



**LAGOS STATE
MINISTRY OF EDUCATION**

**ANNUAL EDUCATION SECTOR
PERFORMANCE REPORT 2010**

June 2010

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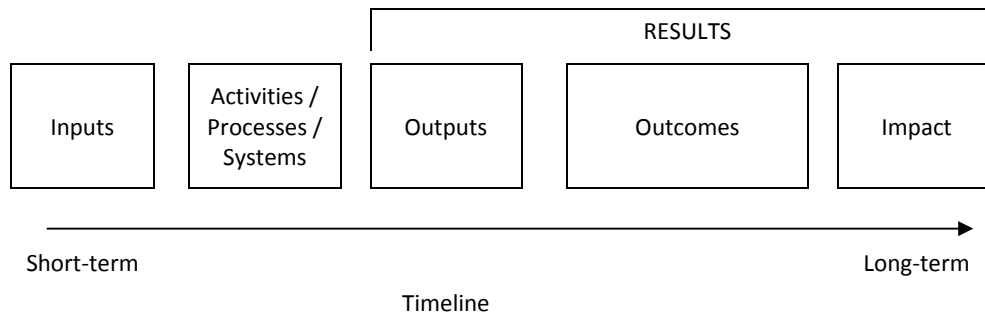
Abbreviations

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. Lagos 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, Lagos State has committed to an annual sector review process: “A Joint Annual Sector Review of education sector progress will be held, comprising an evaluation of the progress of sector performance against the ESP targets and indicators, and ESOP programmes/activities. The first Joint Annual Sector Review was undertaken in 2009” (ESP Section 8.1).
3. Chapter 8 of the ESP outlines the basic characteristics of the review process:
 - The review should be considered as a regular feature of the annual budget calendar aimed to assist budget planning: “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”.
 - The focus of the review will be a government report on the state of education led by the Planning, Research and Statistics Department in the State Ministry of Education (SMOE): “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 report will focus on results: “The purpose of the review process is to ensure that there are effective returns on the investments being made in the education sector and that the intended beneficiaries (children, students, parents and all other stakeholders) are indeed benefiting”.
 - The review 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” (ESP Section 8.3).
4. This purpose of this report is to complement the annual planning and budget process:
 - It is a vital input to the budget planning stage: as a brief education sector analysis, it takes stock of objectives and targets and identifies the priorities that the budget will need to address.
 - It is an output of the accounting and reporting stage, which – through information on expenditure and results – enhances 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

Education Sector Plan 2009-2018

8. The Lagos 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:
- Access and equity
 - Expand classroom physical facilities to improve teaching-learning atmosphere
 - Make schools fully functional through libraries, toilets, furniture etc
 - Improve the mechanism for the supervision of private schools
 - Improve completion ratio by addressing issues of retention
 - Institute school development grants and conditional cash transfers
 - Quality assurance system
 - Establish a framework for monitoring learning achievement
 - Reduce the rate of failure through quality teaching, supported by quality teachers, quality facilities and quality school environment
 - Reform the Inspectorate by establishing whole school evaluation
 - Curriculum relevance
 - Enhance status and attractiveness of Vocational Education
 - Become an integral part of general education from JSS1 to SS3
 - Produce more students who are well-informed and innovative
 - Orient graduates towards the world of work focusing on employable skills
 - Introduce life-long learning and prepare for responsible citizenship
 - Build entrepreneurial skills to create wealth and alleviate poverty
 - Respond to needs of people from the youth to the poor and adult learner
 - Policy, planning and management
 - Fully roll-out EMIS (LASGEMS)
 - Streamline institutions/departments/units to eliminate overlaps of functions
 - Establish a policy formulating technical committee
 - Institutionalise an M&E Framework at the SMOE/District/LGEA level
 - Education finance
 - Increase funding
 - Strengthen effective utilization of funds
 - Strengthen planning and resource management by improving the MTSS process
 - Improve budget outcome through a performance management system
 - Increase parental and community involvement in the management of schools
 - Explore the increased delegation of financial management to schools for the use of UBE intervention funds

Medium Term Sector Strategy 2010-2012

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

- Early childhood care and development education
 - Support, raise public awareness, and increase access to ECCDE
 - Improve ECCDE in public primary schools
- Basic education
 - Improve quality of basic education and vocational schools
 - Increase access to basic education and vocational schools
 - Provide non-formal education for adults
 - Enhance planning, management and infrastructure for administration
 - Enhance implementation of national curriculum and co-curricular activities
- Secondary education
 - Make senior secondary education more accessible and conducive
 - Enhance monitoring and evaluation across senior secondary education , including the development and use of research and statistical data
 - Enhance implementation of national curriculum and co-curricular activities
 - Enhance planning, management and infrastructure for administration
- Technical and vocation education
 - Improve standard of performance of students & teachers in all TVE institutions
 - Enhance access to technical and vocational education
- Tertiary education
 - Promote good governance
 - Increase internally generated revenue (e.g. through alumni associations)
 - Enhance physical environment of tertiary institutions and improve infrastructure
 - Improve the professional competencies of teaching and non-teaching staff
 - Broaden access for Lagos State indigenes in particular and residents in general

Data on the education system

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

- (i) Qualitative information based on reports provided by education MDAs (Chapter 3)
- (ii) Quantitative information from the following sources (Chapters 2, 4 and 5):
 - Report of Accountant General with financial statements for 2008, 2009 and 2010
 - State Universal Basic Education Board Budget Report 2009
 - Public expenditure records (SMOE, Districts and tertiary institutions)
 - Annual School Census 2009-2010
 - 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

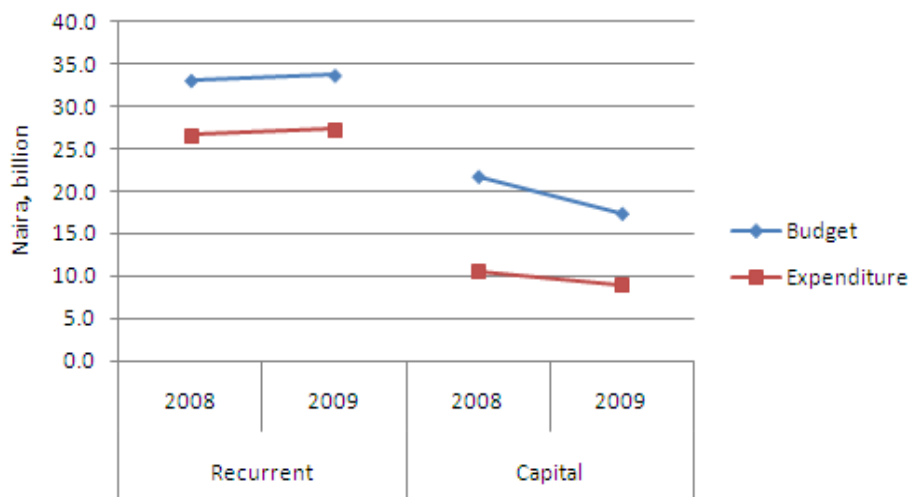
11. This chapter describes the resources allocated (by the State and Federal governments), released and utilised in the education sector.
12. The state expenditure on education as proportion of total state expenditure decreased from 13% in 2008 to 12% in 2009. While the share of recurrent expenditure increased from 21.2% in 2008 to 22.6% in 2009, the share of capital account increased by over 1.5 percentage points between 2008 and 2009.

