



FEDERAL REPUBLIC OF NIGERIA

KANO STATE

MINISTRY OF EDUCATION

MINISTRY OF HIGHER EDUCATION

**ANNUAL EDUCATION SECTOR
PERFORMANCE REPORT 2010**

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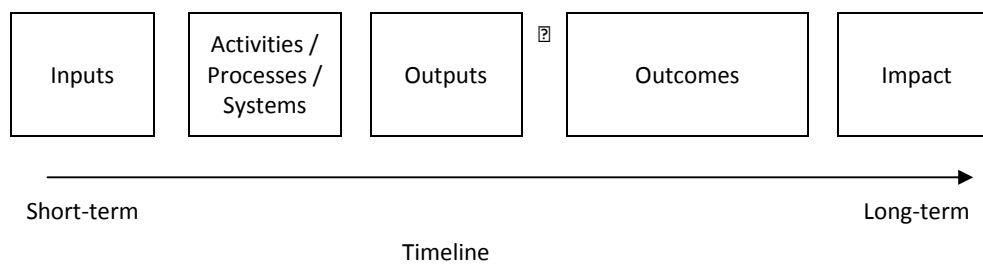
Abbreviations

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

1. Kano State has completed its Education Strategic Plan (ESP), a long-term strategy document which guides the education sector reform agenda, and its Medium-Term Sector Strategy (MTSS), a medium-term operational document, which links the ESP to the budget process.
2. Under its ESP, Kano State has committed to an annual sector review process. In particular, under policy objective EPM4 (“Strengthen the involvement of stakeholders including civil society, the private sector and religious bodies”), there is a reference to an annual review of sector performance. As Section 8.1 on sector performance monitoring systems explains:
 - The review should be considered as a regular feature of the *annual budget calendar* aimed to assist budget planning (MTSS): *“The Annual Sector Review (ASR) will be scheduled to ensure school year performance assessment and to complement the budgetary cycle so that informed decisions can be taken prior to budget preparation. Likewise the review will take place prior to revision of the rolling work Education Sector Operational Plan”*. *“This system is aimed at ensuring a comprehensive evaluation framework which will yield timely, relevant and evidence-based information for decision-making”*.
 - The focus of the review will be a *government report on the state of education*: *“In preparation for the ASR, SMOE through the monitoring and evaluation function in PRS, will produce a comprehensive Annual Education Sector Performance Report, including assessment of progress towards meeting indicators and targets, and implementation of ESOP. The report will include lessons learned and recommendations as a basis for discussions during the ASR.”*
 - The process is meaningful only as an *open and public exercise*: *“The process of accountability, to which the SMOE is committed, dictates that there should be a regular review of education sector performance. This review will be conducted by SMOE and by its internal and external partners and stakeholders”*.
3. This report complement some of the key stages of the planning and budgeting process:
 - It is a vital input to the **budget planning** stage: as a brief *education sector analysis*, it takes stock of progress achieved against objectives and targets and identifies the priorities that that the 2011-2013MTSS will need to address.
 - It is an output of the **accounting and reporting** stage, which will enhance transparency for the benefit of all stakeholders through information on expenditure and results.
4. More specifically, some of the key questions asked in this report are:
 - What is the evidence on key education *output and outcome trends*, 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?
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 reform) in order to produce short- to medium-term results (outputs; e.g. qualified teachers), 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 assumptions and influencing factors are at work in the relationships between inputs and results. Evidence of whether or not outcomes are achieved, or in what direction outcome patterns are pointing, 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, using the strategic planning and budgeting documents of the State, determines performance expectations and presents the sources of information
 - 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
7. Chapter 6 will summarise the key findings and will draw the main implications to be used for strategic planning purposes and in particular the preparation of the 2011-2013 MTSS.

Chapter 1 – Performance Assessment Framework

Education Sector Plan 2009-2018

8. The Kano Education Strategic Plan (ESP) provides an overview of education sector policies, objectives, targets and strategies for the period 2009 to 2018. The ESP is structured around five key priority areas:
- Equitable access
 - Gradually expand access to Early Childhood Care and Education (ECCE), through increased government, private and community based provision
 - Increase access to basic education
 - Eliminate gender disparities in basic education and narrow gender gaps in senior secondary access
 - Provide equitable opportunities for disadvantaged and vulnerable children
 - Increase enrolment, retention and completion of children with special needs
 - Expand and improve functional literacy
 - Increase the number of students completing senior secondary school
 - Expand and improve the provision of tertiary education
 - Education quality
 - Improve the quality of early childhood care and education
 - Reduce class sizes in primary and secondary education
 - Increase the provision of basic education textbooks and other teaching and learning materials
 - Maximise learning time in schools
 - Improve primary and secondary education teacher provision and development
 - Improve the quality of senior secondary schooling through the introduction of model schools and rehabilitating science colleges
 - Strengthen inspection and monitoring
 - Refocus the State College of Education to provide professional development services for primary and junior secondary school teachers
 - Promote information and communication technology in schools and institutions
 - Promote academic programmes and research relevant to development
 - Technical and vocational education and training
 - Promote technical and vocational education and training relevant to Kano State
 - Enhance the relevance of vocational training to needs of local communities
 - Increase the resourcing of technical colleges and internally generated revenue
 - Education finance
 - Increase and sustain education resource allocation to facilitate achievement of objectives and targets in ESP

- Improve the efficiency and effectiveness resource utilisation
- Introduce school development planning in all schools and support school improvement plans with school grants
- Education planning and management
 - Clarify management roles and strengthen management systems at all levels
 - Strengthen the Education Management Information System
 - Improve clarity and regulation of cost sharing and cost recovery
 - Strengthen the involvement of stakeholders including civil society, the private sector and religious bodies
 - Review primary, secondary and NCE curriculum and develop and implement a new islamiyya, qur'anic and tsangaya education (IQTE) curriculum
 - Further develop key policy and strategy plans

Medium Term Sector Strategy 2010-2012

9. The MTSS document is centred on four major goals:

- Promote equitable access and quality services in ECCE and basic education
 - Improve the quality of early child care education
 - Ensure improved access to ECCE in public schools
 - Improve the quality of education delivery platforms for basic education
 - Uphold the rights of a child to basic education reducing gaps in gender equity and access to basic education for all
 - Improve and expand basic and functional literacy delivery
- Improve the quality of education in IQTE schools
 - Improve quality of IQTE schools and learning environment
 - Encourage the integration of IQTE into the basic education system
- Provide purposeful and improved post basic education services
 - Improve learning environment in senior secondary schools and science, technical and vocational colleges
 - Improve the quality of teaching and learning in senior secondary schools
 - Expand the facility and quality of tertiary education
 - Promote academic staff development programme and research relevant to state and national development
- Enhance policy, planning and management of schools
 - Expand and strengthen the Education Management Information System
 - Improve clarity and regulation on revenue generation and expenditure
 - Strengthen the involvement of stakeholders including the civil society, private sector, religious bodies in education policy, planning and management
 - Clarify institutional roles and strengthen management system at all levels

- Improve education financing and management
- Strengthen school inspection, performance monitoring and evaluation mechanisms
- Ensure effective implementation of education curriculum at all levels

10. The 2010-2012 MTSS key performance indicators are listed in Annex 1. The 2011 Kano State Annual Education Sector Performance Report will report systematically on these indicators.

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 Kano State education MDAs, which is reported mainly in Chapter 3
- Quantitative information, which is reported in Chapters 2, 4 and 5, from the following sources:
 - Public expenditure records (from the Ministry of Budget and Economic Planning, the State Ministry of Education, the State Ministry of Higher Education, the Kano State Universal Basic Education Board and the Universal Basic Education Commission)
 - 2009-2010 annual school census
 - Kano SUBEB 2006-2007 and 2007-2008 school census
 - Selected household surveys, such as the 2005 Nigeria Living Standards Survey (NBS / World Bank), 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, and
- broader public financial management issues

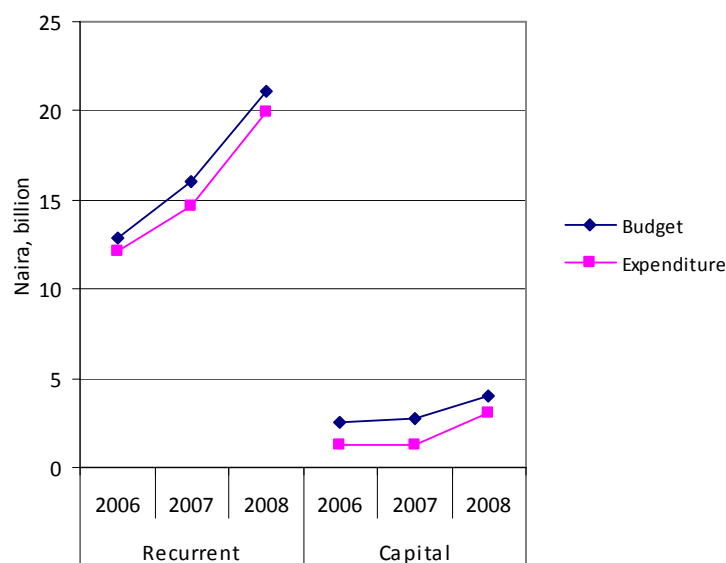
Budget implementation

13. The share of the education sector in total state expenditure declined from 19% in 2007 to 17% in 2008. The share of recurrent expenditure on education, as a share of total state recurrent expenditure, declined from 17% to 14% and the share of capital expenditure on education declined from 39% to 36% during the same period.

