Enugu State Ministry of Education

Annual Education Sector Performance Review

2013 Report

Contents

Preface

It is with a sense of responsibility that I present the annual report of the Enugu State education sector. The report reviews the performance of the sector for the year ended 2013. It is a synthesis of the efforts made by all those involved in the formulation and implementation of educational policies in the state. It looks at the funding and the expenditure.

The preparation of the AESPR involved extensive consultations with a wide range of stakeholders including government officials and Civil Society Organisations (CSOs). There was a stakeholder's forum to critique the draft report. Data was primarily sourced from the relevant education MDAs and the State Accountant General's report

 In preparing the report, extensive investigations were carried out. Based on the statistics, I can report to the good people of the state that the education sector has done well.

Worthy of note is that our state achieved this feat under the able leadership of His Excellency, Barr. Sullivan Iheanacho Chime. I thank the Governor and all those whose contributions have made our successes possible.

With the report, we renew the pledge we made on assumption of office to take education to greater heights. As always, the central goal of providing quality education driving from our amiable Governor's 4-point agenda remains high on the list of priorities.

As I present the report, I look forward to receiving feedback on the improvements that are needed. It is hoped that the issues raised in the report will provoke reactions and inspire initiatives that will help us arrive at practical steps that may change the face of education in our state. We expect that you will study the report diligently and bring us your recommendations.

As Vladimir Ilyicih Lenin said, "the best way to celebrate the anniversary of a great revolution is to concentrate attention on its unsolved problems". As can be seen from the report, we have still many problems, many details that need ironing out. Concerted efforts are needed to change what can be changed and correct what can be corrected.

Prof. U.C.Okoro
Honourable Commissioner
Ministry of Education
Enugu State

Abbreviations and Acronyms

AESPR	Annual Education Sector Performance Review
ASC	Annual School Census
CoE (T)	College of Education (Technical)
ECCDE	Early Childhood Care and Development Education
EFA	Education for All
EMIS	Education Management Information System
EMTDP	Enugu State Medium Term Development Plan
ENSUBEB	Enugu State Universal Basic Education Board
ESP	Education Strategic Plan
ESSPIN	Education Sector Support Programme in Nigeria
ESOP	Education Sector Operational Plan
ESUT	Enugu State University of Science and Technology
ETF	Education Trust Fund
FGN	Federal Government of Nigeria
FTS	Federal Teacher Scheme
GER	Gross Enrolment Rate
IMT	Institute of Management and Technology
JAAC	Joint Accounts Allocation Committee
JSS	Junior Secondary School
KPI	Key Performance Indicator
LGA	Local Government Area
LGEA	Local Government Education Authority
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goals
MoE	Ministry of Education
MTSS	Medium Term Sector Strategy
NABTEB	National Business and Technical Examination Board
NBS	National Bureau of Statistics
NCE	National Council on Education
NECO	National Examinations Council
NER	Net Enrolment Rate
PPSMB	Post Primary Schools Management Board
PRS	Planning, Research and Statistics (Department)
PRY	Primary
QMR	Quarterly Monitoring Report
SAME	State Agency for Mass Education
SBMC	School Based Management Committee
SIP	School Improvement Programme
SSS	Senior Secondary School
STVSMB	Science, Technical and Vocational Schools Management Board
TETF	Tertiary Education Trust Fund
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission

UMEC

WASSCE   West African Senior School Certificate Examination

WSE   Whole School Evaluation

QA   Quality Assurance

Executive Summary

Background:

The 2013 Annual Education Sector Performance Review report of Enugu State is a synthesis of the efforts made by all government Ministries, Departments and Agencies (MDAs) involved in the formulation and implementation of educational policies and programmes in the state. The report examines the funding and the expenditure of the sector for the year 2013. In preparing the report, extensive investigations were carried out based on the statistics provided by the relevant sources and evidence, as well as reports from education sector MDAs.

In 2010, a new design for reporting education sector performance was introduced with support from Education Sector Support Programme in Nigeria (ESSPIN). This was designed to improve the Quarterly Monitoring Reports (QMRs) and developed the Annual Education Sector Performance Review (AESPR) report. The AESPR is intended to provide information, analysis and data that could assist policy makers and educational planners in determining priorities, policy thrusts, targets and key performance indicators that could form the basis for Medium Term Sector Strategies (MTSS).

In formal terms, the purpose of this AESPR which is the fourth since its inception is to highlight achievements of the sector and identify areas of priority to inform the planning process. The report is evidence based covering information gathered from the Ministry, Departments and Agencies of the Sector. It outlines the performance assessment framework, inputs, processes adopted, outputs, outcomes, implications of sector performance for sustainable development and recommendations for moving the education sector forward.

Key Findings

Overall, there were some improvements in the education sector during the year under review. Although, the State Education sector budget dropped from 23.9% in 2012 to 19% in 2013, the sector had more external funding from UBEC, TETFund and international donor agencies. In the last three years, the Education sector has witnessed fluctuation   in budget allocations from the state.. In 2011, the education sector received 20.4% of the State total budget, in 2012 it increased to 23.9% and dropped to 19% in 2013. Despite the drop in the budget the sector has demonstrated good progress in basic education delivery which can be attributed to the reforms introduced.

FACILITIES

There has been steady increase in number of classrooms at the basic education level since 2011. In the 2011/12 school year the total number of classrooms was 6,707. Of this, 35.9% were in need of repairs. These numbers increased to 6,906 in 2012/13 and 66.5% of this were in need of major repairs. In 2013/14, the number increased to 7,015. Of this, 37.7% needed major repairs. The Pupil-Classroom-Ratio in 2012 was 47:1 38:1 in 2013 and decreased to 37:1 in 2014.

At the secondary level, the total number of classrooms in the 2011/12 school year was 3,726 out of which 21.5% was in need of major repairs. In 2012/13, there were 3,352 classrooms out of which 20.8% was in need of major repairs. In 2013/14, there were 4,063 classrooms out of which 20.5% was in need of major repairs.

There were also fluctuations in number of schools without portable water. In 2011/12, schools without portable water were 90.2% this decreased to 85.9% in 2012/13 and increased to 87.4% in 2013/14. At

Secondary level, 76% of schools were without portable water. In 2012/13, 79.4% was without water and in 2013/14, 83.3% was without portable water.

Schools without usable toilet equally fluctuated during the period under review. In 2011/12, public primary schools without usable toilets were 73.9% and dropped to 70.9% in 2012/13, further dropped to 64.6% in 2013/14. Pupil-Toilet-Ratio in 2011/12 was 231:1; in 2012 it was 254:1 while in 2013, it was 781:1. At secondary level, 46.7% of the schools were without usable toilets in 2011/12. In 2012/13, 44.3% had no toilets and in 2013/14, 51.6% had no useable toilet.

 In Public Primary schools there were 83.3% classes with insufficient seats in 2012 which decreased to 82.3% in 2013, and in 2014 it decreased further to 80.0%. At secondary level, 64.7% had insufficient seat in 2012. In 2013, 70.1% had insufficient seat and in 2014 80.0% also had insufficient seat.

Enrolment

The total enrolment of pupils in public primary schools steadily decreased from **239,235** in 2011/12 to **194,836** in 2012/13 to **187,495** in 2013/14. At secondary level, the enrolment in 2011/12 was **249,857.** This decreased to **177,514,** in 2012/13 and further decreased to 177,375 in 2013/14.

Teachers

 The number of teachers in public primary schools continued to fluctuate. In 2011/12 there were **11324** teachers which increased to **13,146** in 2012/13   and remain the same in 2013/14.
 In 2012, Pupil-Teacher-Ratio was 28:1, in 2013, it dropped to 20:1 and increased slightly to 1:21 in 201, it . At secondary level, the number of teachers from 9,346 in 2011/12, to 12,347 in 2012/13 and 13,976 in 2013/14 school year.

INTRODUCTION

1. The Annual Education Sector Performance Review (AESPR) commenced in 2010 with the production of a report to assess the implementation of key government strategies and activities and enhance subsequent planning for the sector.

2. Enugu State Education Delivery System is adapted from the National Policy on Education: Its major goal of strengthening the Human Resources Base through improvement of the quality of life for the populace is pursued through the state Government's 4-point Agenda (physical Infrastructure, Economic Expansion/Empowerment, Rural Development and Service Delivery/Good Governance).

3. Education as a basic social service falls under the 4th Agenda (service delivery/good governance) with emphasis on functional and relevant education among others. In accordance with the nation's vision 20-2020 programme, the state aspires towards economic development and self sufficiency by 2020. This report sets out to review the education sector performance in 2013 taking into account the State Government's inputs into education, the outputs, outcomes of the strategies and activities on the beneficiaries and impact on the socio-economic development of the state.

4. The Enugu State Government, under the leadership of His Excellency Barrister Sullivan Iheanacho Chime, is committed to the implementation of these medium and long term strategic plans for quality education service delivery.

5. In his second term's inaugural speech, the Governor emphasized monitoring of schools, promising to put in place an effective mechanism to guarantee maximum benefits in state schools. Furthermore, in his 2012 budget speech, he said, "Education remains every child's most prized possession." Consequently, the government is re-ordering its priorities and strategies aimed at providing quality education and ultimately producing graduates who can compete favourably with their peers nationally and globally. This was re-emphasized during the swearing in ceremony of the Enugu State Universal Basic Education Board (ENSUBEB) Chairman and members.

Some of the strategies and initiatives put in place by the State government to achieve quality education include:

*   Institutionalization and strengthening of the Quality Assurance (QA) system at all levels of Education.
*   Sustaining the School Improvement Programme (SIP).
*   Upgrading the carrying capacity of programmes in tertiary institutions, among others.

6. Others are the long–term Education Development Strategies (EDS) in which Monitoring and Evaluation were outlined to determine the level of progress/achievement, the Medium Term Development Plan (MTDP 2010-2013) both aimed at achieving the Education For All (EFA) and the Medium Term Sector Strategy (MTSS).

7. This AESPR is structured in six chapters aimed at presenting a systematic review of the performance of the education for the year 2013.

Chapter 1:   outlines the Performance Assessment Framework as articulated in the key state and sector policy documents and strategic plans.

Chapter 2:   presents analysis of the education sector funding and expenditures including budget allocations and interventions from national and international agencies.

Chapter 3:   highlights progress on strategies and main activities carried out by the various MDAs aimed at improving the quality of education service delivery at all levels of education.

Chapter 4:   discusses the Outputs which refer to the short term/immediate achievements pertaining to activities carried out.

Chapter 5:   presents the Outcomes which refer to medium-term effects and benefits of activities and outputs/achievements to learners and the education system.

Chapter 6:   reviews the above five chapters for the impacts, implications of key results and sector performance with a view to recommending ways and means of improving sector performance through strategic (evidence-based) planning, effective implementation strategies to ensure sustainable development of education sector.