Table 2.1 Lagos State expenditure and expenditure on education sector (in million Naira)

	Total State expenditure		State expenditure on education		State expenditure on education as percentage of total State expenditure (%)	
	Recurrent	Capital	Recurrent	Capital	Recurrent	Capital
2008	125,581	161,021	26,646	10,544	21	7
2009	120,565	177,771	27,297	8,887	23	5

13. In 2009, total actual expenditure on education sector was 71% of the total approved budget for education. The biggest difference was in capital expenditure account where only 51% of approved budget was actually spent compared to recurrent expenditure account where almost 81% of the approved budget was actually spent.

Figure 2.1 Lagos State budget and expenditure for education sector



14. The share of pre-primary and primary education in total public expenditure on education was 32% in 2009, while the share of secondary and tertiary education was 44% and 20%, respectively. The share of pre-primary and primary education, secondary and tertiary education in total recurrent expenditure on education was 35%, 38% and 22%, respectively.

Table 2.2 Recurrent budget and expenditure by type and level, including LGA allocation

Level	2008			2009		
	Personnel	Overheads	Total	Personnel	Overhead	Total
Primary, incl. pre-primary	13,759,600,065	1,087,249,182	14,846,849,247	13,664,666,899	695,400,000	14,360,066,899
Secondary, incl. technical and vocational	20,118,476,786	658,920,000	20,777,396,786	15,047,542,170	549,403,417	15,596,945,587
Tertiary	5,502,929,032	4,060,635,596	9,563,564,628	5,452,876,898	3,616,219,042	9,069,095,940
Central administration	460,953,727	1,521,984,455	1,982,938,182	415,313,925	1,288,601,964	1,703,915,889
Other programmes	121,025,558	69,270,500	190,296,058	105,738,365	62,638,605	168,376,970
Total	39,962,985,168	7,398,059,733	47,361,044,901	34,686,138,257	6,212,263,028	40,898,401,285

Table 2.3 Recurrent expenditure by LGEA, 2009 (in million Naira)

	Personnel ¹	Overheads ²	Total
AGEGE	935,811,433	14,376,000	950,187,433
AJEROMI IFELODUN	878,290,930	20,040,000	898,330,930
ALIMOSHO	988,952,623	18,600,000	1,007,552,623
AMUWO ODOFIN	437,511,259	15,144,000	452,655,259
APAPA	411,341,280	10,843,200	422,184,480
BADAGRY	604,018,467	15,705,600	619,724,067
EPE	575,459,647	21,916,800	597,376,447
ETI-OSA	351,502,182	15,156,000	366,658,182
IBEJU-LEKKI	231,416,138	12,868,800	244,284,938
IFAKO-IJAIYE	525,910,892	10,603,200	536,514,092
IKEJA	606,722,388	12,883,200	619,605,588
IKORODU	831,577,208	19,723,200	851,300,408
KOSOFE	966,882,578	15,163,200	982,045,778
LAGOS-ISLAND	488,690,397	13,257,600	501,947,997
LAGOS-MAINLAND	687,940,253	17,097,600	705,037,853
MUSHIN	1,057,472,068	21,312,000	1,078,784,068
OJO	604,724,343	15,103,200	619,827,543
OSHODI-ISOLO	794,233,938	20,433,600	814,667,538
SHOMOLU	810,367,729	14,078,400	824,446,129
SURULERE	812,933,625	21,772,800	834,706,425
TOTAL	13,601,759,379	326,078,400	13,927,837,779

¹ Local Government allocation to LGEA ; ² SUBEB allocation to LGEA

15. Total education expenditure per annum was N 36,553 per primary education pupil (including pre-primary) and N 37,898 per secondary education pupil.
16. The contribution of local governments to meeting the staffing costs of primary schools accounted for 33% of total recurrent expenditure on education in 2009.
17. The share of pre-primary and primary education in total capital expenditure on education was 15% in 2009, 71% in secondary education and 12% in tertiary education, respectively.

Table 2.4 Capital account budget and expenditure by levels of education

Levels	Budget	Expenditure
Pre-primary & primary	2,807,848,030	1,320,314,380
Secondary	10,789,651,970	6,338,264,275
Tertiary	3,125,201,007	1,063,066,660
Cross-cutting	503,600,000	90,675,132
Other Programmes	115,000,000	74,250,932
Total	17,341,301,007	8,886,571,379
LGA resources	Not available	Not available

18. The following capital budget and expenditure data were not available by LGA:

UBE Intervention Fund budget and expenditure
Local government and any other capital expenditure

19. In 2009, SUBEB received funds against 2006 and 2007 plans however only plans for 2006 were implemented. In total, N 1,153,979,727 was spent against 2006 plans in 2009.

Table 2.6 UBE Intervention Fund budget and expenditure

	Budget			Expenditure		
	Infra-structure	Instruction materials / furniture	Teacher training	Infra-structure	Instruction materials / furniture	Teacher training
Pre-primary	39,445,946	8,452,703	8,452,703	40,389,290	8,654,848	8,654,848
Primary	473,351,350	101,432,432	101,432,432	484,671,485	103,858,175	103,858,175
Junior secondary	276,121,621	59,168,919	59,168,919	282,725,033	60,583,936	60,583,936
Total	788,918,917	169,054,054	169,054,054	807,785,809	173,096,959	173,096,959

20. Apart from UBE-IF, Lagos State also spent N 321 million in 2009 on ETF projects. Actual expenditure was 90% of the budgeted amount in 2009.