14. Total education expenditure was N 14,148 per secondary education pupil and N 6,659 per primary education pupil.

15. Actual expenditure on education sector as percentage of the budget increased from 85% in 2007 to around 91% in 2008. Between 2007 and 2008, actual recurrent expenditure increased from 91% to 94% as a share of the budget while actual capital expenditure increased from 47% to 75% as a share of the budget.

Figure 2.1 Education sector budget and expenditure, 2006-2008



16. The share of primary education in total public expenditure on education was 52% in 2008, while the share of secondary and tertiary education was 28% and 18%, respectively. The share of primary, secondary and tertiary education in total recurrent expenditure on education was 53%, 23% and 17%, respectively, in 2008.

Table 2.1 Kano State education budget and expenditure by type and level (in Naira)

Level	Budget		Expenditure	
	Personnel	Overheads	Personnel	Overheads
Pre-primary and primary ¹ [44,095 staff]	11,139,651,978	464,000,000	Teaching 10,151,873,349	270,313,909
			Non-teaching 990,350,882	
Secondary ¹ [11,256 staff]	4,668,971,303	1,116,428,287	Teaching 2,946,207,090	1,133,293,635
			Non-teaching 517,451,839	
Tertiary [1,611 staff]	2,111,994,241	950,973,966	2,597,800,208 ²	795,553,548
Central administration	393,570,029	58,000,000	304,718,976	68,140,660
Other programmes	154,442,610	64,268,200	113,905,008	35,193,830
Total	18,468,630,161	2,653,670,453	17,622,307,352	2,302,495,582

Notes: ¹Includes FTS fund; ²Includes both teaching and non-teaching

17. The contribution of local governments to meeting the staffing costs of primary schools accounted for 52% of total recurrent expenditure on education in 2008. Data on the overhead contributions of local governments were not available.

Table 2.2 Recurrent budget and expenditure by LGA

	Approved budget			Actual expenditure as at December 2008				
	Personnel cost		Total personnel cost	Overheads	Personnel cost		Total personnel cost	Overheads
	Teaching	Non-teaching			Teaching	Non-teaching		
Ajingi					133,738,035	12,423,752	146,161,787	
Albasu					185,958,667	17,274,849	203,233,516	
Bagwai					181,725,797	16,881,631	198,607,428	
Bebeji					169,358,762	15,732,781	185,091,543	
Bichi					291,913,554	27,117,653	319,031,207	
Bunkure					174,553,039	16,215,310	190,768,349	
Dala					431,014,302	40,039,580	471,053,882	
Dambatta					314,948,444	29,257,506	344,205,950	
Dawakin Kudu					247,451,646	22,987,311	270,438,958	
Dawakin Tofa					209,464,587	19,458,459	228,923,047	
Doguwa					153,708,765	14,278,956	167,987,721	
Fagge					407,309,277	37,837,474	445,146,751	
Gabasawa					239,849,244	22,281,077	262,130,322	
Garko					179,645,460	16,693,021	196,338,481	
Garun Mallam					125,074,631	11,618,955	136,693,586	
Gaya					235,812,200	21,906,051	257,718,251	
Gezawa					218,621,353	20,309,087	238,930,441	
Gwale					460,235,525	42,754,119	502,989,644	
Gwarzo					292,178,382	27,142,254	319,320,636	
Kabo					246,037,362	22,855,930	268,893,292	

Karaye				158,520,775	14,725,974	173,246,749
Kibiya				106,107,281	9,856,961	115,964,242
Kiru				198,981,937	18,484,661	217,466,598
Kumbotso				283,371,443	26,324,123	309,695,567
Kunchi				139,955,420	13,001,323	152,956,744
Kura				148,035,209	13,751,905	161,787,113
Madobi				137,423,448	12,766,113	150,189,561
Makoda				135,118,042	12,551,949	147,669,991
Minjibir				236,960,426	22,012,717	258,973,143
Municipal				513,924,714	47,741,640	561,666,354
Nassarwa				427,249,011	39,689,799	466,938,810
Rano				173,780,062	16,143,503	189,923,565
Rimin Gado				197,206,364	18,319,717	215,526,081
Rogo				230,576,592	21,419,684	251,996,276
Shanono				188,212,778	17,484,247	205,697,025
Sumaila				165,999,772	15,420,744	181,420,516
Takai				134,621,070	12,505,782	147,126,852
Tarauni				352,767,142	32,770,718	385,537,860
Tofa				153,492,372	14,258,854	167,751,226
Tsanyawa				180,968,305	16,811,263	197,779,568
Tudun Wada				251,521,625	23,365,397	274,887,022
Ungogo				266,546,210	24,761,123	291,307,333
Warawa				138,782,926	12,892,403	151,675,329
Wudil				235,421,393	21,869,747	257,291,140
Total				10,054,143,349	933,996,108	10,988,139,457

18. The share of primary education in total capital expenditure on education was 17% in 2008, while the share of secondary and tertiary education was 59% and 23%, respectively.

Table 2.3 Capital budget and expenditure by level

	Budget	Expenditure
Pre-primary and primary	711,100,000	524,592,902
Secondary	2,562,404,000	1,777,764,611
Tertiary	666,250,000	685,102,006
Central administration (SMOE)	0	0
Other programmes: AME, SLB etc	80,600,000	44,524,911
Total	4,020,354,000	3,031,984,430
LGA resources	Not available	Not available

19. 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

20. In 2008, SUBEB received approximately N 1.24 billion, from UBE-IF, against 3rd and 4th quarter plans for 2006 and 1st and 2nd quarter plans for 2007. About 68% of these funds were utilised during that financial year.

Table 2.4 UBE Intervention Fund budget and expenditure, 2008

	Budget			Expenditure		
	Infrastructure	Instruction materials / furniture	Teacher training	Infrastructure	Instruction materials / furniture	Teacher training
Pre-primary	43,556,589	9,333,555	9,333,555	30,438,270	6,522,472	5,225,027
Primary	522,679,065	112,002,657	112,002,657	365,259,242	78,269,664	62,700,324
Junior secondary	304,896,121	65,334,883	65,334,883	213,067,891	45,657,304	36,575,189
Total	871,131,775	186,671,095	186,671,095	608,765,403	130,449,439	104,500,540

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

21. Apart from UBE-IF, Kano State also received N315.6 million in 2008 from the ETF account for capital expenditure in the education sector. About 71% of the fund was utilised in 2008.

Table 2.5 ETF budget and expenditure, 2008

	Budget	Expenditure
Ministry of Education	0	0
SUBEB	163,312,650	154,546,682
Ministry of Higher Education	152,330,000	68,218,235

Public financial management

22. In 2008, actual expenditure on education sector was slightly over 91% of the budget. This is a 4 percentage point increase compared to 2006. However, while recurrent expenditure was over 94% of the budget, capital expenditure was only 75% of the budget.
23. There is no separate budget document for the education sector. The State Budget Report captures 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. Every year SUBEB prepares a report on the amount allocated to each LGEA. This report includes information on Federal allocations to LGEAs for primary school staff salaries and on capital projects and the amount allocated under the UBE Intervention Fund to each LGEA. However, SUBEB has stopped printing this report due to shortage of funds.
25. The most important gap in terms of education sector financial information relates to revenue and particularly capital budget and expenditure by local governments. There is need to improve the mechanism by which this information is captured and reported.

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

Further development of policy and strategy in key areas of the ESP [EPM 6]

2. Kano State has developed a Medium Term Sector Strategy (MTSS), which is a 3-year (2010-2012) rolling operational plan with specific targets and activities prioritized in order to meet the strategic goals and objectives of the State (ESP). The MTSS represents a crucial link in the process of translating the long-term level documents of government into the spending reality of the annual budget.

Education sector performance monitoring system, including annual EMIS report [EPM 2.1]

3. For many years there has been serious inconsistency on education data from different sources, such as enrolment or the number of teachers, which resulted in making decisions that were not evidence-based. EMIS at primary school level was first established by Kano SUBEB in 2003. With the support of SESP and ESSPIN, Kano State Government is making efforts to develop EMIS in all sub-sectors. The 2009-2010 school census was conducted in November 2009, data entry was completed in February 2010 and the results are being presented in the school census report and further analysed in the annual sector performance report.