8. In conclusion, this report aims at enhancing the planning process from a result-based management perspective. Its structure links programme implementation (inputs-activities-outputs) with sector performance (outputs-impacts) using measurement indicators (statistical data and evidences) for analysis and evaluation.

9. These indicators describe ways and means of assessing resources utilised (inputs) and progress on implementation of activities (e. g teacher training reforms, training of Education Quality Assurance evaluators) to produce short to medium-term results – outputs (e. g; teacher quality, trained Quality Assurance Evaluators). These are believed to be the key stepping stones for achieving medium to long-term results – outcomes and impacts.

CHAPTER ONE: PERFORMANCE ASSESSMENT FRAMEWORK

10. Enugu state has 13 Education Ministry, Departments and Agencies (MDAs). The Ministry of Education is responsible for policy development, coordination and supervision. The MDA are:

- Enugu State Universal Basic Education Board (ENSUBEB) is in-charge of all the public primary schools.
- Post Primary Schools Management Board (PPSMB), Enugu oversees the junior and senior secondary schools.
- Science, Technical, Vocational Schools Management Board (STVSMB) manages all technical, science and vocational schools and colleges.
- Enugu State operates rearticulated system of secondary education.
- Enugu State State Library Board,
- Enugu State State Agency for Mass Education (SAME)
- Enugu State Education Scholarship and Loans Board (ESESLB)
- Special Schools at Oji and Ogbete are all under various departments of the Ministry of Education.
- Education Resources Centre (ERC)
- Examination Development centre (EDC)
- Enugu State University of Science and Technology, (ESUT),
- Institutes of Management and Technology (IMT), Enugu and the
- Enugu State College of Education (Technical) (ESCET)

11. The Government of Enugu State gives priority to the provision of quality education in the state. The major educational goal of the state is to strengthen its human resource base and improve the quality of life for the entire people. This goal is pursued through the educational development agenda of the state government which emphasizes functional and relevant education. This agenda also relates to the state's vision which is: *"To be among the first four most economically developed and self-sufficient states in Nigeria by 2020", which is in line with the nation's vision 20: 2020.*

12. Enugu state is wholly committed to the achievement of Education For All (EFA) and the Millennium Development Goals (MDGs), which are driving the nation's focus on provision of quality and functional education.

13. Following a series of consultations and stakeholders' meetings, the Enugu State Ministry of Education with the support of UNICEF developed a draft copy of the comprehensive strategy document, called the 'State Education Sector Plan (SESP) 2011-2020'.

14. The implementation of the SESP enabled the Ministry of Education to attain the State Economic Empowerment Development Strategy (SEEDS) policy targets for education to some extent. Prior to the development of the SESP, educational reforms in the state were based on the National Policy on Education and National Economic Empowerment Development Strategies (NEEDS), targeting holistic institutional implementation. The State also embarked on some other development plans; the Enugu State Medium Term Development Plan (EMTDP), 2010 -2013; the development of a 10 year Strategic Education Sector Plan (SESP) 2011- 2020; the State Education Sector Operational Plan

(SESOP) 2011 – 2013. The 2011-2013 MTSS was drawn from all of these plans, articulating goals and objectives as well as targets and activities that are key to the delivery of the state education development agenda. The Enugu State 2013 Education sector Budget was informed by the 2011-2013 MTSS report.

Enugu State Medium Term Development Plan: 2010-2013 (EMTDP)

15. Education in the public and private sectors faced some challenges due to unstable government policies, inadequate funding which led to poor motivation for teaching and non-teaching staff, inadequate monitoring/supervision and poor regulation of private schools.

16. The EMTDP, which was anchored on the government's 4– point agenda (physical infrastructure, economic expansion and employment, rural development, service delivery and good governance), therefore aims at addressing these development challenges. It also articulated development goals of the State for the 3-year period,2010-2013 and provided key performance indicators (KPIs) for assessment.

17. In line with the MDGs, the priority policy objectives of the 2010-13 EMTDP for the education sector, which also aimed at delivering the ESP, are:

- Enhanced and unfettered access to education by all children of school age and reduce incidence of school dropout.
- Improved quality of basic education
- Enhanced functional technical, vocational and entrepreneurial education for job creation and poverty reduction
- Improved quality of tertiary education.

18. The EMTDP also articulated the policy thrust and strategies of the education sector, which became the basis for further strategic planning and implementation of strategies and activities in the sector. Some of these are presented below:

- Construction and rehabilitation of primary and post primary schools
- Adequate subvention to primary and post primary institutions
- Effective implementation of the Universal Basic Education Programme
- Strengthening of the inspectorate functions of the sector
- Promotion of early childhood care education
- Improvement of the information database on education
- Encouraging public-private- partnership on education
- Provision of scholarship to deserving students
- Additional recruitment and training of teachers
- Enhancing the management of State-owned tertiary institutions
- Improving the supply of materials and equipment to state owned tertiary institutions

Medium Term Sector Strategies (MTSS) 2011 - 2013

19. The Enugu State education sector MTSS was developed to further intensify the strategic planning process of the education sector. It was structured into 7 strategic goals representing the various sub-sectors. These goals are broken down into related objectives to set targets and determine appropriate key performance indicators (KPIs) to facilitate or guide performance measurement.

20. Activities were identified, prioritised with costs to inform activity and result-based budgeting. Therefore, the education sector performance assessment is based on the MTSS strategic framework, which sets the sector goals, objectives and targets as well as KPIs for measurement. The seven goals and their associated objectives and targets with their KPIs are presented in the table below

Goals, and targets	Key performance indicator
A. PROVIDE SUSTAINABLE QUALITY COMPULSORY BASIC EDUCATION TO ALL CHILDREN OF SCHOOL AGE	
A1. Provide adequate access to quality pre-primary education for children aged 4-5 years	Pre-primary education gross enrolment rate
A1.1 30% of public primary schools have adequately equipped and staffed pre-primary sections by 2013	Percentage of public primary schools with an established pre-primary section
A1.2 30% of pre-primary school teachers receive in-service training	Percentage of pre-primary school teachers who received in-service training in the past 12 months
A2. Provide adequate access to quality primary education for children aged 6-11 years	Primary education gross enrolment rate
A2.1 80% of public primary schools adequately staffed and equipped by 2013	Percentage of schools with pupil teacher ratio less than 35 Percentage of public primary school classrooms with adequate seating arrangements
A3. Provide adequate access to quality Junior secondary education to children completing primary education	Junior secondary education gross enrolment rate
A3.1 All public junior secondary schools have adequate infrastructure, facilities by 2013	Percentage of junior secondary school children with 4 core textbooks
B. PROVIDE FUNCTIONAL SENIOR SECONDARY AND TECHNICAL AND VOCATIONAL EDUCATION FOR SKILLS ACQUISITION	
B1. Improve learning outcomes of SSS students	
B1.1 70% passing out of public SS Schools obtain Credits in at least 5 subjects (including English & Mathematics) in SSCE	Percentage of public SSS students passing with 5 credits and above including English and Mathematics
B1.2 All public SS schools have adequate infrastructure, facilities and qualified staff	Pupil functional toilet ratio at the secondary level
B1.3 30% of public SSS teachers receive in-service training annually	Percentage of secondary school teachers who received in-service training in the past 12 months
B2 To provide access to education for children with special educational needs	
B2.1 100% increase in the infrastructure, facilities and instructors in the existing State Special Education Schools by 2013	Number of students enrolled in special education schools
B3. Expand access to quality Technical and Vocational Education	
B3.1 Existing 20 State TVE colleges have adequate facilities and qualified instructors for 100% increase in enrolment	Pupil qualified teacher/instructor ratio in 20 TVE colleges. Total enrolment in 20 TVE colleges
C. DEVELOP SUSTAINABLE, EFFICIENT, QUALITATIVE HIGHER EDUCATION THAT MEETS THE DEVELOPMENTAL AND EMPLOYMENT NEEDS OF THE STATE.	
C1. Provide opportunities to unhindered access to quality tertiary education for indigent and deserving scholars	Number of tertiary education students per 100,000 inhabitants

C1.1 50 State scholarship awards granted to indigent and deserving scholars	Number of scholarships awarded
C1.2 SFLB capacity fully developed and functional	Measures undertaken to make Scholarship Board functional
C2. Make higher education relevant to needs of state and society	
C2.1 NCCE curriculum to be reviewed and upgraded to meet labour needs	NCCE curriculum reviewed and operationalised
C2.2 Increase student enrolment by 60% by 2013	Number of students in COE
C2.3 Develop College of Education infrastructure and equipment by 2013	
C2.4 Enhance qualitative education delivery through 50% staff development	Percentage of staff that received sponsorship for professional development
C3. Develop and enhance the carrying capacity of ESUT	Total number of students in ESUT
C3.1 Increase internally generated revenue from 70% to 90%	Percentage of internally generated revenue in total revenue
C3.2 Improve teaching and learning by 50% through infrastructural development	
C3.3 Increase equipment capacity in 4 laboratories	
C4A. Make IMT education relevant to needs of State and society	
C4A.1 NTBE 2005 Curriculum for IMT Enugu revised and upgraded	NTBE curriculum reviewed and operational
C4A.2 Ensure capacity building of 50% of the academic staff on teaching skills	Percentage of academic staff that received sponsorship for professional development
C4A.3 All new IMT Students to undertake courses in peace & conflict resolution studies and entrepreneurial studies	Percentage of IMT students who attended peace & conflict resolution studies and entrepreneurial studies course
C4B. To improve the carrying capacity of the IMT	Total number of students in IMT
C4B.1 Improve and upgrade dilapidated structures in IMT	
C4B.2 Improvement of IMT learning environment	
D. PROVIDE FUNCTIONAL CONTINUING EDUCATION PROGRAMS FOR ADULTS, YOUTHS AND CHILDREN WITH SPECIAL NEEDS	
D1. Ensure that out-of-school youths and adults have access to functional non-formal adult education and skills acquisition	
D1.1 100% increase in access to functional non-formal adult education and skills acquisition programmes by 2013	Total enrolment in adult non-formal education and skill acquisition centres
D1.2 All non-formal adult education and Skills acquisition Centres have adequate facilities and qualified instructors	Number of functional adult literacy and skill acquisition centres
D1.3 Establish functional public libraries in the 17 LGAs	Number of functional public libraries
D1.4 Establish and sustain a quality and conducive working environment at SAME	
D1.5 Streamline all programmes and activities of the Agency for proper coordination and for effectiveness	
D2. Empower adults, youths and children with special educational needs with life skills that will enable them become self reliant	
D2.1 Wood and related craft centres established and equipped in 17 LGAs by 2013	Number of functional wood and craftwork centres
D2.2 Introduction of vocational improvement and managerial courses for out of school youths and adults	Total enrolment in vocational improvement and managerial courses
D2.3 Train 90% facilitators, and instructors in the State's non-formal & special education centres	Percentage of adult / NFE facilitators trained
E. ENHANCE THE EFFICIENCY AND EFFECTIVE PROVISION AND UTILIZATION OF FUNDS FOR THE DELIVERY OF POLICY DEVELOPMENT, PLANNING & MANAGEMENT OF THE STATE EDUCATION SYSTEM	
E1. To develop and sustain a process or mechanism for quality	