Table 2.7 ETF budget and expenditure (in Naira)

	Budget	Expenditure
MOE	122,000,000	122,000,000
SUBEB	236,000,000	198,980,000
Tertiary institutions	0	0

21. The Accountant General's report, which is produced annually, captures information on budget and expenditure by MDAs. It however does not provide breakdown of budget and expenditure for the parastatals. Apart from that, Lagos SUBEB produces an annual budget report which contains information not only on State but also on Federal funds like ETF and UBE-IF.
22. 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

23. This chapter describes the main changes in governance and management that were undertaken to improve the effectiveness and efficiency of education service delivery.

Policy and strategy

Planning and management

Full roll-out of Lagos State Government Education Management System (LASGEMS)

24. In order to ensure effective planning and management of primary and secondary education in Lagos State, a memorandum of understanding (MoU) was signed in 2009 between Lagos State Government and Applied Services Limited (APPSERV), with necessary inputs from the Ministry of Justice. Additionally, the outstanding payment of N179m was paid to LASGEMS and a 3 day workshop was organised for high level policy makers to familiarise them on the web application of LASGEMS. In 2010, the balance of N90m due to LASGEMS will be cleared, and training workshops will be carried out for 318 public school managers on the LASGEMS web application, online registration of 56,348 SSCE students will be carried out and the same training will be provided to 8,000 private school managers. It is expected that the data on private schools in Lagos state will be released after clearing the outstanding payment to LASGEMS.

Institutionalisation of monitoring and evaluation (M&E) framework at SMOE/District/LGEA level

25. An effective M&E framework is important for good policy making and for regularisation and standardisation of the operations of the MDAs. In 2009, inspectorate headquarters and officers in education districts made use of existing M&E instruments, which still require improvement and development. In 2010, a uniform M&E framework for all MDAs will be finalised and approved for institutionalisation.

Pre-primary education policy

Improved access to ECCDE

26. In order to improve participation at the ECCDE level, the State government has extended its policy of free education to include this level. In 2009, in order to improve the attractiveness and quality of ECCDE, SUBEB:
- supplied necessary teaching and learning materials such as toys and audio materials
 - supplied plastic desks and chairs for pupils
 - refurbished the relevant infrastructure
 - established two model ECCDE schools to improve performance and to sensitise and encourage the participation of the private sector and philanthropists to support efforts at this level

- organised regular workshops and seminars for ECCDE teachers
- organised road shows and TV and radio advertisements to increase public awareness

27. All the activities for 2009 outlined above will be further pursued in 2010.

Basic education policy

Expansion of classroom infrastructure to improve the teaching-learning environment in schools

28. The quality of infrastructure is important for effective teaching and learning in schools. Hence, in 2009, a sum of N1.769 billion was approved for the construction/renovation of 37 blocks of classrooms, provision of furniture and general maintenance. An additional 31 blocks of classrooms were also scheduled for construction at the rate of N83m per block and another set of 6 blocks of classrooms to be renovated at the rate of N16m per block. However, due to poor performance of contracting firms none of these projects could be completed in 2009. Consequently, the priority for 2010 is to complete all ongoing projects, for which a sum of N536m has been approved.

Instituting School Development Grants and Conditional Cash Transfers to address equity issues

29. The Lagos Eko Secondary Education Project (Eko Project) is a partnership between the Lagos State Government and the World Bank. The emphasis of this four year project is on enhancing the educational performance of public school students. The project complements the State Government's efforts to improving the overall quality of education in Lagos State. Through this project, the State government is re-energizing secondary schools by providing extra funds of between N2-3.5million directly to each of the 620 junior and senior secondary schools including the State Technical Colleges. These funds are to augment what the schools currently receive. The funds will:

- enable schools to meet their particular needs towards enhancing students' performance
- facilitate effective teaching and learning as close attention and support will be provided to teachers' development
- empower public junior and senior secondary school leaders to take responsibility for what goes on in schools
- bring a sense of accountability across the education sector for the performance of students
- facilitate public private partnership in the State technical colleges to ensure they are relevant to the world of work and entrepreneurship

30. A new standardized assessment has been introduced to continuously monitor school performance. Performance rewards would be provided to schools with increased aggregate % score in English, Mathematics and Sciences.

31. A number of measures have been put in place to ensure that schools judiciously utilize their funds. For example, funds are made available to schools based on approved School Improvement Plan; there is a closer link between the schools and Education Districts through Zonal Project Administrators with the responsibility of managing & monitoring a cluster of about 8 -10 schools. Apart from increased students' performance, each school will also be measured against indicators such as teachers' attendance, community participation in schools, data collection and management and teachers participation in training.
32. Teachers development, continuous professional development and strengthen the capacity of the Education Districts are also major components of the project. Under the project, a Volunteer Teachers Scheme is being developed to further support teaching of core subjects in schools. Over 1,200 volunteer teachers have applied to be interviewed for the scheme.

Secondary education policy

Make senior secondary education more accessible and conducive

33. To make senior secondary education more accessible and the learning environment more conducive for students and teachers in Lagos State public schools, the government constructed a total of 20 new school buildings and renovated 165 existing schools in 2009. Also, eight new libraries have been constructed, over 166,000 tables, desks and chairs were ordered for students and teacher and free textbooks in core subjects have been distributed to students in senior secondary schools. In 2010, 126 new classrooms will be constructed, 526 classrooms will be renovated and all senior secondary schools will be provided with more functional laboratories and well-equipped libraries.

Enhance the implementation of the national curriculum in senior secondary schools

34. To enhance the implementation of the national curriculum as recommended by the National Council on Education, Lagos State Government reviewed the curriculum to produce the schemes of work. In 2009, the JSS 2 curriculum was reviewed and the schemes of work developed for 18 subjects which were printed and distributed to all public Junior Secondary Schools and made available to Private Schools. Also, a series of seminars/workshops were organized for teachers on the effective implementation of the new curriculum. In 2010, assessment of teachers in the use of the curriculum and schemes of work will be conducted. Also, there will be constant monitoring of teachers by the Quality Assurance Department in collaboration with the Curriculum Services Department to evaluate the use of schemes developed by the government. The curriculum for JSS3 will also be reviewed in 2010, and the schemes will be distributed to schools for the 2010/2011 Academic Session.

Technical and vocational education policy

Improve standard of performance of students and teachers in all TVE institutions

35. In order to improve the practical skills of the students, the State Government in 2009:
- spent over N10m on practical learning materials;

- free textbooks were distributed to 5000 students on English, mathematics, computer science, economics and biology;
- over N1m was spent on the supervision of students' industrial attachments
- 60 teaching staff and 15 management staff of technical colleges were trained in professional development.