School development plans to be supported by grants provided by the State government [EF 3]

4. SDP enables schools to identify their needs and submit applications for grant funding. In 2009, the sum of N115 million was disbursed to 194 basic schools in 3 LGAs: Kunchi (N 49.3 million), Garun Mallam (N 25.7 million) and Wudil (N 40.4 million). In 2010, these 194 schools will receive a second round of grants and an additional 655 schools in 6 more LGEAs (Makoda, Rimi Gado, Rogo, Ungogo, Kiru and Minjibir) will receive the first round of grants.

Information on learning outcomes and how they change over time [EPM 2; MTSS 4.6]

5. 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 Kano was the UNESCO/UNICEF MLA study in 2003. Kano has not had a mechanism to assess numeracy and literacy since then. With the support of ESSPIN, Kano piloted an assessment of PRY2 and PRY4 students in November 2009, ahead of an exercise that will take place in five States in June 2010. A steering and a technical committee will guide and support this initiative.

Basic education policy

Access: Eliminate gender disparities in basic and secondary education [EA 3]

6. In its effort towards reducing gender disparities in basic and secondary education the State Government has abolished all forms of fees for girls and has been establishing girls' only schools at both levels. Also, efforts have been made to increase proportion of female teaching staff.
7. The total number of teaching staff under SUBEB as at August 2009 was 44,095 out of which 8,220 (18%) were female. And the total number of teaching staff under SSSMB is 7,624 out of which 1,945 (25.5%) are female. To encourage the participation of girls in secondary education, 235 female teachers were recruited in 2008 by the SSSMB and the recruitment of over 600 female teachers is currently in progress. In addition, 7 junior secondary schools for girls and 4 second chance education centres were established in 2009.
8. Similarly, in partnership with NGOs and CBOs, the State initiated massive advocacy for girls' enrolment, retention and completion. SUBEB has launched Annual Mobilization Week geared towards improving female enrolment especially at rural areas of the State.

Access: Increase junior secondary school places close to rural communities [EA 2]

9. One of the constraints preventing enrolment to basic education from increasing, particularly among girls, is capacity. There are 13 primary schools for girls. Out of 489 junior secondary schools (216 schools are disarticulated), 7 new schools for girls were established in 2009.

Access: Introduce a targeted in-kind/cash transfer programme [EPM 6]

10. Apart from supply reasons, there are also demand reasons that prevent children, especially girls, from enrolling and staying in school. In order to further promote the enrolment of girls, the government, with the support of SESP and ESSPIN, has been involved in the design of a programme that will make cash transfers equivalent to N10,000-N20,000 per year to girls who are either enrolled at classes PRY4-PRY6 or dropped out of school after completing classes PRY3-PRY5. The pilot phase will begin in 2010 in 12 selected LGEAs affecting 12,000 households with an anticipated contribution from the MDG Office Conditional Grants Scheme matching the N350 million provided in the Kano State Government 2010 budget. The lessons learned will be taken into account before the scheme can be fully funded by the State and rolled out across all LGEAs in the near future.

Quality: Increase double shifting to reduce student-teacher ratio [QE 2]

11. Double shifting is mainly observed in schools within the Kano metropolitan area. This is caused by inadequate space for expansion or lack of classrooms. In the short term, the strategy is to increase double shifts in order to make more efficient use of existing classroom space. In 2009/10, 12% of primary schools operated double shift. In the long term, the objective is to eliminate double shifts by constructing additional classrooms for the purpose of decongesting classes. In 2008, the State Government constructed 291 additional classroom blocks and renovated 304 classroom blocks.

IQTE: Establish a Board and provide more spaces in reformed integrated IQT schools [EA 2]

12. An IQTE Board Feasibility Report was approved in September 2009 and an executive memo has been prepared that will be presented for approval to the Executive Council. The Board is designed to help regulate and support the large number of the IQTE schools. It can synergize the activities of the state and the community towards an integrated model of education where children can benefit from good quality secular and religious education. Following the approval, the actual process of establishing the Board will start in 2010. An international consultation conference is planned to take place in 2010, to seek international expertise in the actual design of the Board bringing experts from madrasah boards from Bangladesh, Indonesia and Sudan. The conference will also involve representatives from other northern states and the Federal Government.

13. Besides, the UBE Intervention Fund opens a new page on the relationship between SUBEB and IQTE schools through facilitating the construction of classrooms, provision of textbooks and other working materials. Our proposed programme for 2010 includes collection of actual data on IQTE from LGEAs (initially from the 3 supported by ESSPIN to develop a model for replication by State Government in the remaining 41), training of Arabic teachers, supervisors and headmasters of Islamiyya schools and continuation of the integration of Islamiyya and Qur'anic schools.

Textbooks: demand-driven policy with autonomy in textbooks choices [QE 3]

14. With the support of SESP, 1.78 million core textbooks, teacher guides and workbooks for primary and junior secondary schools have been procured for 9 LGEAs. Besides this, SUBEB distributed 16,190 textbooks and SSSMB distributed 15,600 textbooks in 2009. In addition, 65 sets of science equipment and 849 sets of instructional materials were procured and distributed in SESP schools. A Textbooks and Instructional Materials Unit has been established in KERD, which has produced a draft textbook policy for the State that addresses issues of storage, usage and review. It provides the framework for a future role for LGEAs. In coming months, the Ministry plans to: procure library books and readers for the 849 schools supported by SESP; procure additional textbooks, teacher guides and workbooks; train master trainers and provide step-down training at the school level for head teachers, supervisors, inspectors and teachers on textbooks management usage, care and storage; and train the proposed textbook evaluators and moderators.

ECCE: ECC class in all public primary schools [EA 1]

15. To streamline the activities on early child care education, a committee was set up to facilitate the implementation of the syllabus by the teachers. A general time table has been designed to have uniformity across all the ECC centres in Kano State. There are currently 1,481 ECC centres in the state with 1,937 teachers/caregivers and 97,023 students. Under SESP, there is a commitment to provide grants to primary schools that already have ECC class in 2010 in the 9 LGEAs to procure necessary materials and provide training to teachers and care-givers. In

addition, about 10 staff will be registered at the Early Childhood Care Development Virtual University to establish a critical mass of expertise at the State.

Children with special needs: Increase attendance; integrate in mainstream schools [EA 5]

16. In addition to the Tudun Maliki Special Education School, there are 34 other schools that cater for children with special needs in Kano at the primary level. About 156 teachers are currently teaching 1,843 children in these schools, while 45 teachers are under training in the Federal College of Education (Special) Oyo and are expected to graduate this year. At the secondary level, there is one school with 25 teachers and 555 children.
17. There are efforts to introduce inclusive education to regular schools, in other words integrate all children with non-severe special education needs. However, establishing learning disabled classes in conventional schools is limited by the lack of teachers.

Adult literacy: Increase basic literacy centres [EA 6]

18. There is government political will to improve the level of adult literacy. The sum of N56m for capital projects and N40m for recurrent expenditure was approved in 2008. Activities focus on basic literacy (440 centres), post-literacy (308 centres), remedial / SSCE education (9 centres), reflect methodology (15 centres), establishment of mass literacy stakeholder committees, training of trainers for managers of literacy programmes, women education (53 centres) and literacy by radio (in 88 clusters).

Private sector [EA 2]

19. The main aim of establishing the Department of Private Institutions is to ensure effective control in terms of quality in the education delivery in the 829 private schools as well as checking the proliferation of unregistered private schools in the state. The Department conducted series of inspections in a number of private nursery, primary and secondary schools in the State. Appropriate recommendations were given to many schools inspected and some schools were closed down for not having the right facilities / personnel.

Basic and secondary education curriculum [EPM 5]

20. The Nigerian Educational Research and Development Council (NERDC) has developed a new 9-year basic education curriculum, which was approved by the National Council of Education and is currently being implemented across the State. The new curriculum emphasises functional numeracy, literacy and technological and productive life skills, family life and health education, ICT and entrepreneurial skills. The NERDC organised and conducted an interactive session with all stakeholders on textbooks and curriculum. SESP sponsored the officers of the Textbooks and Instructional Materials Unit to attend the meeting in January 2009. There are plans to develop Hausa and Islamic Religious Knowledge textbooks for the new 9-year basic education curriculum. Three inspectors have been invited to author the books.

Secondary education policy**Rehabilitation and conversion of 24 schools into model senior secondary schools [QE 6]**

21. Rehabilitation and upgrading works are currently taking place in eight schools.

Technical and vocational education policy**Expand technical and vocational training opportunities [TVET 1]**

22. There are five Technical Colleges (four for boys and one for girls). A new college for girls was established at Karaye this year, while a new college for boys is proposed to be established at Danbatta. Technical College students at SS3 level participate and undertake Students Industrial Work Experience Scheme (SIWES) programme in which they are attached to nearby industries for industrial attachment to enhance their practical skills.
23. Three vocational centres were established at Kano Municipal LGA, Gani in Sumaila LGA and Giginyu in Nassarawa LGA, while two others in Albasu and Doguwa are under construction. There is an ongoing process of converting one of the vocational centres into a technical college. The primary aim is to increase the number of technicians and engineers in the State and address gender disparity.

