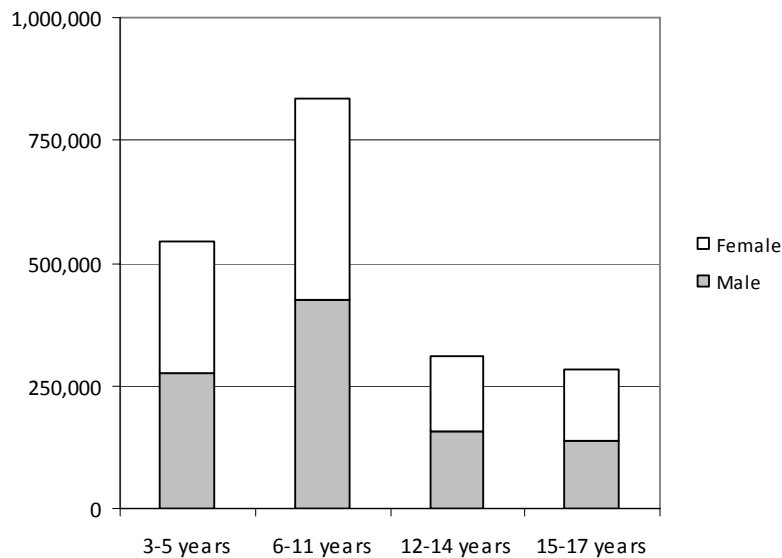


Table B1 Projected population by LGA

	Age group 6-11			Age group 12-14		
	Male	Female	Total	Male	Female	Total
Auyo	12,923	12,375	25,299	4,808	4,617	9,426
Babura	20,122	19,762	39,884	7,487	7,374	14,860
Birnin Kudu	14,138	13,139	27,278	5,260	4,902	10,163
Birniwa	29,877	30,186	60,059	11,117	11,263	22,377
Buji	9,484	9,178	18,662	3,529	3,424	6,953
Dutse	23,804	23,371	47,174	8,857	8,720	17,577
Gagarawa	7,853	7,555	15,408	2,922	2,819	5,741
Garki	14,750	14,427	29,176	5,488	5,383	10,871
Gumel	10,647	9,889	20,538	3,962	3,690	7,652
Guri	11,374	10,669	22,044	4,232	3,981	8,213
Gwaram	26,621	25,620	52,242	9,905	9,559	19,464
Gwiwa	12,481	11,381	23,864	4,644	4,246	8,891
Hadejia	10,479	9,764	20,244	3,899	3,643	7,543
Jahun	21,942	21,967	43,907	8,164	8,196	16,359
Kafin Hausa	26,396	25,554	51,950	9,821	9,534	19,356
Kaugama	12,306	12,218	24,523	4,579	4,559	9,137
Kazaure	15,900	15,050	30,951	5,916	5,615	11,532
Kiri Kasamma	18,824	17,881	36,706	7,004	6,672	13,676
Kiyawa	17,101	16,037	33,140	6,363	5,984	12,347
Maigatari	17,550	16,893	34,443	6,530	6,303	12,833
Mallam Madori	15,976	14,958	30,936	5,944	5,581	11,526
Miga	12,331	12,283	24,613	4,588	4,583	9,170
Ringim	18,495	18,309	36,802	6,882	6,831	13,712
Roni	7,590	7,324	14,914	2,824	2,733	5,557
Sule Tankarkar	12,445	12,635	25,078	4,630	4,714	9,344
Taura	12,781	12,471	25,252	4,756	4,653	9,408
Yankwashi	9,291	9,062	18,353	3,457	3,381	6,838
Total	423,480	409,959	833,438	157,567	152,960	310,527