36. It is planned that in 2010, 80 more teachers will be trained on new pedagogies of technology and techniques of teaching and learning; and additional funds will be allocated for the purchase of materials for practicals and the supervision of the students' industrial attachment programme.

Enhance access to technical and vocational education (TVE)

37. In 2009, the under listed were implemented to enhance access to TVE:

- a number of dilapidated buildings were renovated
- about 2500 sets of furniture were supplied to all five technical colleges
- 7 technical workshops and 9 laboratories were renovated and equipped

38. For 2010, it is proposed that a TVE forum will be organised to raise awareness amongst stakeholders on the importance of TVE. A system of career guidance will be introduced to link students to the world of work.

Enhance status and attractiveness of technical and vocational education

39. TVE is important to the economic development of the State. However, despite efforts to attract both students and teachers to TVE, it has remained unpopular. To make TVE more acceptable, the following measures were undertaken in 2009:

- policy of exempting students from payment for examination fees was sustained;
- 20 TVE teachers were sent to London for training as part of an exchange programme

40. In 2010, in order to attract teachers, it is proposed that there should be:

- an attractive salary structure
- a welfare package for teachers which includes a hazard allowance, car loan
- provision of scholarships for students enrolled in TVE

Making TVE an integral part of general education from SS1 to SS3

41. The purpose of integrating vocational education into general education at the secondary level is to enhance future career opportunities for students. The National Council on Education (NCE) has taken steps to make vocational education an integral part of general education from SS1 to SS3 as from 2011. In 2009, the Bill for the establishment of TVE was signed into law; the schemes of work for 35 trade subjects for senior secondary schools were reviewed.

42. In 2010, the Board for TVE was inaugurated.

Curriculum emphasis on acquisition of employment-friendly skills to create wealth

43. To tackle the problem of unemployment in Nigeria, NBTE developed a curriculum and accompanying teacher's guides to be used in technical colleges and polytechnics. In late 2009, the Curriculum Services Department received the schemes of work from NERDC to review 35 trade subjects for senior secondary schools in the state. In 2010, the review was carried out by teachers from technical schools in the State under the supervision of officers from the Curriculum Services Department. The findings of this review have been forwarded to the Federal Ministry of Education for approval and usage. It is planned that once approval is granted, the State government will implement the schemes for these 35 trade subjects from September 2011. Additionally fifteen skills acquisition centres were established by WAPA (Ministry of Women Affairs and Poverty Alleviation).

Tertiary education policy**Strengthen institutions' financial base by increasing internally generated revenue (IGR)**

44. In 2009, to meet increasing expenditure, the tertiary institutions in Lagos State were engaged in activities to increase their IGR base which hitherto remains quite low. There are plans in 2010 to raise the IGR base through:

- introduction of administrative charges
- exploring consultancy services
- embarking on an Endowment Fund drive
- holding exhibitions
- exploring opportunities for foreign and local research grants
- outreach programmes (sandwich, part time etc.)
- encouraging alumni associations to contribute more effectively

Enhance the physical environment and infrastructure of tertiary institutions

45. The State Government provided capital grants in 2009 for the physical development of tertiary institutions, although the release of these funds was delayed. In 2010, institutions will use capital grants from the government to carry out infrastructural development, beautification, perimeter fencing and proper landscaping of the institutions. Also, the private sector is being involved in the provision of additional infrastructure.

Improve quality of instruction and professional competency of teaching and non-teaching staff

46. As part of institutional efforts towards meeting the minimum standards prescribed by agencies (NUC, NCCE and NBTE), most of the teaching and non-teaching staff have undergone staff development programmes in 2009. It is planned that in 2010 regular staff development programmes will be made a policy issue. Also, there will be a review of curricula in order to align these with the needs and demands of employers.

To increase the level of intakes and broaden access for Lagos State indigenes in particular

47. The admission policy of the various tertiary institutions in Lagos State was reviewed in 2009 to create more access for Lagos State indigenes. However, for institutions located in suburban areas, the implementation of this policy could not be fully achieved. It is planned that in 2010, a special admissions drive and mobilisation will be pursued.

Adult literacy policy**Provide non-formal education for adults**

48. The aim of the Agency for Mass Education (AME) is to eradicate illiteracy among all Lagosians who have not benefited from a formal education. In 2009 the following activities were undertaken:

- An adult learners' competition was held in the subjects of English, Yoruba and Arithmetic as well as in current affairs to evaluate verbal and the numerical capabilities of the over 500 learners who took part.
- A literacy-by-radio programme (Cuba initiative) was introduced. The programme continues to be aired on EKO NIF twice a week. Over 3000 radio sets were purchased for distribution to learners of the programme state wide.
- Five new literacy centres were established.
- Two more vocational centres were established, catering to graduates of the basic literacy centres, the majority of whom are women.
- Over 50 continuing education centres (CECs) were established in addition to the existing 484 to cater for out of school boys, girls and adults.
- Monitoring of all the literacy centres and the CECs was carried out to ensure compliance with regulations.
- The agency presented over 5000 candidates from CECs for WAEC external examination.

49. For 2010, it is planned:

- To reach more of the illiterate population, mobilisation and sensitisation exercises will be carried out in rural communities in 5 LGAs (Badagry, Epe, Ibeju-Lekki, Ikorodu, Alimosho)
- Two new literacy centres will be established in each of the 20 LGAs in the state.
- Radio sets will be distributed to rural communities.
- 100 more CECs will be established to cater for out of school children.

Private education policy**Improve mechanisms for private school supervision**

50. In order to ensure that all private providers comply with regulations for the establishment of schools as laid down by the State, the State Government, in 2009:

- reviewed guidelines for establishment of private schools and forwarded them to the Ministry of Justice for legal interpretation

- introduced online registration of private schools in the state. To date 2,550 schools have registered (1750 approved and 800 unapproved)
- organised a short in-house seminar on monitoring procedures for officers of the Private Education Department
- monitored 1,420 schools across the six education districts
- granted approval to 92 schools having met the conditions stated in the guidelines
- granted special (temporary) permission to 101 schools to encourage registration
- closed down 8 schools due to various lapses observed during monitoring
- held 3 meetings with private schools association to update them on the prevailing government position on the operations of private schools in Lagos

51. For 2010, it is planned that the State would:

- procure at least one more monitoring vehicle to be able to cover at least 3000 schools
- organise seminars / workshops to equip monitoring officers with necessary skills for improved supervision
- produce and distribute guidelines on the establishment of schools
- facilitate the processing of approval applications online
- allocate neon signboard to approved schools that have maintained standard over the years
- provide annual award for outstanding schools

Public service reform and organisational development

Organisational development

Streamline institutions/departments/units to eliminate overlaps of functions

52. In order to improve the quality of service delivery in the education sector, a process review was carried out through:

- Transformation of Inspectorate Department into Quality Assurance Agency: The state has introduced a system of whole school evaluation for effective monitoring and supervision of schools replacing an old system of monitoring which was uncoordinated and conventional.
- Transformation of SUBEB through institutional review: SUBEB with support from ESSPIN is conducting an institutional review with a view to streamline the currently widely overlapping functions and responsibilities of departments and units.
- Review of administration of junior secondary schools: As there is no clear policy on administration of junior secondary schools, the government is planning to prepare a memorandum of understanding, in 2010, on the sharing of responsibilities between relevant education authorities as regards the administration of JSS.