Share of technical college budgets generated from internally generated revenue [TVET 3]

24. Technical Colleges are tuition free since the inception of this administration, but they were allowed to collect PTA levy as part of community participation. Plans are underway for each technical college to have a consultancy unit so as to generate own revenues.

Tertiary education policy**Review sector to assess best mix of skills and knowledge in institutions and courses [EA 8]**

25. The tertiary institutions in the State are regulated by different national bodies:

Institutions	Regulatory body	Review of courses
Kano University of Science and Technology Wudil	National Universities Commission	Last review: 2007
Sa'adatu Rimi College of Education Kumbotso	National Commission for Colleges of Education	Last review: 2006
Kano State Polytechnic	National Board for Technical Education	Review due: 2010
Audu Bako College of Agriculture	National Board for Technical Education	Last review: 2005
Aminu Kano School of Islamic and Legal Studies	No regulatory body	
College of Arts Science and Remedial Studies	Bayero University Kano; Ahmadu Bello University; University of Nigeria, Nsukka	Last review: 2009

26. Three new courses have been added to the Kano State Polytechnic: civil engineering, library science and environmental studies. New courses have also been added to the College of Arts

Science and Remedial Studies (Diploma in English/Arabic/Education and Diploma in English/Hausa/Education).

Tertiary education posts available as share of post-secondary cohort [EA 8]

27. According to the ESP, the goal is to have 10% of the post-secondary cohort enrolled in tertiary education by 2018.

Institutions	Posts
Kano University of Science and Technology Wudil	4020
Sa'adatu Rimi College of Education Kumbotso	20741
Kano State Polytechnic	23079
Audu Bako College of Agriculture	1563
Aminu Kano School of Islamic and Legal Studies	13132
College of Arts Science and Remedial Studies	3050

28. The Government provides scholarship allowances to all indigenous Kano State students studying in higher education institutions across the country as well as to some students pursuing studies abroad. The total amount provided by the Scholarship Board in 2009 was N500m. In addition, financial assistance is also provided by some local governments.

Expansion of ICT facilities in tertiary institutions [QE 9]

29. An ICT centre was constructed at the Ministry of Higher Education and another is under construction at Kano State University of Science of Technology. Computers were donated to Audu Bako College of Agriculture and Aminu Kano College of Islamic Legal Studies and V-SAT to Kano State University of Science of Technology. Online students' registration has commenced in Sa'adatu Rimi College of Education. All academic staff in tertiary education institutions were provided with laptops. A proposal is underway for full computerization of administrative and academic activities of all State tertiary institutions.

Public service reform and organisational development

Organisational development

Legislation

30. The following legislation governs the provision of education in Kano State:

- 1991 Education Law
- 2004 Compulsory Free Universal Basic Education Act
- 2005 Kano State Universal Basic Education Board Law 2005
- 2003 Private Institutions Regulations, which govern the provision of approval to schools and the closing of those schools that do not meet the requirements: the law was reviewed in 2005 but was not assented by the Executive Governor

31. Currently, the following laws are under review:

- Education Law Cap 36 and 39 Private and Voluntary Agency Institutions Regulations
- Education Law and school grading system depending on the structural facilities and academic performance of each school (to be presented again to the Executive Council)

Human resource management and development

Human resource development strategy to guide investments in capacity [EPM 1]

32. For the achievement of quality delivery, SUBEB sponsored 392 teaching staff to attend various training programmes in the form of seminars, workshops, conferences and meetings. To ensure maximum benefits of the training attended, follow-up monitoring visits are conducted. As part of our human development plan budgetary provisions are made in the 2010 budget to increase the level of training activities.

Operational manuals for officers in central ministry/ agencies/districts [EPM 1]

33. The main operational manuals are those used throughout the State Civil Service: civil service rules; scheme of service; due process manual (since 2007); financial instruction; teachers code of conduct; teacher salary structure (since 2008); store regulations; establishment circulars; and the schedule of duties. There has been no recent review of these manuals. However, with the ongoing reforms across the education sector, there is a need for the introduction of departmental workplans that is expected to start in 2010.

Human resource development and capacity building programme [EPM 1]

34. The UBE Intervention Fund makes available resources for training of teachers and school administrators. For the first time last year, SUBEB was able to use part of that fund to also train SUBEB staff in accounts, audits and personnel. In the future, it is intended to use such funds to train LGEA heads of unit of personnel, finance and school services.

Raise quality of teaching force [QE 5]

• Develop (intensive 2-year) part-time NCE course to upgrade unqualified teachers [QE 5.6-7]

35. Sa'adatu Rimi College of Education and SUBEB continue their collaboration to upgrade quality through a two-year condensed NCE programme for unqualified teachers. In addition, there are currently 965 teachers who are undergoing Special Training Upgrading Program (STUP) at the NTI geared towards attaining the NCE.

• Halt recruitment of unqualified teachers: [QE 5.4]

36. Candidates for recruitment into new basic school teacher positions are required to have minimum teaching qualifications (NCE). However, LGEAs continue recruiting unqualified teachers up to Grade Level 6. Above that level, recruitment needs to be organised by the SUBEB headquarters. SUBEB is considering not increasing the Grade Level of unqualified teachers to prevent them from being recruited through this channel.

• **Improve quality and relevance of NCE training at COE [QE 5]**

37. The primary education studies course is currently being expanded to accommodate the adoption of the class teacher approach. The main measure taken to improve the quality of the courses is to introduce screening tests for the selection of students but, due to the weak level of candidates, the passing marks have been lowered. In addition, efforts are made to implement the minimum qualifications for the recruitment of lecturers.

• **Provide regular in-service training for teachers [QE 5.9]**

38. SUBEB recently reconstituted its training committee for the proper implementation of its training policy. A proper mechanism has been established by posting training officers at the LGEA level. At present there are 3,392 teachers receiving in-service training in primary schools across 44 LGAs in the State.

39. SSSMB operates (long-term) 'training' and (short-term) 're-training' programmes. In 2008, the Board screened 308 teachers for in-service training and received the approval from the Office of the Head of Service for 252 teachers. Applications are currently being considered for the current school year.

Standards and quality assurance

Proportion of schools inspected twice a year by a single inspection team [QE 7]

40. There are various institutional arrangements for school inspection in Kano. In addition to the Federal authorities and KERD, the SUBEB School Services Department and the SSSMB Monitoring and Evaluation Department conduct regular school inspections (take-off monitoring, routine monitoring, punctuality assessment, follow-up and verification). Zonal offices also inspect schools. However, the vast majority of primary school inspections (94%) are carried out at the LGEA level. Only 3% of primary schools were not inspected in 2009.

Establishment of SAEQA [QE 7]

41. Kano State has been chosen as one of the 5 states to pilot the establishment of a State Agency for Education Quality Assurance (SAEQA) with assistance from ESSPIN, SESP and the Federal Ministry of Education. Since 2007, a series of training courses have taken place to that effect. The Federal Ministry of Education has produced its model on quality assurance and has mandated the pilot states to do so. The State task team on quality assurance has reviewed the Federal model and produced a state model taking into cognizance the peculiarities and cultural norms of Kano. The booklet has however not been printed yet. Upon request by the Federal Ministry of Education, a memorandum for the upgrading of KERD into SAEQA has been drafted for presentation to the State Executive Council.

Guidelines for supervision and inspection revised and published [QE 7]

42. The proposed SAEQA is meant to synergise inspections using the new unified inspection instrument. With support from ESSPIN, SESP and the Federal Ministry of Education, training was delivered to sensitise stakeholders on the unified inspection instrument. The State Task Team on the inspectorate pilot tested the instruments in a few selected schools in 2008.

ESSPIN is currently supporting a re-training of the State Task Team, which will be followed by a step-down training to inspectors and head teachers on the new concept of external evaluation and school self evaluation respectively. The programme will initially cover schools in the 9 LGEAs supported by SESP and the 3 LGEAs supported by ESSPIN.

Guarantee minimum learning time (especially on core subjects in integrated schools) [QE 7]

43. To guarantee minimum learning time in schools and maximise learning outcomes, the State Quality and Standards Team has received training on: how children learn, with a view to improving methodology; child-centred learning and the role of the teacher as facilitator; effective lessons planning and assessment; and head teacher programmes. The State Quality and Standards Team has nominated staff to serve as members of the State School Improvement Team (SSIT). The selected staff will form the training teams for teachers and head teachers. There will be periodic capacity building of 30 teachers in each of the Fagge, Kumbotso and Albasu LGEAs. The SSIT will also train supervisory inspectors and head teachers in cluster programmes – every term over a period of two years each.