policy development and ensuring effective policy implementation	
E1.1 Develop policies targeted at effective implementation of teacher professional development, quality assurance, education funding and monitoring compliance by end of 2011	Policies based on State priorities and needs
E2. Develop and use credible, strategic, operational and annual implementation plans for sustainable and organized development of the state education system	
E2.1 Develop and implement realistic 2011-2013 MTSS and 2012 MDAs and Departmental annual work plans	Percentage of MDAs with departmental work plan
E2.2 Ensure accurate and timely data for effective planning and management of the Education Sector from 2011 to 2013	Date of publication of 2010-11 school census report
E3. Improve management efficiency and education service delivery	
E3.1 Streamline Board appointments in education MDAs and harmonize their roles and responsibilities with career civil servants	
E3.2 Streamline and harmonize the functions of education MDAs	
E3.3 Increase the number of qualified staff in MDAs by 10% in 2011 and 5% annually in 2012 and 2013	
E3.4 Support PPSMB to establish Senior Secondary Schools with adequate infrastructure and facilities to Public Secondary Schools	Gross enrolment rate at senior secondary level
E3.5 MoE Support the agencies to improve their capacity and functionality by 2013	
E4. To make adequate budgetary provisions for the education sector projects and programmes and ensure timely release of funds in line with budgetary provisions	Share of education sector in total State expenditure
E4.1 Achieve 80% implementation of planned activities and projects of the MTSS from 2011 -2013	Ratio of MTSS Year 1 to budget allocation
E4.2 Proper classification and documentation of revenue collected under the education sector	Report on education sector revenue classified by source
E5. Ensure funds released are effectively and efficiently utilized	
E5.1 strengthen the Financial / Fund Monitoring unit within the Ministry & its Agencies for tracking Budget expenditure	Percentage deviation between budgeted amount and actual expenditure
E5.2 Monthly rendition of expenditure returns on the use of released funds	Number of months for which a rendition of expenditure on use of released funds was produced
E5.3 Liaise with relevant government agencies in strengthening their M&E units with respect to use of released funds	Date of publishing AESPR
F. ESTABLISH AN EFFECTIVE AND EFFICIENT QUALITY ASSURANCE SYSTEM THAT WILL GUARANTEE QUALITY LEARNING OUTCOMES AT ALL LEVELS OF EDUCATION	
F1. Establish and sustain an effective M&E system to enhance and maintain standards of education service delivery in the State	
F1.1 A functional, autonomous Enugu State Education Quality Assurance Service (SEQAS) established by 2012	Number of schools evaluated by SEQAS
F1.2 All 3000 public and private primary and secondary schools evaluated and reported on using WSE approach annually	Percentage of schools evaluated for which a report was produced
G. ENSURE ADEQUATE FINANCIAL PROVISIONS ARE MADE FOR EXISTING PERSONNEL AND CROSS-CUTTING OVERHEAD COSTS	
G1. Ensure all existing personnel cost commitments are fully budgeted for and promptly met	
G1.1 All employees of the education MDAs duly and timely receive their salaries and other emoluments	Percentage of personnel budget allocation released
G2. Ensure efficient and effective operations of education MDAs	
G2.1 All utilities and maintenance requirements of all education MDAs are effectively met	Percentage of overheads budget allocation released

Tis report thus provides a performance assessment of the education sector for 2013 based on the set targets and KPIs to achieve the sector goals and objectives. This includes analysis of budget utilisation (releases and expenditures), progress on implementation of strategies and activities (departmental work plans), outputs and outcomes (achievements and results).

Chapter Two: Inputs (Sector Funding and Expenditures)

21. This chapter describes the resources allocated from all sources, released and spent by the education sector. Overall, the budgetary resources allotted to the sector continued to reflect the priority placed on education by the Government of Enugu State.

22. Education in Enugu State is funded from three major sources. These are the government, private sources and missions.

23. The government sources include the federal, the state and the local governments; while the private sources include private individuals, community participation (School Based Management Committee- SBMC) and International partners/donors such as the UK department for international Development through ESSPIN and UNICEF.

24. Mission's funding mainly comes from Anglican, Roman Catholic, Methodist Churches and other churches.

25. The State government funding is through annual budget allocations to MDAs.

26. The LGAs pay salaries of primary school teachers and facilitators of Adult and Non-formal Education. The Federal government funding comes through its agencies such as Education Trust Fund (ETF), Universal Basic Education Commission (UBEC), National Mass Education Commission NMEC, and Tertiary Education Trust Fund (TETFUND).

27. The total state budget to Education sector for the 2013 fiscal year was sixteen billion, two hundred and fifteen million, three hundred and eighteen thousand, one hundred and two naira (N**16, 215,318,102).** In the last three years (2011-2013) the education sector has witnessed tremendous changes in the budget allocations.

28. In 2011, the state allocated 20% of its total budget to the education sector, this increased to 24% in 2012 and dropped to 19% in 2013. There was therefore, 5% decrease in the state education budget over the 2012 budget. Figure 2.1 below illustrates the size of the state education sector budget from 2011 to 2013. **COMPARING THE STATE BUDGET AND MTSS PLAN**

29. During the 2013 financial year the total MTSS cost was 67.4% higher than the State Budget. This was as a result of non-inclusion of education sector staff salaries in the budget but was captured in the MTSS (including primary school teachers' salaries).

30. The share of the edu**cation sector budget was 19% of the total** state budget. The MTSS also captured the expectation of the staff of the education sector on 18% minimum wage increment of salaries across all grade levels.

Table 2:1 the State and MTSS Budget 2011-2013

Year	State Budget for Education			Education MTSS		
	Recurrent	Capital	Total	Personnel	Capital /overhead	Total
2011	9,527,879,472	4,061,278,000	13,589,157,472	14,526,094,611	6,799,250,653	21,325,345,264
2012	12,855,316,090	5,439,430,000	18,294,746,090	15,978,704,610	7,225,282,550	23,203,987,160
2013	12,789,624,102	3,425,694,000	16,215,318,102	17,576,574,904	6,471,887,681	24,048,462,585

Figure 2:1   Chart comparing the 2011-2013 State and MTSS budget
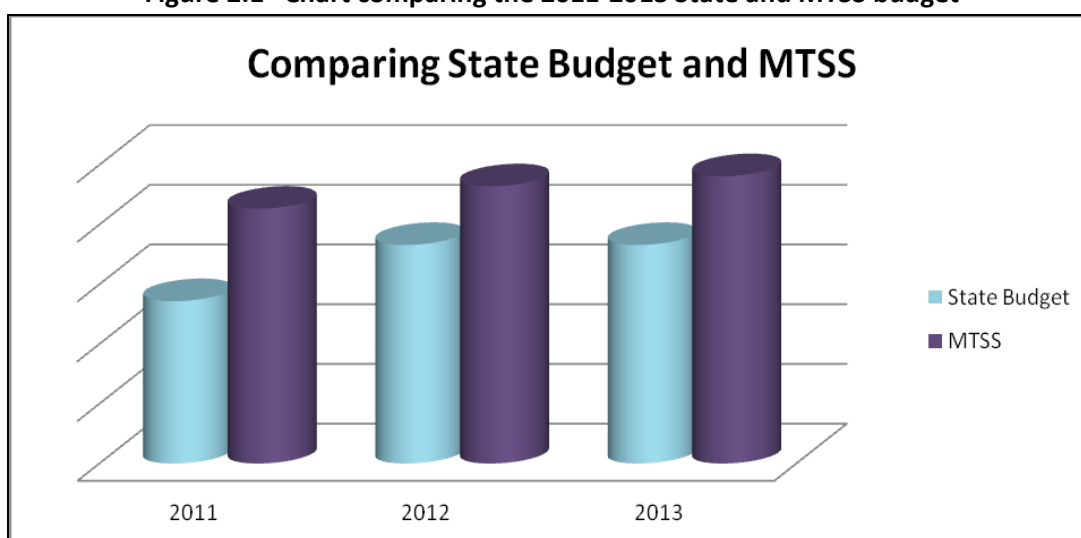
The wide margin between the State Recurrent budget for the education sector (N12, 789,624,102) and the MTSS (Personnel: N17, 576,574,904) was due to anticipation that the state government would increase wages of all staff to meet the 18% minimum wage for all grade levels.

The personnel cost for the education sector in 2013 was 47% and the overhead budget was 15%. *Note that this analysis does not include Local Government budget on education especially the payment of teachers' salaries from the State and Local Governments' Joint Account Allocation Committee (JAAC) account.*

Table 2.2: Percentage of Education Budget from the total state Budget

Year	State Budget	Education Budget	% of Education Budget to total State Budget
2011	66,626,333,655	13,589,157,473	20.4%
2012	76,459,739,776	18,294,746,090	23.9%
2013	83,773,203,408	16,215,318,102	19%
2014	93,748,000,000	17,131,855,635	18.3%