Establish a policy formulating technical committee

53. In 2009, a policy formulating committee was established under the chairmanship of Her Excellency, the Deputy Governor of Lagos State. In 2010, the committee is expected to meet in order to address salient policy issues on education.

Human resource management and development**Reduce student failure rates through high quality teaching in high quality school environments**

54. In order to reduce the failure rate in the education system, the Education Resource Centre (ERC) has embarked on production and improvisation of instructional materials for primary, junior and senior secondary schools. In 2009 the ERC:

- printed over 800,000 posters and charts that were distributed to public junior and senior secondary schools
- trained 400 teachers on production and usage of instructional materials
- trained 25 teachers from private schools on capacity building and production of instructional materials
- trained teachers for children with special needs from Modupe Cole School
- organised mobile workshops for riverine areas in Epe and Ibeju –Lekki

55. For 2010, it is planned that the ERC will:

- train 600 teachers from junior secondary schools in all six education districts in Lagos State in self-production of instructional materials
- organise state festival of instructional materials which will showcase different instructional materials that are locally made
- embark on capacity building of teachers in all six districts in Lagos State
- continue with production of instructional posters and charts for use in secondary schools

Quality assurance**Establish a framework for monitoring learning achievement and measuring learning outcomes**

56. In 2009, series of meetings were held to develop criteria for Monitoring Learning Achievement and outcomes. In 2010, the PPR&S and Basic Education departments (Guidance & Counselling Unit) will develop instruments for monitoring learning achievement and measuring learning outcomes.

Reform the inspectorate and establish whole school evaluation

57. Whole School Evaluation is a shift from the traditional method of inspection, it involves school self evaluation as well as external evaluation. This has been necessitated by the need to evolve a well coordinated, globally acceptable system of inspection which is diagnostic and more student-centred and involves all stake holders. In 2009, 39 inspectors were trained by ESSPIN on quality assurance. In 2010, the State intends to extend the in-house training to the remaining officers and to school administrators. A training schedule has been prepared

up to December 2010 and forwarded to the Ministry of Education for information and necessary action.

Performance management and accountability

Improve budgetary outcome through adopting a performance management system

58. In order to eradicate loopholes in budget implementation, the budget performance needs to be reviewed regularly. Also, the quality of service delivered needs to be examined. In 2009, monthly budget was reviewed to ascertain the level of implementation in all agencies under education sector. In 2010 efforts will be made to ensure better budgetary performance in line with MTSS. It is planned that the Lagos State budget will be activity and performance based to show the detail of activities of different agencies. The present activity based budget will be improved upon with the introduction of the new departmental work plans. Furthermore, each MDA will have an internal budget performance monitoring team which will be responsible and accountable for lapses not identified or reported timely.

Increase parental and community involvement in the management of schools

59. The Social Mobilisation Department of SUBEB is responsible for fostering community involvement in school management. In 2009, School Based Management Committees (SBMCs) were established for cluster of schools. PTA executives in 5 COMPASS LGEAs (Ojo, Ikorodu, Eti-Osa, Alimosho, Oshodi-Isolo) were trained to enhance their capacity to support and contribute meaningfully to the development of physical infrastructure at the primary school level. Also, efforts were made to engage communities in the development of public schools, and as a result:

- At Oregun High School a school hall was donated by Day Star Church.
- Ikeja Lions Club donated a library at Opebi Primary School.
- Alhaji Sunmola donated school uniforms to pupils within primary schools in Kosofe LGEA.

60. It is planned that in 2010 guidelines for establishment and functioning of SBMCs will be finalised and put into use. With support from ESSPIN, several CSOs will also be trained who in turn will train members of these SBMCs.

Increase delegation of project management to schools

61. In order to reduce SUBEB's workload and to ensure that the projects are executed speedily and monitored appropriately, it was decided to delegate some responsibilities to the management of LGEAs and schools.

Chapter 4 – Outputs

Facilities

Classrooms

62. The total number of classrooms in primary schools in 2009/10 is 11,700 of which there are: 10,694 usable classrooms; 581 classrooms under construction; and 425 unusable classrooms. The total number of usable classrooms in junior secondary schools is 3,670, while the total number of usable classrooms in senior secondary schools is 3,763.
63. Table 4.1 reports on classroom characteristics by LGEA and by level of education. Total classrooms include usable as well as unusable classrooms and classrooms under construction.
64. The average pupil-classroom ratio is 42 in primary schools, 87 in junior secondary schools and 68 in senior secondary schools.
65. The share of classrooms in need of major repairs is 37% in primary schools, 42% in junior secondary schools and 32% in senior secondary schools
66. In primary schools, the percentage of classrooms with mud/earth floor is 4%, the percentage of classrooms with adequate seating arrangements is 39% and the percentage of classrooms with a good blackboard is 60%.

Water and sanitation

67. Table 4.2 reports on the water and sanitation facilities in schools:
- About 51% of primary schools have a source of potable water. The lowest percentage is found in Apapa LGEA (17%) and the highest percentage in Lagos-Mainland LGEA (93%). The corresponding percentage is 53% in junior secondary schools and 52% in senior secondary schools.
- Only 47% of primary schools have at least one functional toilet. The lowest percentage is found in Ajeromi Ifelodun LGEA (23%) and the highest percentage in Ikeja LGEA (87%). The corresponding percentage is 57% in junior secondary schools and 63% in senior secondary schools.
- On an average there are 58 pupil per functional toilet at the primary level, the corresponding number is 146 and 99 pupil for the junior and senior secondary levels respectively.