Performance management and accountability

Establish School Based Management Committees (SBMCs) and train members [EPM 1]

44. The UBE Law stipulated rules and guidelines for the establishment of SBMCs, depending on State and community peculiarities. The purpose is to encourage communities to attain the objectives of Education for All by 2015. Training of SBMCs is particularly geared towards ensuring capacity building for members so that they could be acquainted with the areas of intervention. With support from SESP, the Ministry recently conducted such training to 194 SBMCs in 3 LGEAs, related to the grants provided, in order to educate the committees on financial, school and project management procedures.

Articulate and implement state policy on teacher absenteeism and lateness [QE 4, QE 7]

45. There is a clear policy on teacher absenteeism and lateness based on civil service rules and regulations that is dealt with at the LGEA or SUBEB/SSSMB level depending on the seriousness of the case. Gradually, in relation to the SBMC guidelines, there is an attempt to involve SBMCs to play a role in monitoring teacher attendance and quality assurance.

Chapter 4 – Outputs

Facilities

Classrooms

46. The total number of classrooms in primary schools in 2009/10 is 22,593 of which there are: 21,334 usable classrooms; 704 classrooms under construction; and 555 unusable classrooms. According to the 2007-2008 SUBEB data, which reported 21,392 classrooms, this is an increase of 1,201 classrooms over a period of two years.
47. The total number of usable classrooms in junior secondary schools is 4,469, while the total number of usable classrooms in senior secondary schools is 3,111.
48. Table 4.1 reports on classroom characteristics by LGEA and by level of education. About 150 schools, which claimed that they had no 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.
- The average pupil-classroom ratio is 97 in primary schools, 68 in junior secondary schools and 59 in senior secondary schools.
 - The share of classrooms in need of major repairs is 22% in primary schools, 15% in junior secondary schools and 12% in senior secondary schools
 - In primary schools, the percentage of classrooms with mud/earth floor is 6.3%, the percentage of classrooms with adequate seating arrangements is 33% and the percentage of classrooms with a good blackboard is 60%.

Water and sanitation

49. Table 4.2 reports on the water and sanitation facilities in schools:
- About 53% of primary schools have a source of potable water. The lowest percentage is found in Madobi LGEA (28%) and the highest percentage in Nassarawa LGEA (94%). The corresponding percentage is 74% in junior secondary schools and 86% in senior secondary schools.
 - Only 37% of primary schools have at least one functional toilet. The lowest percentage is found in Rogo LGEA (9%) and the highest percentage in Dala LGEA (78%). The corresponding percentage is 68% in junior secondary schools and 86% 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 more than 200 primary school pupils, 114 junior secondary school pupils and 109 senior secondary school pupils..

Table 4.1 Classrooms in Kano 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 (%)
Ajingi	93	47	34	19	8	0	8	40	67
Albasu	74	47	42	40	15	24	4	94	94
Bagwai	55	46	36	41	14	3	4	40	51
Bebeji	67	53	56	23	16	23	4	17	44
Bichi	89	66	62	29	12	14	11	24	56
Bunkure	112	64	41	17	4	17	2	26	48
Dala	59	139	459	9	23	0	5	33	80
Dambatta	73	142	79	34	2	5	3	30	55
Dawakin Kudu	93	74	68	12	35	9	8	25	58
Dawakin Tofa	65	62	75	10	15	0	0	32	49
Doguwa	147	50	22	20	7	6	14	34	50
Fagge	46	95	66	19	19	12	6	25	58
Gabasawa	190	49	38	16	13	20	1	30	63
Garko	86	59	51	21	18	0	1	74	75
Garun Mallam	84	64	44	13	5	13	16	23	58
Gaya	73	53	49	38	18	21	15	38	53
Gezawa	147	58	36	23	13	6	6	33	65
Gwale	48	52	47	10	16	0	6	41	71
Gwarzo	83	50	47	29	12	11	7	13	60
Kabo	99	73	73	21	0	6	2	17	45
Kano Municipal	58	66	76	14	19	35	7	43	71
Karaye	82	37	43	34	11	20	16	11	46
Kibiya	54	48	35	7	0	13	0	60	58
Kiru	132	119	134	35	8	19	5	31	48
Kumbotso	84	46	37	23	35	36	12	22	66
Kunchi	320	136	59	20	17	11	2	44	67
Kura	81	45	43	12	15	22	6	33	61
Madobi	73	60	40	22	14	0	7	37	60
Makoda	75	51	46	12	7	20	5	44	73
Minjibir	85	52	46	23	10	0	2	20	59
Nassarawa	108	78	48	21	19	21	10	57	74
Rano	81	69	36	27	19	6	1	31	36
Rimin Gado	92	35	21	24	13	0	7	27	46
Rogo	183	56	32	38	17	12	9	25	52
Shanono	86	40	33	16	13	6	5	35	64
Sumaila	91	64	50	14	18	2	5	23	52
Takai	93	78	32	4	7	2	2	34	56
Tarauni	59	57	36	11	21	9	1	24	66
Tofa	66	41	29	19	6	6	10	29	62
Tsanyawa	122	91	44	31	9	9	13	34	50
Tudun Wada	83	51	37	41	13	18	0	24	38
Ungogo	106	77	64	30	20	19	9	24	51
Warawa	119	49	65	12	17	50	3	43	66
Wudil	107	65	46	9	18	21	2	48	68
Total	93	68	59	21	15	12	6	33	60

Table 4.2 Water and sanitation characteristics in Kano 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
Ajingi	32	62	83	24	62	83	107	60	52
Albasu	43	77	57	19	69	100	182	57	51
Bagwai	37	73	80	54	40	100	108	69	43
Bebeji	34	48	73	35	52	73	138	70	93
Bichi	43	74	78	24	52	78	173	89	127
Bunkure	34	46	80	34	100	100	156	98	87
Dala	76	60	88	78	77	75	263	141	140
Dambatta	36	89	88	20	56	75	203	91	228
Dawakin Kudu	60	95	100	35	65	100	154	103	88
Dawakin Tofa	50	68	89	70	64	89	161	81	71
Dogua	32	89	100	21	56	100	275	42	38
Fagge	54	74	86	63	79	79	243	149	236
Gabasawa	84	100	100	23	70	100	210	79	71
Garko	31	58	80	34	69	100	99	64	44
Garun Mallam	43	91	100	36	82	75	161	58	33
Gaya	41	85	86	28	77	86	97	106	45
Gezawa	58	84	89	26	68	80	232	132	63
Gwale	85	86	93	67	76	100	165	191	257
Gwarzo	48	76	89	29	72	78	137	140	53
Kabo	30	64	75	23	73	100	100	107	196
Kano Municipal	82	80	100	64	63	60	164	82	140
Karaye	39	57	80	31	71	80	120	88	80
Kibiya	43	67	75	48	63	92	89	91	39
Kiru	35	93	92	17	82	93	270	166	123
Kumbotso	79	45	67	55	64	100	244	39	51
Kunchi	29	82	100	32	73	67	223	180	81
Kura	50	64	50	45	91	88	180	75	46
Madobi	29	73	100	27	64	100	110	90	71
Makoda	47	71	100	29	88	80	113	82	43
Minjibir	34	82	100	26	76	92	224	148	148
Nassarawa	95	63	71	78	81	95	428	146	141
Rano	48	77	100	32	77	100	134	72	57
Rimin Gado	65	57	100	23	14	67	186	59	12
Rogo	62	70	100	12	60	89	203	156	83
Shanono	45	67	100	34	50	75	191	76	135
Sumaila	39	77	100	29	62	50	146	190	292
Takai	41	71	73	30	65	73	145	55	51
Tarauni	84	94	100	51	89	100	209	209	248
Tofa	65	92	100	47	58	100	143	55	42
Tsanyawa	43	56	67	26	50	83	129	71	41
Tudun Wada	47	75	100	21	70	89	139	113	56
Ungogo	32	67	86	37	52	57	261	189	112
Warawa	52	100	50	60	43	50	114	115	260
Wudil	66	77	90	42	79	90	196	98	211
Total	53	74	86	38	68	86	194	114	109

Textbooks and teaching-learning materials

50. 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 except for the LGEAs targeted by SESP.