Table 2.3: Financial Trend of Education Budget

Education by subsector	2011 Approved Budget	2011 Actual Expenditure	2012 Approved Budget	2012 Actual Expenditure	2013 Approved Budget	2013 Actual Expenditure
Education Expenditure	23,474,490,833	10,387,756,585	30,002,560,429	19,588,973,427	68,525,972,781	22,070,133,317
Admin Expenditure	319,281,200	447,842,876	243,393,040	221,401,323	283,982,642	188,564,899
Other education programmes	19,668,000	160,519,221	17,608,240	53,096,773	274,091,315	261,408,915
Personnel	21,056,129,657	9,474,086,284	21,076,788,309	18,679,726,017	23,450,958,432	21,274,794,784
Of which Basic	20,034,626,764	8,338,368,899	19,147,122,870	16,858,236,706	20,714,547,020	18,938,446,128
of which Teaching	19,684,899,496	8,119,653,118	18,746,557,698	16,587,186,813	19,261,831,268	18,662,948,923
of which Non-Teaching	349,727,267	218,715,780	400,565,172	271,049,894	1,452,715,752	275,497,205
Of which Secondary	781,502,893	16,894,280	889,665,439	395,328,704	1,296,411,412	407,055,938
of which Teaching	781,502,893	10,138,568	889,665,439	236,395,758	1,296,411,412	240,234,418
of which Non-Teaching	0	6,755,712	0	158,932,946	0	166,821,519
Of which Tertiary	240,000,000	1,118,823,105	1,040,000,000	1,426,160,607	1,440,000,000	1,929,292,719
of which Teaching	240,000,000	1,118,823,105	1,040,000,000	1,426,160,607	1,440,000,000	1,929,292,719
of which Non-Teaching	0	0	0	0	0	0
Admin- Personnel	135,600,000	304,897,676	57,500,000	49,408,283	75,369,272	62,828,046
Other education programmes- Personnel	0	32,423,215	0	7,191,295	0	7,524,700
Overheads	200,170,176	222,047,966	162,513,120	34,613,856	538,128,072	287,170,415
Of which Basic	1,057,176	1,057,176	1,154,800	1,154,800	203,008,800	203,008,800
Of which Secondary	187,113,000	209,399,678	143,508,320	17,085,756	289,369,272	57,760,446
Of which Tertiary	12,000,000	11,591,112	17,850,000	16,373,300	45,750,000	26,401,169
Amin Overheads	138,681,200	90,563,201	135,893,040	51,564,040	148,613,370	71,366,320
Other education programmes- Overheads	18,330,000	126,758,006	16,370,240	44,667,478	79,091,315	88,884,215
Capital	2,218,191,000	691,622,336	8,763,259,000	874,633,554	44,536,886,277	508,168,118
Of which Basic	1,048,852,000	280,778,451	2,284,429,000	225,614,411	5,623,948,000	367,224,882
Of which Secondary	520,439,000	44,114,041	5,439,430,000	107,606,366	37,839,038,277	0
Of which Tertiary	648,900,000	366,729,844	1,039,400,000	541,412,777	1,073,900,000	140,943,236
Admin Capital	45,000,000	52,381,999	50,000,000	120,429,000	60,000,000	54,370,533
Other education programmes- Capital	1,338,000	1,338,000	1,238,000	1,238,000	195,000,000	165,000,000
Total Education Sector EXPENDITURE	23,813,440,033	10,996,118,683	30,263,561,709	19,863,471,523	69,084,046,739	22,520,107,132

Table 2.2 shows details of the education budget allocations to various sub-sectors and education level from the state government. The total funding in this table includes public primary schools teaching and non-teaching staff salaries and overhead (JAAC), UBEC-grant and TPD, ETF, TETFund and State budget to the education sectors. The total funding to the Education sector from all sources in 2013 was more than twice the 2012 value, while total sector funding was lowest in 2011. This represents an increasing trend in education sector funding. Though the proportion of state education sector budget declined from 24% in 2012 to 19% of total state budget in 2013, this was augmented by other sources of funding such as the state and LGs' JAAC arrears from the defunct ETF, TETFund and UBEC counterpart funds to the State education sector.

31. In the last three years the education sector expenditure has continued to increase;, in 2012, there was 16% increase and 5% increase in 2013. From 2011 to 2013, the state education sector expenditure has increased by 21%. This shows a similar trend to the total education sector funding.

32. However, the Education sector has witnessed an irregular trend in the state education sector budget, while the expenditures have shown gradual decrease in the last three years. In 2011, the education sector had 20.4% of the State total budget; in2012, it increased to 23.9% and dropped to 19% in 2013. Table 2.3 and Figure 2.3 below show Enugu State Government approved budgets for the education sector and actual expenditures from 2011 to 2013.

Table 2.3: Enugu State Budget and Expenditure from 2011 to 2013

2011		2012		2013	
Approved Budget	Expenditure	Approved Budget	Expenditure	Approved Budget	Expenditure
16,680,850,069	10,653,736,952	18,294,746,090	10,027,858,096	16,353,079,334	8,553,769,445.48

This figures are gathered from the State Accountant General Report and the Education QMR

Figure 2.3 Graph showing the total State education budget and expenditure
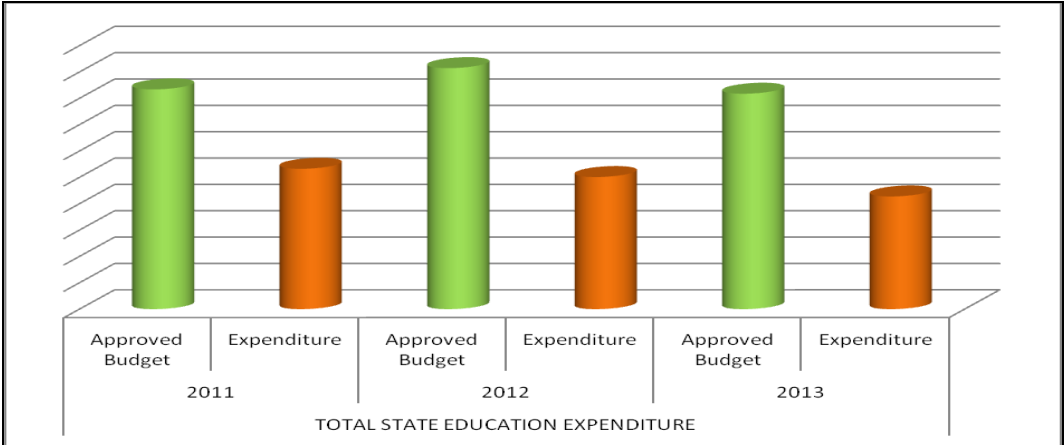
Chapter Three: Processes (Strategies and main activities)

33. The chapter evaluates activities that were implemented in 2013 in the entire education sector MDAs. It describes the progress toward implementation of priority activities and programmes planned in the MTSS and funded by the budget. Details of implementation are presented under relevant sub-sectors.

34. This chapter links resources in terms of funding and interventions committed into the education sector with achievements and results (outputs and outcomes).

35. The Medium Term Sector Strategy (MTSS) Plan was developed to capture all aspects of education. It was structured to reflect the five major goals of the sector, with each goal addressing each of five sub-sectors, namely Basic education, Post Primary education, Tertiary education, Quality Assurance and Policy, Planning & Management.

36. As part of the Education Sector's efforts to improve quality of education and thereby enhance pupils' learning achievements/outcomes, the following activities were implemented as planned in the 2011 – 2013 MTSS and funded by the approved 2013 budget.

The Basic Education Sector

37. The Basic Education sub-sector is made of the Early Childhood Care and Development Education (ECCDE) / Pre-Primary education, Primary and Junior Secondary education. The junior secondary schools are jointly managed by PPSMB, STVSMB and ENSUBEB.

38. The main goal of basic education is to **provide sustainable, quality and compulsory Basic Education to all children of school age.** Activities were planned and implemented to address the priority areas of the Basic Education Sub-sector during the 2013 financial year. These include:

- Advocacy visits carried out in the one thousand, two hundred and nineteen (**1,219**) public primary schools on the need to revitalize the reading culture among pupils.

- Monitoring and mentoring of head teachers and teachers in 91 public primary schools to improve the teaching methods and utilization of teaching materials

- Monitoring of UBEC 2007/08 projects in 45 schools in Udi, 18 schools in Nkanu West and 21 Schools in Aninri LGAs to ascertain the progress and completion of the projects.

- Draft 2014-2016 ENSUBEB Strategic Plan reviewed with ESSPIN providing technical support.

- Conduct of supervision and monitoring of 7 Government and 5 Private special schools across the State. The outcome has prompted the government to provide fund for rehabilitation of some of the special schools; the project is presently ongoing.

- Conduct of spot-check on 95 primary schools across the state to confirm pupils and teachers readiness for the new terms' activities.

- 6-clusters of leadership training for 91 head teachers and 423 teachers.

- Monitoring and mentoring of SBMCs s in 91 schools in Udi LGA.

- Procurement and distribution of 8,500 pupils' desks to schools in 17 LGAs.

- Supply of 15,000 copies each of dairies and attendance registers, and 8,000 cartons of chalk to primary schools.

- Training of 948 primary school teachers   on literacy and numeracy in clusters.

- Computerization of Basic Education Certificate examination carried out for quick and easy release of results as well as online access.

- Mapping of all primary schools in the state.

- Training of 303 public primary school teachers on Family Life education and 5223 students reached with the minimum prevention package strategies of Family Life education for behaviour change.

- Re-validation of all approved private schools in the state.

- Funding of 1218 schools from (DFS) initiative through overhead grant of N25, 000 every quarter.

- Procurement of 12,194 sets (pupils' 2-seater desks).

- Strengthened the capacity of EMIS staff on use of Geographic Information System (GIS), data collation, data entry, data cleaning and development of tables.

- Establishment of functional School Based Management Committee in 91 Public Primary Schools in Udi LGA.

Post Primary Schools

39. There are two parastatals responsible for post primary schools in the State: the Post Primary Schools Management Board (PPSMB) and the Science, Technical and Vocational Schools Management Board (STVSMB). The PPSMB is responsible for junior and senior secondary schools while STVSMB is responsible for science, technical, vocational, schools and colleges across the 17 LGAs.

40. The goal of the STVSMB and PPSMB is to provide functional Secondary and **Special Science, Technical & Vocational Education for skills acquisition.** Various activities were planned and implemented in 2013 towards delivering this goal. These include:

- Provision of facilities and instructional materials to public secondary schools by Ministry of Education to create conducive learning environment for the students.

- Provision of science/computer equipment to schools for improved learning and access to modern learning materials and improved knowledge.

- Training of 40% of librarians and guidance counsellors to improve students' ability to make better choice in planning for future careers.

- Orientation for fresh students in about 230 (65%) senior secondary schools to enhance their understanding of the school system and reduce their tendency for vices that are becoming rampart in secondary schools. It was also used to address the issue of school dropout, which common among male students.

- Establishment of functional SBMCs in 289 of the 307 public secondary schools; SBMCs have also been established in 26 out of 28 STV colleges in the state.

- Monitoring of WASSCE and NECO examinations in all senior secondary schools to ensure compliance to standards.

- Establishment of two technical colleges and one special science school.

- Registration of three technical colleges for NABTEB in addition to the existing four.

- Recruitment of 437 technical and science teachers, 34 laboratory/workshop assistants, 28 security men and 24 drivers.

- The inclusive education policy was developed with large stakeholder participation cutting across all Education MDAs, communities and CSOs

Tertiary Education

41. The main goal for tertiary education is to develop sustainable, efficient and qualitative higher education that meets the developmental and employment needs of the state.

42. The responsibility for delivering this goal lies within the state owned tertiary institutions including Enugu State University of Science and Technology (ESUT), Institute of Management and Technology (IMT), College of Education (CoE), Technical. The following activities were carried to deliver the set goal:

- Career talks t in senior secondary schools to enlighten the students on the need to meet the basic requirements for admission into tertiary institutions

- 43 staff members of the College of Education (Technical) benefitted from TETFund sponsored capacity development programme. 6 academic staff members also benefited for post-graduate studies.

- Road networks were constructed for easy movement and improved security in College of Education (Technical).

- In partnership with Afrihub, International ICT Resource Centre, 60 workstations were provided in IMT to encourage acquisition of ICT skills among the students.

- E-Library, Entrepreneurship development center, school of technology complex and school of engineering complex were provided in IMT through the TETFund.