Table 4.1 Classrooms in Lagos 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 (%)
AGEGE	36	105	73	24	42	19	3	31	75
AJEROMI									
IFELODUN	69	128	75	46	29	24	4	37	56
ALIMOSHO	64	96	78	40	53	42	17	21	54
AMUWO ODOFIN	37	63	46	50	38	20	15	19	54
APAPA	44	97	67	38	48	41	0	36	63
BADAGRY	45	100	65	47	50	30	9	26	48
EPE	31	45	40	36	58	38	1	24	50
ETI-OSA	41	72	57	21	12	22	1	58	57
IBEJU-LEKKI	53	125	52	47	57	58	1	42	62
IFAKO-IJAIYE	42	89	63	44	6	17	6	35	56
IKEJA	28	58	65	25	30	3	7	59	74
IKORODU	55	99	70	46	50	32	0	24	79
KOSOFÉ	44	103	94	39	32	16	7	51	71
LAGOS-ISLAND	29	65	48	18	30	29	4	71	70
LAGOS-MAINLAND	32	58	54	25	61	49	2	42	54
MUSHIN	32	68	62	39	59	66	0	51	70
OJO	59	129	82	47	43	52	5	21	45
OSHODI-ISOLO	36	81	64	32	30	42	5	59	55
SHOMOLU	30	123	79	46	57	6	2	31	39
SURULERE	38	88	73	37	41	38	3	50	60
TOTAL	42	87	68	37	42	32	4	39	60

Textbooks and teaching-learning materials

68. 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.

Table 4.2 Water and sanitation characteristics in Lagos State schools

LGEA	Percentage of schools with potable water supply			Percentage of schools with at least one functional toilet			Pupils per functional toilet		
	PRY	JSS	SSS	PRY	JSS	SSS	PRY	JSS	SSS
AGEGE	52	100	63	34	50	63	46	240	103
AJEROMI									
IFELODUN	42	26	30	23	47	70	63	110	83
ALIMOSHO	36	62	45	28	71	60	82	246	195
AMUWO ODOFIN	40	21	28	40	53	67	60	128	45
APAPA	17	50	83	46	83	83	73	224	133
BADAGRY	68	62	62	32	62	54	87	147	109
EPE	39	54	54	27	38	46	49	147	27
ETI-OSA	41	37	33	74	74	73	60	95	67
IBEJU-LEKKI	53	56	67	58	22	33	64	79	41
IFAKO-IJAIYE	61	86	71	70	71	57	103	139	240
IKEJA	83	85	64	87	62	73	51	130	106
IKORODU	37	59	61	42	41	61	100	187	164
KOSOFE	67	69	69	79	77	77	68	133	140
LAGOS-ISLAND	50	20	10	78	50	90	39	67	32
LAGOS-MAINLAND	93	46	67	65	69	78	45	167	116
MUSHIN	38	63	92	47	56	58	34	128	85
OJO	37	47	47	24	53	40	137	149	114
OSHODI-ISOLO	59	44	50	52	68	55	39	140	131
SHOMOLU	42	89	75	50	44	75	50	212	169
SURULERE	68	52	40	56	62	70	53	121	107
TOTAL	51	53	52	47	57	63	58	146	99

Teachers

69. The total number of teachers in primary schools in 2009/10 is 13,776 of which:

193 are paid through the Federal Teachers Scheme

13,524 are paid by the LGA

59 are paid by the community / PTA or are volunteers

70. As shown in Table 4.3, 95% of teachers paid by the State and the Federal government have at least the minimum teaching qualification (NCE). As a whole, 95% of primary school teachers have at least the minimum teaching qualifications, while a further 4% have Grade II qualification and 1% have no qualifications.

71. The total number of teachers in 2009/10 in junior secondary schools is 9,481 of which 8,824 are paid by the State and 273 also teach in senior secondary schools. The total number of teachers in 2009/10 in senior secondary schools is 9,799, of which 9,640 are paid by the State.

Table 4.3 Percentage of primary teachers by salary source and teaching qualification

Salary source	Teaching qualification				
	None	Grade II	NCE	PGDE	BEd/MEd
Federal Government	3	2	69	6	21
Local Government	1	4	63	1	32
Community / Volunteer	16	7	70	2	5
Total	1	4	63	1	32

72. Table 4.4 reports on teacher characteristics by LGA and by level of education.

The average pupil-teacher ratio is 28 in primary schools, 34 in junior secondary schools and 26 in senior secondary schools.

The average pupil-qualified teacher ratio is 29 in primary schools, 35 in junior secondary schools and 29 in senior secondary schools.

In primary schools, the percentage of female teachers is 83%, while the percentage of teachers who attended a training workshop / seminar in 2009 is 37%.

Other outputs

73. The percentage of primary schools with school development plans is 55%. However, there are large differences between LGEAs, as the range varies between 10% in Shomolu LGEA and 96% in Badagry LGEA.

74. 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 59% 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 4.4 Teachers in Lagos State schools

LGEA	Pupil-teacher ratio			Pupil-qualified teacher ratio			Primary	
	PRY	JSS	SSS	PRY	JSS	SSS	Female teachers (%)	Teachers who received training (%)
AGEGE	22	39	22	23	42	23	86	51
AJEROMI IFELODUN	36	73	46	37	76	52	85	25
ALIMOSHO	36	28	22	37	29	23	92	35
AMUWO ODOFIN	33	28	22	34	29	25	85	55
APAPA	28	49	32	29	53	35	83	40
BADAGRY	36	40	32	38	41	35	64	30
EPE	30	34	21	36	36	22	62	32
ETI-OSA	39	38	32	42	40	40	69	61
IBEJU-LEKKI	46	46	29	57	47	29	48	52
IFAKO-IJAIYE	22	29	18	22	30	19	92	42
IKEJA	18	20	18	19	20	20	91	64
IKORODU	38	35	29	39	36	32	77	29
KOSOFE	25	33	26	25	34	28	89	13
LAGOS-ISLAND	21	40	30	23	42	35	76	64
LAGOS-MAINLAND	29	35	23	30	36	25	85	43
MUSHIN	21	28	25	22	29	28	85	29
OJO	34	44	32	35	45	33	86	37
OSHODI-ISOLO	25	25	22	25	26	22	89	39
SHOMOLU	20	42	34	21	44	37	83	25
SURULERE	22	42	34	23	44	38	87	26
AVERAGE	28	34	26	29	35	29	83	37

Chapter 5 – Outcomes

Participation

75. Table 5.1 presents public school enrolment levels from according to the school census:

- **Early childhood care and education.** During the school year 2009/10, there are 17,043 and 40,420 children enrolled in public kindergarten and nursery classes, respectively. The share of girls is 50%.
- **Primary education.** During the school year 2009/10, there are 189,033 boys and 198,548 girls enrolled. Compared to 2008/09, public primary education enrolment decreased by 17,258 children (or 4%). The share of girls is 51%.
- **Junior secondary education.** During the school year 2009/10, there are 156,187 boys and 163,996 girls enrolled. Compared to 2008/09, public junior secondary education enrolment decreased by 12,521 children (or 4%). The share of girls is 51%.
- **Senior secondary education.** During the school year 2009/10, there are 125,350 boys and 129,238 girls enrolled. Compared to 2008/09, public senior secondary education enrolment decreased by 2,384 children (or 1%). The share of girls is 51%.