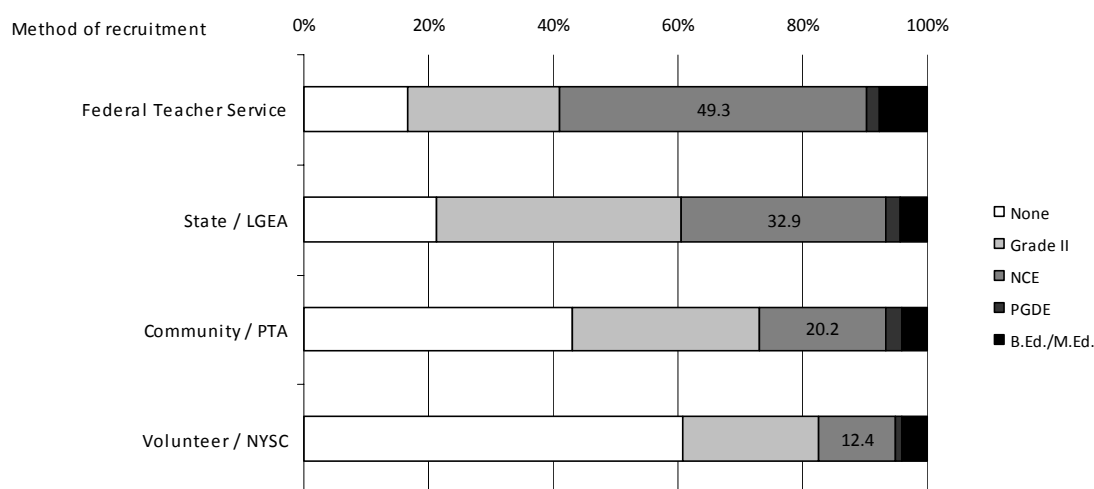
Teachers

51. The total number of teachers in primary schools in 2009/10 is 44,597 of which:

- 3,657 are paid through the Federal Teachers Scheme
- 35,642 are paid by the State / LGEA
- 3,881 are paid by the community / PTA
- 1,003 are volunteers (including NYSC teachers)
- 414 did not specify their salary status

52. As shown in Figure 4.1, 39% of teachers paid by the State have at least the minimum teaching qualification (NCE). By contrast, only 27% of teachers hired by the community have at least the minimum teaching qualification. As a whole, only 39% of primary school teachers have at least the minimum teaching qualifications, while a further 37% have Grade II qualification and 24% have no qualifications.

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



53. The total number of teachers in 2009/10 in junior secondary schools is 7,896, of which 6,787 are paid by the State / LGEA and 1,910 also teach in senior secondary schools. The total number of teachers in 2009/10 in senior secondary schools is 5,452, of which 4,885 are paid by the State / LGEA.

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

- The average pupil-teacher ratio is 62 in primary schools, 40 in junior secondary schools and 35 in senior secondary schools.
- The average pupil-qualified teacher ratio is 154 in primary schools, 53 in junior secondary schools and 41 in senior secondary schools.
- In primary schools, the percentage of female teachers is 17%, the percentage of teachers who attended a training workshop / seminar in 2009 is 21% and the percentage of teachers who were absent from the school on long-term training is 4%.

Other outputs

55. The proportion of primary schools with school development plans is 44%. However, there are large differences between LGAs, as the range varies between 3% in Takai and 89% in Dawakin Tofa.

56. 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 and BOGs: while 78% 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 Kano 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 (%)
Ajingi	61	31	19	144	49	20	3	31	6
Albasu	33	39	28	116	64	60	4	7	7
Bagwai	23	44	24	132	55	28	5	9	11
Bebeji	49	31	17	138	46	20	8	19	1
Bichi	76	84	37	134	92	42	16	19	3
Bunkure	57	43	34	141	51	36	3	8	2
Dala	70	45	63	244	66	93	19	14	3
Dambatta	28	53	43	115	85	60	6	13	4
Dawakin Kudu	54	31	26	164	43	33	9	23	4
Dawakin Tofa	42	33	37	99	41	49	10	55	2
Dogua	86	28	21	154	37	23	10	17	2
Fagge	53	45	51	97	61	69	40	6	5
Gabasawa	124	39	26	283	48	30	8	15	11
Garko	42	33	28	151	44	33	7	24	0
Garun Mallam	56	19	15	143	28	21	9	24	4
Gaya	43	39	28	104	61	33	3	24	1
Gezawa	86	33	95	174	50	26	14	17	2
Gwale	36	41	50	145	54	52	41	14	5
Gwarzo	36	32	28	87	36	32	5	85	4
Kabo	51	38	31	163	87	46	5	14	4
Kano Municipal	60	28	36	115	34	38	39	22	1
Karaye	70	31	28	199	43	36	5	17	2
Kibiya	35	34	28	125	44	31	7	26	1
Kiru	70	45	37	153	57	40	5	42	7
Kumbotso	56	29	21	151	34	30	33	13	1
Kunchi	149	52	41	377	68	51	7	27	3
Kura	57	28	21	125	37	34	13	20	4
Madobi	62	37	24	148	45	28	9	56	8
Makoda	31	66	32	119	71	33	6	15	4
Minjibir	70	37	43	149	49	51	6	18	12
Nassarawa	120	65	42	253	86	53	39	18	2
Rano	43	23	23	122	28	28	7	11	1
Rimin Gado	40	19	13	131	22	21	9	60	1
Rogo	89	27	15	145	34	18	4	8	3
Shanono	35	20	19	117	35	23	2	27	3
Sumaila	61	31	36	201	49	81	12	13	5
Takai	73	34	21	281	47	27	10	33	5
Tarauni	95	28	35	157	42	46	46	22	5
Tofa	44	27	23	97	56	53	10	8	7
Tsanyawa	105	94	30	165	82	33	5	29	3
Tudun Wada	25	39	51	92	50	53	7	9	10
Ungogo	57	50	34	162	66	41	24	28	1
Warawa	62	20	13	115	32	21	8	46	7
Wudil	50	43	30	157	59	35	13	7	4
TOTAL	62	40	35	154	53	41	17	22	4

Chapter 5 – Outcomes

Participation

57. **Early childhood care and education.** During the school year 2009/10:

- There are 64,000 and 82,000 children enrolled in *public* kindergarten and nursery classes, respectively. Among public primary schools, 1,424 (30%) reported enrolment at either the kindergarten or the nursery level. The share of girls is 48%.
- There are 15,000 and 32,000 children enrolled in kindergarten and nursery classes attached to *private* schools, respectively. The share of the private sector is 24%.

58. **Primary education.** During the school year 2009/10:

- There are 990,000 boys and 891,000 girls enrolled in *public* schools. Compared to 2008/09, public primary education enrolment increased by 132,000 children (or 8%). The share of girls is 47%.
- There are 76,000 boys and 81,000 girls enrolled in *private* schools. Compared to 2008/09, private primary education enrolment increased by 5,000 children (or 3%). The share of the private sector is 8%.

59. **Junior secondary education.** During the school year 2009/10:

- There are 172,000 boys and 93,000 girls enrolled in *public* schools. Compared to 2008/09, public junior secondary education enrolment increased by 41,000 children (or 19%). The share of girls is 35%.
- There are 18,000 boys and 22,000 girls enrolled in *private* schools. Compared to 2008/09, private junior secondary education enrolment increased by 1,000 children (or 2%). The share of the private sector is 13%.

60. **Senior secondary education.** During the school year 2009/10:

- There are 114,000 boys and 56,000 girls enrolled in *public* schools. Compared to 2008/09, public senior secondary education enrolment increased by 22,000 children (or 15%). The share of girls is 33%.
- There are 14,000 boys and 17,000 girls enrolled in *private* schools. Compared to 2008/09, private senior secondary education enrolment increased by 4,000 children (or 15%). The share of the private sector is 16%.

61. 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 97% at the primary level and 34% at the junior secondary level. These rates mask considerable differences between LGAs, as shown in Table 5.3.

Table 5.1 Enrolment in Kano State

Level	2008-2009			2009-2010		
	Male	Female	Total	Male	Female	Total
Public schools						
Pre-primary	64,194	57,469	121,663	73,996	72,806	146,802
Primary	927,919	820,883	1,748,802	989,560	891,218	1,880,778
Junior secondary	143,552	79,129	222,681	171,554	92,589	264,143
Senior secondary	104,383	43,213	147,596	114,162	55,563	169,725
Private schools						
Pre-primary	22,875	22,014	44,889	23,840	23,049	46,889
Primary	73,367	78,471	151,838	75,751	80,745	156,496
Junior secondary	17,780	21,341	39,121	17,872	22,182	40,054
Senior secondary	13,034	14,238	27,272	13,985	17,263	31,248
Total						
Pre-primary	87,069	79,483	166,552	97,836	95,855	193,691
Primary	1,001,286	899,354	1,900,640	1,065,311	971,963	2,037,274
Junior secondary	161,332	100,470	261,802	189,426	114,771	304,197
Senior secondary	117,417	57,451	174,868	128,147	72,826	200,973

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

Level	Gross enrolment rate			Net enrolment rate		
	Male	Female	Total	Male	Female	Total
Primary	112	114	113	97	98	97
Junior secondary	46	35	41	38	30	34
Senior secondary	35	24	30	27	21	24

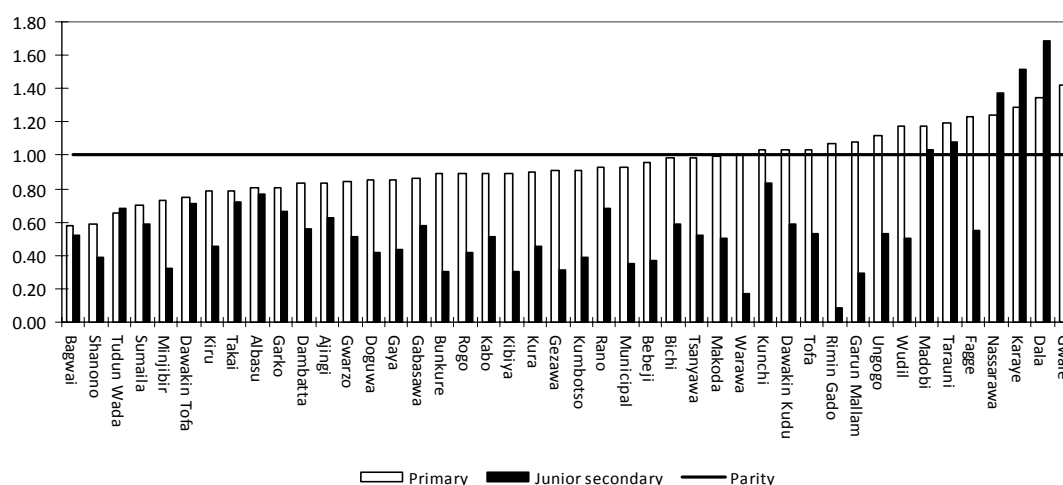
Note: The population assumptions are presented in Annex 2.