- Hostels were renovated for better accommodation of students and provision of enabling environment to enhance learning

- 2 lecture theatres, each with a sitting capacity of 600 were completed in IMT

- IMT in collaboration with Anambra Motor Manufacturing Company (ANAMMCO) commenced training of students in mechanics and electronics engineering.

- IMT in collaboration with PRODA commenced training of students on ceramics technology.

- IMT in partnership with Annunciation Specialist Hospital commenced training of students in biometrics engineering/ hospital equipment and maintenance.

- 10 academic programmes were upgraded to run Higher National Diploma (HND) in IMT.

- Two academic staff members benefitted from IMT TETFund training for Masters and PHD in institution of their Choice outside the country.

- ESCET, ESUT and IMT benefitted from the library intervention fund by TETFund with N5,000,000 given to each institutions to purchase library books and materials.

- One unit of toilet was constructed for ESUT library

- 22 sets of public address system (including microphones) were procured to improve teaching and learning from ESUT IGR fund.

- Lecture and Examination Committee was inaugurated in ESUT for prompt release of students' results and monitoring of students to ensure prompt payment of fees.

- Assessment of lecturers' teaching performance in ESUT was done and the best lecturer of the year was given a brand new 'Kia Cerato' car sponsored by First Bank.

- 75 students of ESUT benefited from 2013 Chevron scholarship.

- Best researcher of the year 2013 in ESUT received N3m award sponsored by Skye Bank

- Biometric identification of students was introduced to reduce incidence of impersonation and examination malpractices to enhance quality and integrity of examinations

- ESUT maintained collaborations with other institutions within and outside the country to promote research and learning. To this effect, an ESUT medical student received award in 2013 to specialize in Community Medicine at Harvard Medical School, USA.

- Innoson Group of Companies constructed a 2 storey academic complex for post graduate school in ESUT.

Institution Development and Management

43. The main goal of the State Agency for Mass Education (SAME) is to ***provide functional and continuing education programmes for adults, youths and children with special needs.*** To contribute to the achievement of this goal the following activities were implemented in 2013:

1. Fencing of SAME's office to safeguard equipment

2. 111 adult facilitators were trained on principles and practice of adult education.

44. Similarly, one of the main goals of the Ministry of Education is to enhance *the efficiency and effective provision and utilization of funds for the delivery of policy developments, planning and management of the state education system.*

45. *The Ministry of Education through its departments implemented several activities in 2013* to ensure that this goal was achieved. The progresses on implementation of the various activities are presented below:

   I.   The state Inclusive education policy was developed and awaiting printing and distribution

   II.   Functional review of ENSUBEB was conducted to improve organizational structure and efficiency of service delivery in the basic education sub-sector.

   III.   M&E focal persons were designated in all the relevant MDAs to facilitate the monitoring process in the sector.

   IV.   The capacities of M&E officers were strengthened to develop the Quarterly Monitoring Reports (QMRs)/School Improvement Programme (SIP) and Annual Education Sector Performance Report (AESPR).

   V.   3 officers of the Ministry of education were trained on budget profiling to strengthen the planning processes.

   VI.   The 2013 Departmental Work Plans (DWPs) were developed for all departments of MDAs to guide the implementation of the sector strategic plan using the 2013 budget.

Quality Assurance

The goal as contained in the sector strategic plan is to **establish effective and efficient quality assurance system that will guarantee quality learning outcomes at all levels of education**.

46. Quality assurance is a function of the Ministry of Education and its relevant agencies that carry out direct implementation of activities in schools. The Inspectorate Department in *the Ministry of Education is responsible for coordinating the quality assurance activities in schools.*

47. The emphasis on quality assurance as a goal is to increase focus on quality of teaching and learning in schools.

48. The following activities were implemented to support schools in quality service delivery that will ensure the effective learning outcomes in schools:

   1.   91 schools in Udi LGA were quality-assured with the QA Whole School Evaluation (WSE) methodology.

   2.   Training was held for 114 head teachers on School self-evaluation process in Udi zone and Nsukka East, Nsukka Central and Nsukka west respectively.

   3.   Training was held for 47 Inspectors of education on quality assurance principles and practices

   4.   Leadership training workshop was held for 92 head teachers and 425 teachers in six batches.

5. 84 schools (45 in Udi, 18 in Nkanu west and 21 in Aninri) benefitted from UBEC fund in 2007/2008.

6. 7 public schools and 5 private special schools were supervised and monitored.

7. External evaluation has been carried out in 91 primary schools in Udi LGA, the ESSPIN pilot LGA

8. 35 QAEs were trained in 2012, 15 in 2013 by MOE and 14 QAEs from ENSUBEB in 2013. The remaining 56 primary schools in Udi were quality assured in 2013 thus completing the 91 primary schools in Udi LGA, 56 primary schools in Nsukka LGA, 92 head-teachers and 423 teachers were exposed to leadership training.

49. The MDAs in education sector also have the responsibility to **ensure adequate financial provisions are made for existing personnel and cross-cutting overhead cost**. To this effect, various activities were implemented during the year under review as reported below:

1. There is prompt payment of staff salaries which has boosted the morale of civil servants for better performance

2. Prompt release of overhead to MDAs which improved the internal efficiency of the various MDAs towards achieving their targets.

CHAPTER 4 - OUTPUTS (ACHIEVEMENTS)

50. This chapter reports the short term achievements of the sector strategies and activities implemented in 2013 towards the realisation of overall sector goals and targets.

51. These include outputs achieved from all programmes and activities undertaken at all levels of education and MDAs in the education sectors during the financial year under review. It also presents achievements in real terms at all the sub-sectors, such as the number of physical facilities constructed and refurbished, increase/decrease in pupils' enrolment, number of teachers trained to be effective, number of schools with functional SBMCs, etc.

52. These achievements are presented under the following sub-headings:

Basic Education

Access

53. This presents pupils'/students' enrolment at all levels of education, especially basic and senior secondary education. The achievements recorded in access to basic and senior secondary education as contained in the 2013/2014 ASC report are presented below:

Table 4.1: Pre-Primary enrolment

Public and Private pre-primary enrolment						
Public Pre-Primary Schools				Pre-Private Primary Schools		
Year	Male	Female	Total	Male	Female	Total
2011/12	40,308	37,170	**77,478**	80,045	68,830	148,875
2012/13	36,589	33,439	**70,028**	83,927	75,064	158,991
2013/14	36,391	32,732	**69,123**	105,685	85,291	190,976

Table 4.1 indicates that the enrolment in pre-primary for public and private schools continuously improved over the period of this analysis (2011/2012 to 2013/2014 schools years). This shows an increase in the total pre-primary school enrolment by 102,691 pupils (83%) from 2011/2012 to 2012/2013 school year and 2,666 pupils (1.2%) from 2012/2013 to 2013//2014 school year.

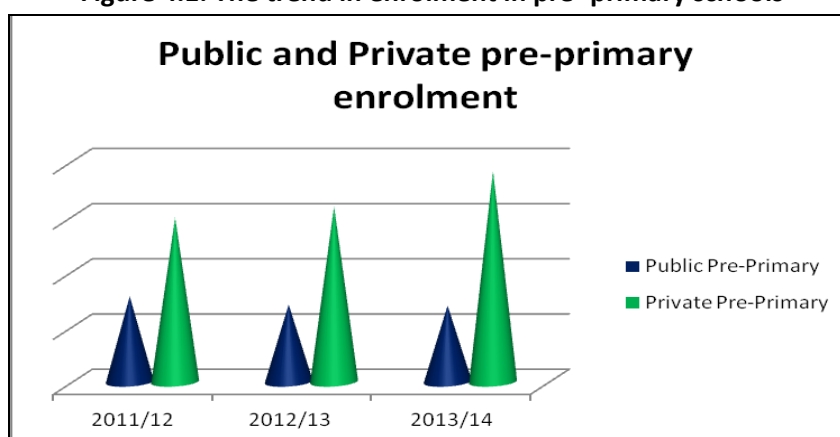**Figure 4.1: The trend in enrolment in pre- primary schools**

Figure 4.1 is a graphical representation of the trend in public and private pre-primary schools enrolments from 2011/2012 to 2013/2014 school years. This shows a little increase for public schools and a huge increase for private schools from 2011/2012 to 2012/2013 school year, and a slight decrease

public schools while in private schools, the enrolment was sustained with a slight increase from 2012/2013 to 2013/2014 school year.

Table 4.2: Primary Enrolment

Year	Public Primary Schools			Private Primary Schools		
	Male	Female	Total	Male	Female	Total
2011/12	120,137	119,098	239,235	56,083	55,937	112,020
2012/13	99,790	95,790	195,580	60,260	59,689	119,949
2013/14	95,200	92,295	187,495	77,019	71,172	148,191

Public and Private primary school total enrolment by sex

Tables 4.2 show the trend of the total (public and private) primary schools enrolment from 2011/12 to 2013/14 school year. The table indicates the total enrolment of pupils in public primary schools steadily decreased from 293,235 in 2011 to 195,580 in 2012 to 187,495 in 2013

Figure 4.2 shows the trend in enrolment in public and private primary schools
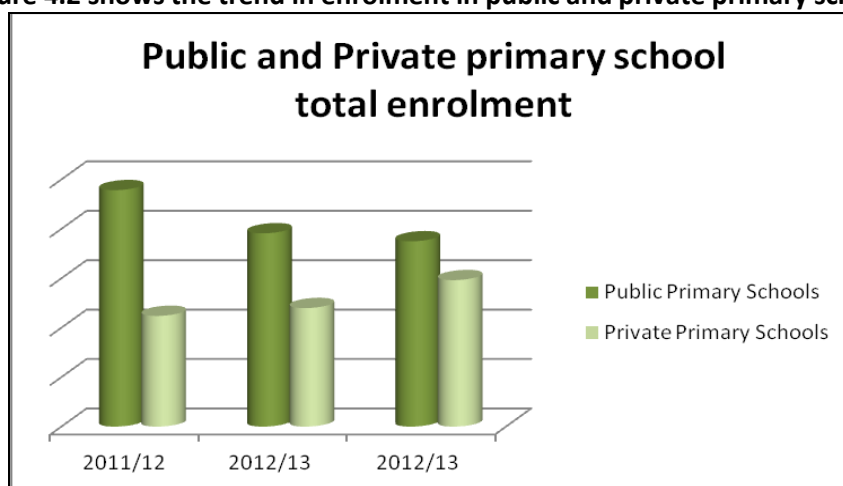

Table 4.3: Junior Secondary enrolment (Public &Private)

2011/2012			2012/2013			2013/2014		
Public	**Private**	**Total**	**Public**	**Private**	**Total**	**Public**	**Private**	**Total**
95,729	44,629	140,358	170,149	46,103	216,252	99,392	44,126	143,518

Table 4.3 shows a similar enrolment trend to that of primary schools. The total (public and private) junior secondary schools enrolment increased substantially by 75,894 (54.1%) pupils from 2011/2012 to 2012/2013 school year, and decreased by 72,734 (33.6%) in 2013/2014 school year. The decrease is mainly due to irregular enrolment pattern in public primary schools. More so, there is a general belief that 2013/2014 ASC data is better reflection of the education system than the previous ASC data.