Table 5.1 Enrolment in public schools in Lagos State

Level	2008-2009			2009-2010		
	Male	Female	Total	Male	Female	Total
Pre-primary	22,546	22,386	44,932	20,227	20,193	40,420
Primary	197,294	207,545	404,839	189,033	198,548	387,581
Junior secondary	161,918	170,786	332,704	156,187	163,996	320,183
Senior secondary	127,888	129,084	256,972	125,350	129,238	254,588

76. The level of enrolment in private schools is not known because the annual school census does not currently cover the private sector. For that reason, it is necessary to resort to surveys, which have the household rather than the school as a unit of measurement: in other words, enumerators visit houses and ask what the education status of all school-age children members of the household is. Table 5.2 presents gross and net attendance rates, from the most recent survey, the 2007 Multiple Indicator Cluster Survey (MICS). The net enrolment rate is 86% at the primary level and 52% at the junior secondary level.

Table 5.2 Gross and net enrolment rate in Lagos State, 2006 (%)

Level	Gross enrolment rate	Net enrolment rate
Primary	104	86
Junior secondary	95	52

Access and equity

77. **Intake rate.** According to the 2007 MICS, 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 of 6-year old children is 92% for boys and 130% for girls.

78. **Gender parity.** According to the 2007 MICS, the overall gender parity index of gross attendance rate is 1.1 at the primary level and is 0.8 at the junior secondary level suggesting a lower transition rate to junior secondary level for girls.
79. Children **with special needs.** According to the school census, over 2,200 children at the primary level and 800 children at the secondary level have a disability.

Table 5.3 Number of children with special needs by type of disability and level

	Visually impaired			Hearing impaired			Physically challenged			Mentally challenged		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Primary	49	27	76	593	513	1106	292	220	512	342	252	594
Junior secondary	22	17	39	66	67	133	92	57	149	14	16	30
Senior secondary	43	79	122	110	55	165	104	63	167	16	13	29
Total	71	44	115	659	580	1239	384	277	661	356	268	624

Internal efficiency

80. The survival rate, in other words the percentage of a cohort enrolled in the Class 1 in a given school year expected to reach a particular class, is 96% to PRY6.
81. 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 excluding the JSS1 repeaters, is 98%. The transition rate for girls was 3 percentage points lower than for boys.
82. The primary education 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 11 year olds (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 education gross completion rate was 149% for boys and 159% for girls.
83. Repetition rates are less than 1% at the primary level and the junior secondary level.

Learning

84. 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.
85. According to the 2006 CWIQ survey, the adult literacy rate is 90%: the respective rates are 95% for men and 85% for women.

Chapter 6 – Implications

86. On the basis of the evidence presented in the report the following conclusions can be drawn about the state of the education sector in Lagos State:

- There is a decrease in the enrolment rate due to establishment of more private schools
- A quality assurance framework is in progress
- Teachers and monitoring officers were trained on quality assurance
- Scheme of work was developed, printed and distributed to all public schools and made available to private schools
- The percentage of repeaters is low in the state
- Infrastructure and physical facilities improved extensively with increase in capital expenditure
- A major intervention in secondary school came through the Lagos Eko project to improve learning outcome
- The Annual School Census was conducted using enumerators for the first time
- There is effective utilisation of funds through improved budgeting and planning process
- Despite the fact that there were several needs to be met, only 51% of the allocated funds on education was actually spent.

87. No measures are yet available for many key targets but these will be forthcoming in 2010, including learning outcomes in schools, teacher quality and instruction materials.

88. The following observations will be used to focus work on the 2011-13 MTSS.

Finance

- In view of the fact that there are unmet needs at all levels of education, no allocated funds should be left unspent
- Improve the mechanism by which information on revenue and expenditure by local governments is captured
- SUBEB plans will be implemented as soon as funds are released

Planning and management

- Lagos State school administrators and managers need to be trained for the sustainability of the full roll-out of EMIS

Pre-primary education

- Improve access to pre-primary education

Basic education

- Implement policies to monitor performance of contractors handling construction projects in schools

- Infrastructure interventions (classrooms, water and sanitation) must be targeted to the LGAs with the greatest need
- Plans for the redeployment of teachers to reduce LGA disparities at all levels of schooling must be developed and implemented

Secondary education

- Strict implementation of plans for construction and renovation of classrooms, functional laboratories and well-equipped libraries, targeted towards LGAs with greatest need
- A follow-up assessment of teachers on effective implementation of the new JSS2 curriculum to be conducted
- The curriculum of all remaining levels of secondary education should be reviewed

Technical and vocational education

- More teachers of technical colleges need to be trained on new pedagogies of technology and techniques of teaching and learning
- Additional funds to be allocated for the purchase of materials for practicals and the supervision of the TVE students' industrial attachment programme.
- Introduce a system of career guidance to link students to the world of work
More advocacy to increase popularity of TVE and welfare package for TVE teachers

Tertiary education

- Encourage private contribution in infrastructural development of institutions
- Review curricula to make it demand driven

Adult literacy

- Establish more literacy centres in each of the twenty LGAs in the state

Private education

- Establish legal guidelines for the establishment of private schools
- Conduct private schools census

Public service reform and organizational development

- Transform Inspectorate Division into Quality Assurance Department
- Establish a clear policy on the administration of junior secondary schools
- Establish an internal budget performance monitoring team for each MDA
- Finalise and institutionalise guidelines for the establishment and functioning of SBMCs
- Empower LGEAs to execute UBE projects in line with government financial regulations
- 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 – MTSS monitoring indicators

This annex presents the 2010-12 MTSS indicators. It highlights the fact that a large number of indicators are weakly specified because they cannot currently be measured. The 2011-13 MTSS process needs to ensure that each indicator is relevant and measurable.