Access and equity

62. **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 118% for both boys and girls, indicating an adequate access to primary education with no apparent gender bias.
63. **Gender parity.** Kano 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 1.02 at the primary level but only 0.75 at the junior secondary level suggesting a lower transition rate to junior secondary level for girls. In primary education, the gender parity index is below 0.9 in 19 out of 44 LGAs, whereas in junior secondary education, the gender parity index score is below 0.9 in 38 LGAs.

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	
Ajingi	72	60	66	4	24	15	19	0
Albasu	67	53	60	0	25	19	23	0
Bagwai	62	36	50	0	29	15	22	0
Bebeji	73	70	71	1	43	16	31	4
Bichi	104	102	103	2	41	24	33	3
Bunkure	96	86	91	0	41	12	28	0
Dala	123	166	142	4	43	73	55	19
Dambatta	74	62	68	3	43	24	34	0
Dawakin Kudu	130	134	132	1	48	28	38	4
Dawakin Tofa	70	53	62	2	36	26	31	0
Doguwa	121	103	112	0	31	13	23	0
Fagge	155	191	171	14	184	101	149	25
Gabasawa	177	153	165	0	21	12	17	0
Garko	78	63	71	1	37	25	32	0
Garun Mallam	117	127	122	0	45	13	30	0
Gaya	77	66	72	0	36	16	27	0
Gezawa	113	103	108	2	57	18	38	0
Gwale	124	176	146	13	69	98	81	34
Gwarzo	108	91	100	1	67	34	52	0
Kabo	131	117	124	0	38	19	29	0
Kano Municipal	139	179	157	19	74	112	90	21
Karaye	112	100	106	0	48	15	33	0
Kibiya	64	50	58	0	25	11	19	0
Kiru	77	70	74	0	39	15	28	0
Kumbotso	159	164	161	15	75	62	69	19
Kunchi	252	226	239	0	26	12	20	0
Kura	104	122	112	0	53	55	54	0
Madobi	112	112	112	0	38	19	30	0
Makoda	33	24	29	0	16	5	11	0
Minjibir	106	99	103	0	34	12	24	0
Nassarawa	178	222	198	18	54	74	63	26
Rano	79	74	77	1	36	25	31	1
Rimin Gado	120	128	124	0	15	1	9	0
Rogo	120	107	114	3	42	18	31	0
Shanono	75	44	60	0	37	14	26	0
Sumaila	58	41	50	0	20	11	16	0
Takai	96	75	86	0	32	23	28	0
Tarauni	198	235	216	45	70	76	73	32
Tofa	116	120	118	1	35	18	27	0
Tsanyawa	92	90	91	0	35	18	28	0
Tudun Wada	83	55	69	4	34	23	29	3
Ungogo	102	114	108	5	41	22	33	17
Warawa	96	97	97	0	20	3	13	0
Wudil	98	114	105	2	48	24	37	0
Total	112	114	113	8	46	35	41	13

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

64. **Children with special needs.** Almost 9,000 children at the primary level and 2,500 children at the secondary level have a disability. The number of girls with a disability at the primary level is significantly lower, which indicates a potential problem in terms of access for girls with 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	828	541	1369	2105	866	2971	1876	1058	2934	945	571	1516
Junior secondary	168	88	256	365	204	569	528	174	702	89	37	126
Senior secondary	112	40	152	191	58	249	288	101	389	57	4	61
Total	1108	669	1777	2661	1128	3789	2692	1333	4025	1091	612	1703

Internal efficiency

65. 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 82% between Class 1 and Class 6 but only 39% between Class 1 and JSS1.
66. 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 only 46% indicating a potential problem with admission capacity at the junior secondary level. The transition rate for girls was 10 percentage points lower than for boys, indicating serious bias in terms of access to junior secondary schools.
67. 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 86% with the rate for girls being slightly higher than for boys.

68. Repetition rates are low at around 2.7% for both boys and girls at the primary level and even lower at the junior secondary level.

Learning

69. 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.
70. According to the 2006 CWIQ survey, the adult literacy rate is 60.7%: the respective rates are 71.2% for men and 50.2% for women.

Chapter 6 – Implications

[This chapter will summarise the key findings (by ESP goal) and will draw the implications in terms of the re-allocating resources to accelerate progress towards the MTSS objectives]

Annex A – 2010-2012 MTSS Key Performance Indicators

Targets	Key Performance Indicators	Baseline	Latest	Target (2012)
GOAL 1: Promote equitable access and quality services in ECCED and basic education				
1.1 Improve the quality of early child care education				
30% of ECCED teachers and caregivers to be trained based on the NERDC curriculum by 2012	% of ECCED teachers and caregivers trained	...	...	...
	% of ECCED managers trained	...	...	...
	Number of inspectors trained	...	...	...
All ECCED schools to be provided with teachers/caregivers, learning materials and equipment by 2012	% of ECCED schools provided with adequate learning materials and equipments	...	...	...
1.2 Ensure improved access to ECCED in public schools				
7% annual increase in ECCED gross enrolment in public schools	ECCED enrolment	166,552	193,691 (+16%)	204,033
Provide 30% of primary schools in the State with ECCED classrooms by 2012	Number of new ECCED classroom built	...	...	...
1.3 Improve the quality of education delivery platforms for basic education				
Achieve and maintain classroom ratio of 1:60 in primary and junior secondary schools	Pupil classroom ratio	...	PRY 93 JSS 68	PRY 60 JSS 60
Provide a set of textbook per 3 pupils in 5 main core subjects at all levels of basic education by 2012	Pupil textbook ratio	...	...	...
Provide set of Teachers guide and work book in all subjects at all levels of basic education by 2012	Teachers textbook ratio	...	...	...
Reduce the proportion of unqualified teachers in basic school to 36% by 2012	Proportion of unqualified teachers	...	PRY 61 JSS 19 Basic 54	Basic 36
Provide 10% of basic schools with sporting facilities, practical lesson materials and equipment; and 5% of basic schools with ICT equipment by 2012	% of basic schools with sporting facilities, practical lesson materials and equipments	...	...	...
Provide conducive learning environment for all basic	Share of basic schools without water facilities	...	PRY 47	...

schools that are regularly maintained by 2012			JSS 26	...
	Share of basic schools without sanitation facilities	...	PRY 62 JSS 32	...
1.4 Uphold the rights of a child to basic education reducing gaps in gender equity and access to basic education for all				
Increase primary school enrolment rate annually by 10% and attain 85% registration rate in JSS by 2012	Primary school gross enrolment ratio (%)	...	113	...
	Junior secondary school gross enrolment ratio (%)	...	41	85
Provide equitable access to quality education opportunities for children with special needs	Gross enrolment ratio in schools for special needs	...	...	...
1.5 Improve and expand basic and functional literacy delivery				
Increase adult literacy rate by 10% (using 2010 baseline) by 2012	Adult literacy rate in the State	61	...	...
Increase the number of functional literacy centres by 10% by 2012	% increase in number of functional literacy centres	...	...	...
GOAL 2: Improve the quality of education in IQTE schools				
2.1 Improve quality of IQTE schools and learning environment				
Unify the Curriculum of each of the three IQTE Schools by 2010	Unified curriculum of IQTE schools	...	...	...
Ensure availability of potable water in 440 IQTE schools annually by 2012	Number of IQTE schools provided with water facilities	...	...	...
Ensure availability of toilet facilities and conducive learning environment in 440 IQTE schools annually by 2012	Number of IQTE schools provided with toilet facilities	...	...	...
2.2 Encourage the integration of IQTE into the basic education system				
Integrate 3% of IQTE Schools annually up to 2012	Number of IQTE schools integrated	...	...	...
GOAL 3: Provide purposeful and improved post basic education services				
3.1 Improve learning environment in senior secondary schools and science, technical and vocational colleges				
Achieve and maintain classroom ratio of 1:60 in senior secondary schools	Pupil class ratio	...	59	60
Provide and maintain conducive learning environment for all senior secondary schools by 2012	Number of classrooms renovated	...	...	...
	Share of schools provided with water facilities	...	86	...
	Share of schools provided with toilet facilities	...	86	...