Table 4.4: Senior Secondary Schools Enrolment for 2011-2013 (Public & Private)

2011/2012			2012/2013			2013/2014		
Public	**Private**	**Total**	**Public**	**Private**	**Total**	**Public**	**Private**	**Total**
80,537	**52,944**	**133,481**	**79,708**	**57,148**	**136,856**	**84,122**	**49,249**	**133,371**

Table 4.4 shows also shows similar trend in senior secondary schools enrolment to primary and junior secondary schools. This indicates an increase in total (public and private) enrolment increased by 3,375 (2.5%) students from 2011/2012 to 2012/2013 school year, and decrease by 3,485 (2.5%) in 2013/2014 school year. There is Fluctuation in the enrolment in senior secondary public and private schools. Between 2011 and 2012 enrolment increased by 2.5% and decreased by 2.6% between 2012 and 2013.

Gender and Equity

54. Programmes and activities carried to address gender and equity issues in education sector in 2013 targeted all learners at all levels of Education. Gender issues have been integrated into schools at all levels with particular focus on basic education.
55. With the goal of ensuring compulsory basic education for all children of school age, issues of gender and equity were put at the front burner of every strategy, programme and activity implemented at the basic education level.
56. The State has taken the bold step to initiate Inclusive policy on education. The policy if effectively implemented is expected to address the challenges of gender in female enrolment in primary schools and the enrolment of male in junior and senior secondary schools.

Table 4.5 Gender Gap in Public and Private Primary Schools Enrolment

School Type	2011/2012			2012/2013			2013/2014		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Public	127,568	117,513	245,081	120,137	119,098	239,235	99,046	95,790	194,836
Private	49,917	49,327	99,244	56,083	55,937	112,020	60,260	59,689	119,949
Total	177,485	166,840	344,325	176,220	175,035	351,255	159,306	155,479	314,785

Table 4.5 indicates that male enrolment was higher than female enrolment by 7.9% (127,568 to 117,513) and 1.2% (49,917 to 69,327) in 2011/2012 school year for public and private primary schools respectively. Similarly, in 2012/2013 male enrolment was slightly higher than female enrolment by 0.9% and 0.3% in public and private primary schools respectively, and in 2013/2014, male enrolment was higher than that of females by 3.3% and 0.9% in public and private primary schools respectively.

Figure 4.5: Male and Female Enrolment Trend in Primary Schools
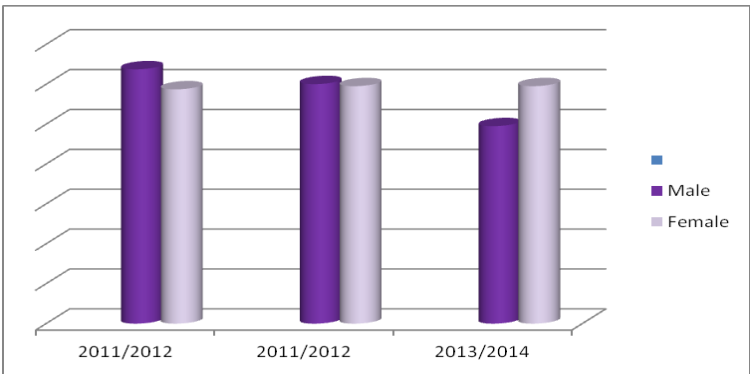
Furthermore, figure 4.2 shows the trend of total (public and private) male and female primary schools enrolment for 3 consecutive school years. The indicates that the male enrolment has been higher the

female enrolment in primary schools from 2011/2012 to 2013/2014 school year, which is contrary to general notion that there is more female enrolment in the South-East region of the country.

Table 4.6: Gender Gap in Public and Private Junior Secondary Schools Enrolment

School Type	2011/2012			2012/2013			2013/2014		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Public	42,304	53,425	95,729	80,666	89,483	170,149	42,726	50,660	93,392
Private	22,053	22,576	44,629	21,111	24,992	46,103	21,415	22,711	44,126
Total	64,357	76,001	140,358	101,777	114,475	216,252	64,141	73,371	137,518

Table 4.6 shows that female enrolment was higher than male enrolment by 11,121 (20.8%) and 523 (2.3%) in 2011/2012 school year for public and private junior schools respectively. Similarly, in 2012/2013 female enrolment was slightly higher than male enrolment by 8,817 (9.9%) and 3,881 (15.5%) in public and private primary schools respectively, and in 2013/2014, female enrolment was higher than that of male by 7,934 (15.7%) and 1,296 (5.7%) in public and private primary schools respectively.

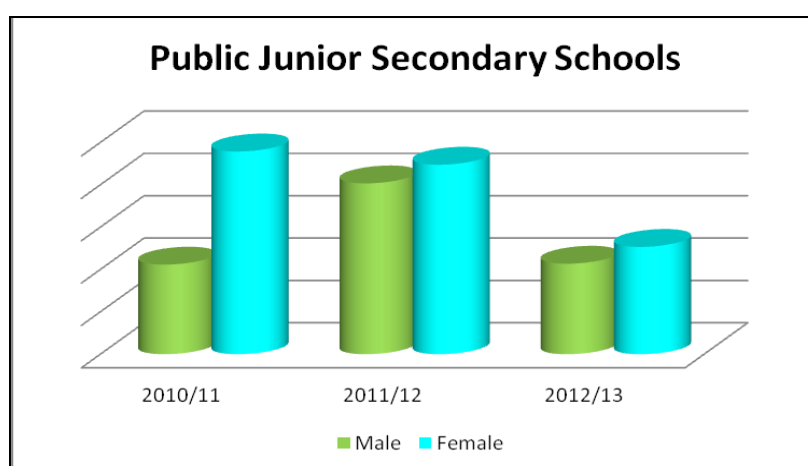**Figure 4.6: Trend in Public Junior Secondary Schools enrolment for male and female**

Figure 4.6 shows that the total (public and private) female enrolment was clearly higher than male enrolment in junior secondary schools for the period of this analysis. This is also consistent with the general enrolment trends, which show huge increases from 2011/2012 to 2012/13 and a decrease in 2013/2014.

Table 4.7: Gender Gap in Public and Private Senior Secondary Schools Enrolment

School Type	2010/11			2011/2012			2012/2013		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Public	34,591	**45,946**	**80,537**	34,591	45,946	80,537	34,805	44,903	79,708
Private	24,219	**28,725**	**52,944**	24,219	28,725	52,944	27,183	29,965	57,148
Total	**58,810**	**74,671**	**133,481**	**58,810**	**74,671**	**133,481**	**61,988**	**74,868**	**136,856**

Source: 2011-2013 ASC reports.

Male and female enrolments in senior secondary school also follow the same pattern as junior secondary schools as shown in Table 4.7. The female enrolment was higher than male enrolment by 11,355 (24.7%) and 4,506 (15.7%) in 2011/2012 school year for public and private secondary schools respectively. In 2012/2013, female enrolment was also higher than male enrolment by 10,098 (22.5%) and 2,782 (9.3%) in public and private schools respectively, while in 2013/2014, female enrolment was higher than that of male by 7,790 (17%) and 2,587 (10%) in public and private schools respectively.

Figure 4.4: Male and Female Enrolment Trend in Senior Secondary Schools (2011/2012 – 2013/2014)
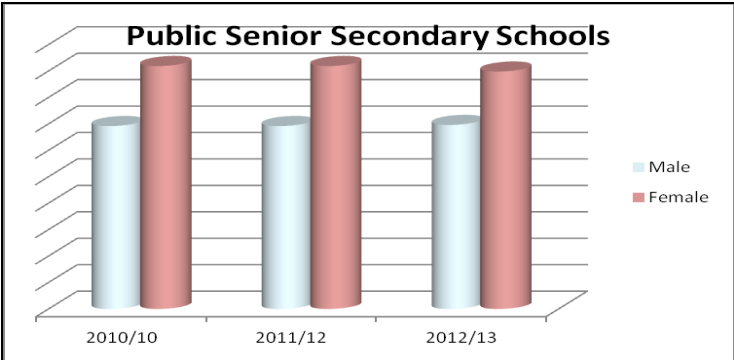

Figure 4.4 shows a regular trend in male and female enrolments at the senior secondary education level. Total female enrolments were significantly higher than male enrolments for period of this analysis i.e. 2011/2012, 2012/2013 and 2013/2014 school years.

Table 4.8: Summary of Enrolment Trend by Gender (2011/2012 – 2013/2014)

School Type	2011/2012			2012/2013		
Public	76,895	99,371	176,266	115,257	135,429	250,686
Private	46,272	51,301	97,573	45,330	53,717	99,047
Total	123,167	150,672	273,839	160,587	189,146	349,733

Table 4.8 shows there were remarkable increases in female enrolment from 2011/2012 to 2013/2014 school year. Male enrolment also increased substantially from 2011/2012 to 2012/2013 school year but suddenly dropped significantly in 2013/2014 school year.

Education Quality

57. The overall goal of the school improvement programme (SIP) is to improve the quality of education service delivery through effective school level planning and management, training of head teachers and class teachers, establishment of functional SBMCs, implementation of inclusive practices and provision of school infrastructures and facilities.

58. Significant achievements were recorded on various components of the SIP in 2013 through the roll-out of the programme beyond the pilot LGA.

Table 4.9: Trend in Public Primary School Teachers

Year	Male	Female	Total	No of Qualified Teachers	% of Qualified teachers	Teachers Pupils Ratio	Qualified teachers pupils ratio
2010/11	3,219	8,996	12,215	11,206	92	01:20	01:22
2011/12	2,948	8,376	11,324	11,099	98	01:27	01:28
2012/13	3,338	9,808	13,146	12,201	93	01:15	01:21

Table 4.9: The numbers of teachers in public primary schools continue to fluctuate. This also affects the no of qualified teachers and teacher: pupils' ratio. The table above shows the number of teachers by sex, qualification and pupils: teachers' ratio.

School Infrastructure

ESSPIN and UNICEF provided water and sanitation (WASH) facilities in 15 schools **in** Nkanu East and West Local Government Areas. There were also constructions of more classrooms in 2013 as shown in table 4.10

Table 4.10: Trend in Public Primary Schools Infrastructures

Year	Total no of Classrooms	% of classrooms in need of major repairs	% of classrooms with insufficient seating	% of classrooms without good blackboard	Pupils Classroom Ratio	% of schools without usable toilets	% of schools without potable water
2010/11	6,405	32.4	81.7	69.4	54	66.6	91.7
2011/12	6,707	35.9	83.3	69.1	165	73.9	90.2
2012/13	6,906	66.5	82.3	65.7	134	70.9	85.9

Table 4.10 shows a steady increase in number of classrooms from 2011/2012 to 2013/2014. Total number of classrooms increased by 302 (4.7%) from 2011/2012 to 2012/2013 and 199 (3%) school year. However, the corresponding increases in the proportion of classrooms that need major repairs and the high pupils/classroom ratio in 2012/2013 and 2013/2014 exposes the dire need for more classrooms and renovation of dilapidated ones.[1] The table also shows that the proportion of classrooms with insufficient furniture and other facilities are still very high. However, there were decrease in number of schools with portable water and schools without useable toilets in 2013/2014 school year.