Table A1.1 MTSS indicators

Early childhood care and development education	Source	Baseline	Latest	Target (2012)
% Children aged 2-5 registered for ECCDE	ASC	...	...	...
% ECCDE centres with satisfactory facilities	Inspector's Report	...	...	...
% ECCDE teachers trained and qualified	TEPO	...	...	...
Number of children taking free meals	Survey	...	...	...
Basic education				
% Schools with satisfactory ratings for premises, equipment, facilities	ASC	...	...	...
Gross intake rate, PRY1	ASC	...	...	...
GER, PRY	Household survey	104	...	...
GER, JSS	Household survey	95	...	...
% Schools with active SBMC	Community Survey	...	...	...
% Schools with potable water, PRY	ASC	...	51	...
% Schools with sports facilities, PRY	ASC	...	...	...
% Students in poorest LGEAs with free meals		...	...	...
Number of inspector visits to remote schools	QA Bureau	...	...	...
Number of adults attending literacy centres		...	...	...
% Teachers with ICT qualification	TEPO	...	...	...
Student-teacher ratio, PRY	ASC	...	28	...
Student-core textbook ratio, PRY		...	...	...
Student-computer ratio, PRY		...	...	...
% Schools with a functional toilet, PRY	ASC	...	47	...
Number of complaints about schools	SUBEB	...	...	...
Number of qualified administrators	SUBEB and TEPO	...	...	...
Secondary education				
Transition rate, JSS → SSS		...	...	...
% Qualified teachers	ASC	...	...	...
Staff productivity		...	...	...
% Students achieving 5 credits at SSCE level		...	...	...
% Teachers, principals and students receiving merit awards	MOE	...	...	...
% Schools with individual SBMCs	ASC	...	...	...
Number of behavioural disorder incidents	Quarterly reports	...	...	...

Technical and vocational education				
Enrolment level in vocational schools		...	...	...
Performance of students in vocational schools	NABTEB	...	...	...
Assessment results for five colleges	Colleges	...	...	...
Student access to equipment and computers	Inspector reports	...	...	...
Student applications to TVE colleges	Colleges	...	...	...
% Qualified teachers & administrators	Inspector reports	...	...	...
Community/ employer support for TVE	Colleges	...	...	...
% Female enrolment in TVE		...	...	...
Tertiary education				
Number of student disciplinary actions	Institutions	...	...	...
Internally Generated Revenue (million Naira)	Institutions	...	...	...
% Research and consultancy services		...	...	...
% Alumni Associations		...	...	...
% Tuition		...	...	...
% Private sources		...	...	...
Premises quality rating	Special Projects Unit	...	...	...
% Staff with enhanced qualifications in past three years	Institutions	...	...	...
Number of complaints about performance of tertiary institutions	Institutions	...	...	...
% Students with access to computers	Institutions	...	...	...
% Students with special needs	Institutions	...	...	...
% Students with scholarships	Institutions	...	...	...
% Growth in applications by indigenes	Institutions	...	...	...
% Students in state institutions who are indigenes	MOE	...	...	...
% Growth in KVA generated from alternative power sources		...	...	...
% Students in exchange programmes		...	...	...
Number of degree-awarding institutions in the State	NUC/MOE	...	...	...

Annex B – Population assumptions

1. The population of Lagos State for 2009 by LGA has been estimated using:
 - the 2006 Lagos Population figures: by LGA and by age group
 - 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 LGAs would remain the same as in 2006
 - the share of each education age group would remain the same as in 2006

Figure B1 Lagos State population by age group

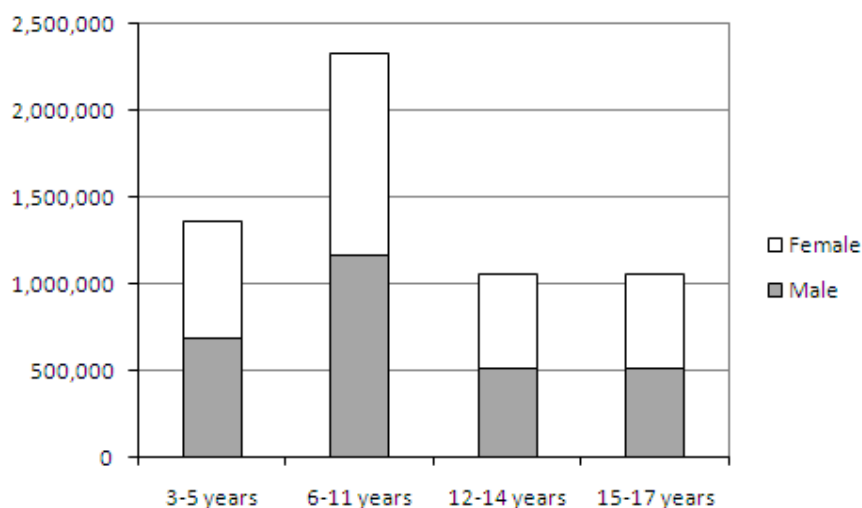


Table B1 Projected population by LGA

	Age group 6-11			Age group 12-14		
	Male	Female	Total	Male	Female	Total
AGEGE	71,667	64,700	136,673	31,646	30,177	62,053
AJEROMI IFELODUN	91,914	98,211	189,887	40,587	45,807	86,214
ALIMOSHO	139,673	130,742	270,818	61,676	60,979	122,958
AMUWO ODOFIN	38,233	30,907	69,453	16,883	14,416	31,533
APAPA	33,625	35,558	69,110	14,848	16,584	31,378
BADAGRY	23,806	26,634	50,329	10,512	12,422	22,851
EPE	19,479	23,499	42,816	8,601	10,960	19,440
ETI-OSA	58,443	72,231	130,117	25,807	33,689	59,077
IBEJU-LEKKI	6,302	6,890	13,169	2,783	3,214	5,979
IFAKO-IJAIYE	48,280	50,263	98,473	21,319	23,443	44,709
IKEJA	41,760	44,154	85,825	18,440	20,594	38,967
IKORODU	46,260	44,829	91,159	20,427	20,909	41,389
KOSOFE	67,006	56,178	123,648	29,588	26,202	56,139
LAGOS-ISLAND	58,659	54,929	113,757	25,902	25,619	51,648
LAGOS-MAINLAND	41,462	41,821	83,278	18,308	19,505	37,810
MUSHIN	86,901	87,956	174,834	38,373	41,024	79,379
OJO	64,485	59,871	124,562	28,475	27,924	56,554
OSHODI-ISOLO	65,395	85,521	150,099	28,877	39,887	68,149
SHOMOLU	65,694	70,095	135,622	29,008	32,693	61,576
SURULERE	88,708	79,485	168,596	39,171	37,073	76,547
TOTAL	1,157,750	1,164,474	2,322,224	511,231	543,120	1,054,350