Upgrade 18 senior secondary Schools in the State to model Schools by 2012	Number of schools upgraded to model schools	...	...	...
Rehabilitate all science, technical and vocational colleges by 2012	Number of science schools rehabilitated	...	...	...
3.2 Improve the quality of teaching and learning in senior secondary schools				
Reduce the proportion of unqualified and untrained SSS teachers by 50% by 2012 from 27% in 2006	Proportion of unqualified teachers	...	11	27
Provide a set of textbook in 5 main core subjects, teachers guide and learning materials and equipment to senior secondary schools by 2012	Pupil textbook ratio	...	...	...
	Teachers to teachers' guide ratio	...	...	...
3.3 Expand the facility and quality of tertiary education				
Provide tertiary institutions with additional infrastructural facilities by 2012	Number of lecture theatres constructed	...	...	...
	Number of office blocks constructed	...	...	...
	Number of hostels constructed	...	...	...
	Number of laboratories constructed	...	...	...
3.4 Promote academic staff development programme and research relevant to state and national development				
15% of all tertiary institutions' teaching and non teaching staff to be trained annually by 2012	Number of teaching and non teaching staff trained	...	...	...
GOAL 4: Enhance policy, planning and management of schools				
4.1 Expand and strengthen the Education Management Information System (EMIS)				
Improve use and availability of EMIS data by 2010	Timeliness in production of EMIS report	...	...	...
4.2 Improve clarity and regulation on revenue generation and expenditure				
Guidelines on cost sharing and cost recovery on education in place by mid 2011	Timeliness in the production of report	...	...	...
4.3 Strengthen the involvement of stakeholders including the civil society, private sector, religious bodies in education policy, planning and management				
Schools, communities, private sector partnership programmes in place at state and local government levels by 2010	% increase in PPP in education management	...	...	...
4.4 Clarify institutional roles and strengthen management system at all levels 2010				
All officers at all levels have supervised and agreed work	Timeliness in the production of work plans	...	...	...

programs in place by the end of 2010 and reviewed annually	Timeliness in the conduct of sector review	...	...	...
	Number of planners trained	...	...	...
Establish management communication system, ensure quarterly meetings of board and monthly meetings of zonal supervisory directors by mid 2010	Number of meetings held	...	...	...
	Number of major decision implemented	...	...	...
All basic and secondary school have effective SBMC and all private and voluntary school have effective BOGs in place by 2010	% of schools with functional SBMC in place	...	...	...
	% of schools with development plans	...	PRY 44 JSS 63	...
4.5 Improve education financing and management				
Education budgetary allocation to increase from 18.6% to 25% by 2012	Education sector budget as a % of State revenue	19	17	25
Enhance procedures for financial management by 2010	Timeliness in the conduct of assessment of FMS of the sector	...	...	...
4.6 Strengthen mechanisms for school inspections and performance monitoring and evaluation				
State agency for education quality assurance (SAEQA) becomes operational by 2010	Timeliness in the establishment of the SAEQA	...	...	...
All schools to be inspected once a year by a single inspection team under SAQEA	% of schools inspected	...	...	...
	% of inspectors and school managers trained	...	...	...
Annual performance measurement and evaluation to be in place by 2010	Timeliness in the engagement of consultant	...	...	...
	Number of staff trained on M&E	...	...	...
4.7 Ensure effective implementation of education curriculum at all levels by 2011				
Ensure implementation of the 9- year basic and secondary school curriculum by 2010	Timeliness in setting up if the committee	...	...	...
	Timeliness of the review	...	...	...
Ensure quality and standard of education delivery in QTE schools by 2010	Timeliness in the establishment of the Board	...	...	...
	Timeliness in the development of the curriculum	...	...	...

Annex B – Population Assumptions

1. The population of Kano 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 Kano 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 Kano State population by age group

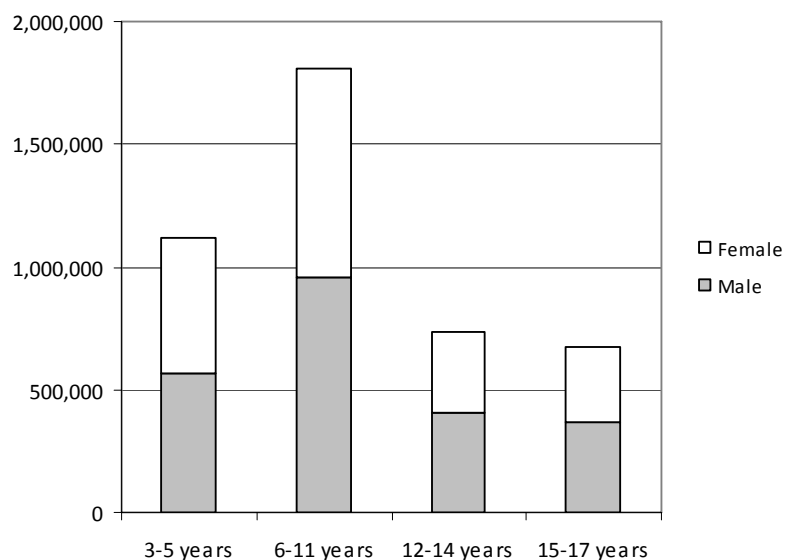


Table B1 Projected population by LGA

	Age group 6-11			Age group 12-14		
	Male	Female	Total	Male	Female	Total
Ajingi	17,339	16,243	33,582	7,429	6,278	13,708
Albasu	19,003	17,668	36,671	8,142	6,826	14,968
Bagwai	16,461	14,945	31,405	7,053	5,766	12,819
Bebeji	18,947	17,475	36,422	8,118	6,748	14,866
Bichi	27,568	25,871	53,439	11,812	10,001	21,812
Bunkure	17,001	15,955	32,956	7,284	6,168	13,452
Dala	45,550	35,211	80,761	19,517	13,448	32,965
Dambatta	20,663	19,444	40,107	8,853	7,517	16,371
Dawakin Kudu	21,809	21,657	43,466	9,344	8,398	17,742
Dawakin Tofa	25,071	22,732	47,803	10,742	8,770	19,512
Doguwa	15,377	13,778	29,155	6,588	5,312	11,901
Fagge	21,257	17,087	38,344	9,108	6,543	15,651
Gabasawa	21,297	19,405	40,702	9,125	7,488	16,614
Garko	16,274	15,064	31,338	6,973	5,819	12,792
Garun Mallam	11,462	11,004	22,466	4,911	4,259	9,170
Gaya	20,193	18,573	38,766	8,652	7,172	15,823
Gezawa	27,256	27,141	54,397	11,678	10,525	22,204
Gwale	40,315	29,509	69,823	17,273	11,227	28,500
Gwarzo	18,583	16,899	35,482	7,962	6,521	14,483
Kabo	14,699	14,967	29,666	6,298	5,811	12,109
Kano Municipal	39,167	31,325	70,492	16,782	11,991	28,773
Karaye	14,097	13,174	27,270	6,040	5,091	11,131
Kibiya	13,830	12,539	26,370	5,926	4,838	10,763
Kiru	27,303	23,761	51,063	11,698	9,145	20,843
Kumbotso	29,445	27,635	57,080	12,616	10,683	23,299
Kunchi	11,033	10,377	21,410	4,727	4,012	8,739
Kura	15,050	12,836	27,886	6,449	4,934	11,383
Madobi	13,929	12,419	26,348	5,968	4,786	10,755
Makoda	22,187	20,703	42,890	9,506	8,000	17,507
Minjibir	21,019	20,211	41,230	9,006	7,823	16,829
Nassarawa	62,794	52,274	115,068	26,905	20,063	46,968
Rano	14,770	13,278	28,048	6,329	5,120	11,449
Rimin Gado	10,739	9,469	20,209	4,601	3,647	8,249
Rogo	22,632	21,288	43,920	9,697	8,230	17,927
Shanono	13,859	13,257	27,116	5,938	5,130	11,068
Sumaila	25,282	23,637	48,919	10,832	9,135	19,967
Takai	20,093	19,006	39,099	8,609	7,350	15,959
Tarauni	22,005	20,686	42,691	9,428	7,997	17,425
Tofa	9,819	9,029	18,848	4,207	3,486	7,693
Tsanyawa	15,912	14,497	30,409	6,818	5,595	12,412
Tudun Wada	22,977	21,714	44,692	9,845	8,397	18,242
Ungogo	38,111	33,178	71,288	16,329	12,769	29,098
Warawa	13,046	11,791	24,837	5,590	4,548	10,138
Wudil	19,182	16,532	35,714	8,219	6,359	14,578
Total	954,407	855,239	1,809,646	408,931	329,727	738,658