Capacity building of tutorial and non-tutorial staff

In the 2011-2013 MTSS the target set for capacity building for teachers and head teachers was 30% of teachers and head teachers trained. Table 4.11 below shows that only 16.1 % and 4.1 % of head teachers were trained with the use of the ESSPIN modern. In 2012 the UBEC fund was contracted to

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[1] 2010/11, -2012/13 ASC reports

University of Nigeria Nsukka (UNN) to train 2226 teachers in Child-Centre learning and effective Numeracy and Literacy Lessons in the 17 LGAs.

Table 4.11: Teachers Trained at Basic Education level

Year	No of Head teachers	No of Teachers	No of Head Teachers Trained	No of Class Teachers Trained	Head Teachers	Class Teachers
			Leadership and Management	Literacy and Numeracy	% of HT trained	% Class Teachers trained
2011/12	1,221	12,215	91	503	7.5	4.1
2012/13	1,219	11,324	91	503	7.5	4.4
2013/14	1,222	13,146	496	2,116	40.6	16.1

Table 4.11 shows the total number of head teachers (HT) and class teachers (CT) trained and type of training they have attended as well as % of HT and CT that have trained following the ESSPIN model.

Coordination of Policies, Planning and Management

59. The 2013/20014 Annual School Census (ASC) was successfully completed and used extensively in this report to assess the performance of the state education sector in 2013.

60. The 2011-2013 Education MTSS was reviewed and updated to 2014-2016, which was used in preparing the 2014 budget of the education sector.

61. The PRS department of the Ministry of Education supported the development of the 2013 Departmental Work Plans (DWPs) of all departments in the Ministry of Education and other MDAs in the sector; however, it was not adequately used to facilitate budget releases for implementation of planned activities.

Private Sector financing

62. A big opportunity for the state is the establishment of SBMCs in schools; the Udi example is attached to this report as Annex 1. There has been great contribution to schools improvement through the SBMCs.

63. The SBMC under the year being reviewed contributed N 4,400,000 for the renovation of classroom blocks and a head teacher's office in Okwanda Primary schools, Ogui Agu Eke.

64. An estimated cost of N 1,755,640 was also contributed toward various school projects in Udi. (See Annex1).

65. The 2012/13 ASC captured 1,199 private schools in the State, it is projected that there are about 1,700 privates in the schools and the total and actual number is yet to be captured in the ASC report.

66. The enrolment in private schools captured in the 2012/13 ASC indicates that a total of 119,949 were enrolled in nursery and primary schools and 103,251 in private secondary schools.

67. There is no study to determine the actual amount spent by the private sector on education.

68. There has been steady growth in the private sector particularly with the increase in the numbers of private schools willing to participant in the completion of the ASC. Then has led to improved data to analyse the increase in growth of schools in the private sector.

69. There is no doubt that the private sector is generating a lot of funds for the development of education in the State and as such contributed immensely to the achievements of the education sector in the State in 2013.

70. There are two categories of players in the private education sub-sector; the mission schools owned by the churches with the major players being the Catholic, Anglican and Methodist churches ,who are also in partnership with the state government; and other private schools at all levels of education. ESSPIN is also partnering with the missions schools to provide education to vulnerable children in the State.

CHAPTER 5- OUTCOMES

Access in Basic Education

71. The objective was to provide adequate access to quality primary education for children aged 4-6 years in ECCDE/pre-primary schools and 6-11 years in primary schools in 3 years. From the activities and data available for this report, there has been decrease in enrolment rate in pre-primary public the total enrolment in 2011/12 was **77,478**, in 2012/13 the enrolment decrease to 70,028 **and decreased further to 69,123 in 2013/14.** There was increase in access for 8-11 years pupils in primary schools. In 2011 the percentage of pupils in primary schools was 26%. This increased to 36% in 2012 and 38% in 2013.

72. The Gross enrolment of 47% was recorded in pre-primary education. This shows a decrease of 47% from the 2011/2012 enrolment rate of 94%.

73. About 194,836 pupils were enrolled in 1219 public primary schools as against the 239,245 pupils enrolled in 1221 primary schools in 2011/2012.

74. The drop from 1221 to 1219 was due to two (2) nomadic schools which could not be captured due to communal clashes in that part of the state and two schools that merged as one. But the enrolment increase (18.6%) may probably be due to the state's Free Education Policy and ESSPIN's intervention in the state. Moreover, 557 pupils and 1066 pupils were enrolled in nomadic and special schools respectively.

75. The Primary level, enrolment rose by 2% increase between 2011 and 2012 then dropped by 10% in (2013) for the pre-primary and primary levels.

    * It should be noted that Enugu State has the following:
    * 12 Nomadic primary schools
    * 2 Vocational Training Centre
    * 20 Science and Technical Colleges. These schools have special curricular due to their peculiarities and they were captured as part of the secondary school data in 2013 ASC, but there are no disaggregated data to carry out further analysis of increase in demand for science and technical education.

76. In summary, it can be seen that enrolment in public and private pre-primary schools has improved continuously over the years; with a steady rise from 29% from 2011-2013. This translates into 45.4% increase in 2012 and 1.2% in 2013. But this has not lead to increase in the public primary classes which the children transit

Access in Post primary Schools

77. The JSS enrolment witnessed 45% drop (i.e from 170,149 in 2012 to 93,392 in 2013).

In the SSS, there was increased enrolment of 4,414 in public schools and a decrease of 7,899 in private schools between 2012 and 2013. But the overall effect is a decrease of 3,485(for both types schools). In addition to secondary school enrolment, the only one vocational training centre and 25 Science and Technical Colleges had total enrolments of 355 and 13,057 respectively. Also enrolled are children with special needs- 198(JS) and 238(SS).

Quality Education

78. The pupil-Qualified Teacher ratio of 22 and 28(2012) dropped to 21 (2013) for primary and 16% for secondary schools, probably due to the recruitment of 2,500 new teachers and the intake of volunteer teachers which include retired but not tired teachers and fresh young ones.

79. About 32.2% and 14% teachers in urban and rural primary schools who attended in service Training was promoted

Table 5.1 Summaries of Key School Quality Indicators

	2011/2012		2012/2013	
Quality Indicators	**Primary**	**Secondary**	**Primary**	**Secondary**
Pupil-teacher ratio	21	27	15	14
Pupil-qualified teacher ratio	22	28	21	16
Pupil-functional classroom ratio	165	242	134	232
Pupil-functional toilet ratio	254	236	748	1044
Percentage of schools with portable water supplies	2.4	5.1	14.1	20.6
Percentage of classrooms needing major repairs	35.9	21.5	66.5	20.8
Percentage of classrooms with inadequate seating	83.3	64.7	82.3	70.1
Percentage of schools without good blackboards	69.1	44.8	65.7	46.7

From table 5.1, the following observations could be made:

80. The pupil functional classroom ratio of 134 and 232 for primary and secondary schools respectively show the deplorable state of the classrooms in the public schools. It simply indicates that the rates of classroom shortage and dilapidation are not marched bythe rate of repairs/renovation, rehabilitation and construction of new classrooms. Greater percentage of primary school classrooms (66.5) needs major repairs and seating (82.3).

81. Worst still is the pupil-toilet ratio. The ratios of 748 and 1044 for primary and secondary schools respectively, this calls for urgent action to correct the normally. There is noticeable increase in the percentage of schools that have portable water supplies between 2012 and 2013. According to 2013 ASC, very few children have access to safe water, hence the possibilities of very low sanitation in the schools. The Table 5.2 below supports this:

Table 5.2 **Comparing trend of facilities in primary and secondary schools for 2012/13**

Water source	Primary	Secondary
Pipe-borne water	2.6%	5.0%
Bore hole	3.4%	4.0%
Dug hole	0.7%	4.0%
Other sources	7.4%	7.6%
No source	85.9%	79.4%

82. Furthermore, about 19.4% primary and 12.2% secondary schools are held outside while 88.5 %(Primary School) and 50.6 %(Senior Secondary School) have neither health facility nor first-aid box.

83. Promotion rates for primaries 4 and 5 are greater than 100% because of negative drop-out rates, inadequate record of transfers, admissions/intake.

84. Drop-out rates in primary schools showed no marked changes for boys and girls between 2012 and 2013. But in the secondary schools, a gradual continuous decrease is observed viz; 2.7% (2012) to 0.6 %(2013) for boys and 6.3 %(2012) to 1.5 %(2013) for girls.

85. The highest number of repeaters was recorded among girls in primary 5(997 pupils) followed by primary 1 boys (754 pupils) (ASC 2013, Pg 19).

Table 5.3 TRENDS IN SCHOOLS ENROLMENT

School type	2011			2012			2013		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Pre-Pri	65,182	58,480	123,662 Ger:51%	77,478	148,875	226,353 Ger:94%	70,028	158,998	229,019
Pri	242,219	99,244	344,325	239,235	112,020	351,255 Ger:76.6%	194,836	119,949	314,785
JSS	95,729	44,629	140,358	170,149	46,103	216,252 Ger: 43.7%	99,392	44,126	137,518
SS	80,537	52,944	133,481	79,708	57,148	136.856	84,122	49,249	133,371
Tertiary									

Notes: Total enrolment of 123,662 represents 51% GER indicating a reasonable progress by the state in achieving its goal of providing sustainable compulsory basic education at the pre-primary level.

Teachers need in service training

∗ 88.7% (1083) schools have established pre-primary section. This has exceeded the30% target by 2013 and if this trend continues, the state is very much likely to achieve 100% by 2014.

∗ 16.7% of the Public primary schools have inadequate seating arrangement

∗ The pupil: teacher ratio in public primary school is 21%.

∗ Only 9.4 % of public primary schools are well equipped. The target was 80% of public primary schools to be adequately equipped by 2013.

CHAPTER 6
IMPACTS, IMPLICATIONS AND RECOMMENDATIONS

IDENTIFIED CHALLENGES

86. Nigeria as a developing country is constantly challenged with producing fact sheet on its education situation at a glance.

87. This is because the implementation of the processes in achieving it is faulty, coupled with the dire need for attitudinal change on the part of the key players. As much as a lot has been achieved in Enugu's state through the past four years, the experiences cannot be said to have no challenges.

88. Community ownership and contribution has been considered one of the greatest supports to development, improvement and sustainability of quality learning outcome in schools. In the State only Udi Local Government has complete SBMCs in all its schools and has recorded communities support to school improvement. While there are claims on establishment of SBMCs in all schools, only Udi has been recorded to have functional SBMCs.

89. Challenges identified during the 2012/2013 academic year include the following:

FUNDING:

90. Inadequate and late release of funds which affects the implementation of planned activities

FACILITIES:

ENSUBEB targeted 80% of the 1,223 public primary schools to be adequately equipped through the renovation and construction of classroom blocks with toilet and portable water by 2013

91. The state is making effort in improving on the state of classrooms and this is expected to impact on increase in enrolment and quality learning outcome for pupils. While the number of classrooms is increasing and those in need of major repairs are also decreasing, there are 7,015 classrooms in the public primary schools, (37.7%) need major repairs in the 2013/14 as against the 6,906 classrooms in 2012/13(66.5%) in need of major repairs.

92. At secondary level, the total number of classroom was 4,063 in 2011/12 out of which 20.5% were in need of major repairs as against 3,325 classrooms in 2012/13 and 21.5% in need of major repairs, while in 2013/14, there are 4,063 classrooms and 20.5 are in need of major repairs.

93. There were also fluctuations in number of schools without portable water. The proportion of public primary portable water was, 92.2 % in 2011/12, 85.9% in 2012/13 and 87.4% in 2013/14 school year. At the secondary school level, the proportion of schools without portable water was 76% in 2011/12, 79.4% in 2012/13 and 83.3% in 2013/14.

94. The state of toilets was appalling as the number of schools without usable toilets continue to fluctuate, from 2011-2014. Public primary schools without usable toilets were 73.9% and dropped to 70.9% in further dropped to 64.6%, despite the drop the pupil-Toilet-Ratio from 2011-2014 were ; 231:1, 254:1 and 781:1 respectively. At secondary level, schools without portable water were 46.7% 44.3% and 51.6% from 2011-2014.

95. Though there has been considerable effort in improving the seating in public primary and secondary schools there were still inadequate seats in both levels, at the primary level, in 2011/12, 83.3% of the classes have insufficient seats though it decreases to 82.3% in 2012/13, and further drop to

80.0% in 2013/14, at the primary level. The Public secondary schools number of insufficient seats continues to increase, from 64.7% in 2011/12 to 70.1% in 2012/13 and 80.0% 20132/14. This will continue to impact on enrolment and quality learning outcome.

96. Recent improvements on data availability, on which this report builds on, has provided the basis for update on some of the above challenges. These include the following among others:

(A) ACCESS.

97. There were no significant gaps between boys' and girls' accessing primary education but there were been significant drop in enrolment of boys and girls in public primary schools. At the junior secondary school level there has been significant drop in the enrolment of boys in favour of girls.

98. There has been steady decrease in enrolment from 2011-2014; the enrolment in public primary schools in 2011/12 was 239,235, this decreased to 194,836 in 2012/13 and dropped further to 187,495 in 2013/14.

99. At the secondary level, the enrolment from 2011-2014, in 2011/12 the enrolment was 249,857, this decreased to 177,514 in 2012/13, plunged further to 177,375 in 2013/14. There is also considerable inequality in access to secondary education in favour of the girls. The decreases in the enrolment in schools are blamed on the following factors:

(i) Many children in rural communities do not go to school because of long distance, intersecting rivers/streams; hills etc.

(ii) Poor school infrastructure, during the raining season due to the state of classrooms most of the pupils stay at home due to lack of infrastructure in the public schools.

(iii) Though Basic education is free in Enugu State, there are hidden costs that hinder the child from going to schools. Provision of school uniforms, most time parents have to provide other instructional materials for pupils.

(iv) The high rate of drop out in Senior Secondary Schools is attributed to schools and more often the poverty level of parents in rural areas to provide adequate fund for the provision of secondary schools learning materials.

THE NON- FORMAL EDUCATION SECTOR

100.   Most of the Adult Education Centres are not functional as a result of poor and irregular payment of facilitators which has led to non functionality of the Adult and Literacy Centres catering for young adults and school dropouts.

QUALITY

101.   The Pupil-Teacher-Ratio earlier reported contradicts the realities on the number of teachers because a higher percentage of teachers are clustered in urban cities thereby exposing the rural schools to acute shortage of teachers especially in core subjects.

102.   Unavailability of some basic instructional materials in most schools affected teaching and learning outcomes. Most schools do not have equipped and functional libraries and many classrooms have no functional blackboards.

RECOMMENDATIONS:

ACCESS

103.   There is need to develop programmes and strategies that will address boy-child education in the state. The development of the inclusive education policy is right step in this direction.

104.   It is therefore crucial to ensure that the policy is a properly implemented to address the boy-child education in post primary school level.

105.   There should be adequate plan to ensure that SBMCs are established and functional in all public primary and secondary schools, this will help to mitigate decrease in enrolment, improved quality learning outcome and sustainability of the improvement of schools in the state.

106.   The state should adopt the revised benchmark of the National Commission for Mass Literacy on payment of facilitators, to improve on the functionality of the Adult and Non-Formal literacy centres that has been the hob of entrepreneurship training for young adults that are school dropouts.

107.   The state of facilities at primary and secondary levels is a great challenge for access, while the pupil classroom ratio is low as at the time of this review. The number of classrooms in need of major repair is still very high with 66.5% in 2014. This can affect increase in enrolment. Therefore there is need to intensify rehabilitation/ renovation of public primary and secondary schools classrooms.

108.   This should be considered as a priority among other needs such as teacher training.

QUALITY

109.   The challenge in delivering quality education through quality teaching and learning outcome depend on a number of factors; good and adequately furnished classrooms, provision of quality learning/instructional materials, portable water and functional sanitation facilities and very important are the qualified and properly trained teachers and head teachers that can provided quality leadership and teaching for pupils.

110.   Though the percentage of qualified teachers has been consistently high, this has not transformed to quality learning outcome for public primary schools pupils. The DFID/ESSPIN training model has been considered as a very positive step in the right direction.

111.   The government should made effort to ensure that more fund are allocated to build capacity of head teachers and teachers in leadership, numeracy and literacy skills. All public primary schools should be trained and supported to meet requisite competency levels in delivery literacy and numeracy lessons.

MANAGEMENT

112.   Ensure the coverage and participation of all public and private schools in the ASC

113.   Institutionalize the sector performance monitoring to ensure that an annual education sector review is carried out annually to inform planning and effective decision making.

114.   Institutionalize the use of credible MTSS and departmental work plans linked to annual budgets that will inform budget releases and monitoring of implementation of planned activities.

FINANCE

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

116.   The massive support of ESSPIN in Udi as a pilot Local Government Area (LGA) for the School Improvement Programme (SIP), which is geared towards improving basic education has proven to be effective and needs to be sustained as well as extended to the other 16 LGAs of the state to enhance teaching and learning.

117.   Make budgetary provision for the development of SBMCs in all schools to harness the contribution of communities to school improvement.

ANNEX 1: COMMUNITY PARTICIPATION/SOCIAL RESPONSIBILITY

S/No	Name of School	Activity	Amount	Remarks
	SBMC contribution to public primary schools in Udi			
1.	C/S Abor	School Uniforms		SBMC
2	CPS Umudim Amokwe	65 Sets of Uniform		SBMC
3	Six Amokwe Community Schools	480 (60 leaves) exercise books		SBMC
4	Nachi Community Schools	Stationeries		SBMC
5	Afor P/S Udi	50 Higher Education Notebook		SBMC
6	CPS Ngwo Uno I	84 exercise books & 81 HB pencils		SBMC
7	CPS Ngwo Uno II	25 pieces of 80 leaves books for teachers lesson note		SBMC
8.	CPS Oma Eke	Library Building		SBMC
9.	CPS Owhum Egede	6 Iron doors and Windows		SBMC
10.	CS Obinagu Ameke Nachi	Cash (for school improvement)	75,000	SBMC
11.	CPS Ideani Amokwe	Cash (School projects)	35,000	SBMC
12	CS II Akpakwume	Cash (School projects)	31,000	SBMC
13	CPS Umuovu Egede	Cash (Payment of salaries for Community teachers)	48,000	SBMC
14	CPS Umukolo Affa	Cash (Community Teacher's salary)	28,000	SBMC
15	CPS Awhum Egede	Cash (Renovation of Head teachers office)	17,000	SBMC
16	C/S Umuabi	Repair of leaking roof and erosion control	25,000	SBMC
17	C/S Umuabi	Cash (for labour)	47, 000	SBMC
18	St Leo Nur/Pri school T/Ekulu	2013 school Calendar(fund raising		SBMC
19	St Peters Ang Chr Agbalainyi	Cash (molding blocks for school)	30,000	SBMC
20	St Pauls nur & pri schl Eke	Scholarship for 5 best pupils		SBMC
21	St Pauls nur & pri schl Eke	Scholarship for ten indigent pupils		SBMC
22	Immaculate concept Nur/Pri Abakpa	Cash (School project)	51,600	SBMC
23	Ebenezer Nur/Pri schl Akpugo Uno	24 exercise books 20 pencils		SBMC
24	St Peters Nurs/Pri schl Ogbete	Cash (School development)	35,000	SBMC
25	St Anthonys Nur/Pri Schl Umulumgbe	Cash (School development)	74,000	SBMC
26	Eziama Pri Sch Ibite Okpatu	Cash (Extension of water pipeline to school compound)	270,000	SBMC
27	CPS Umuove Egede	Cash (2- seater toilets, 2 metal double doors, iron doors and pupils desk	43,000	SBMC
28	Afor Abor Pri School	Giant tiger generator		SBMC
29	CPS Inoyi Affa	Six office locking tables with six padded chairs for teachers		SBMC
30	CPS Inoyi Affa	Renovation of school building	71,000	SBMC
31	CPS Obioma	3 trips of sand for block molding blocks for erosion check		SBMC

32	CPS Obioma	Cash (School improvement)	15,000	SBMC
33	CPS Nsude	Cash (School projects	40.000	SBMC
34	CPS Nsude	Cash (construction of teachers chairs and tables)	26,000	SBMC
35	C/S Abia	40 pairs of outing school uniform		SBMC
36	C/S Obinagu	Cash (construction of burglar proof for library)	77,000	SBMC
37	C/S Obinagu	Cash (Salary for community teachers)	100,000	SBMC
38	C/S Obinagu	Cash (re-roofing of school building)	50,000	SBMC
39	St Charles Mem pri school Abor	Cash (Installation of 17 metal windows and construction of modern toilet facilities)	204,000	SBMC
40	National Pri Schl Amokwe	Cash (Recreational facilities)	92,000	SBMC
41	Queen of Holy Rosay Nurs/Pri schl Abakpa	Cash (construction of permanent site	1.10m	SBMC
42	St Theresa's Nurs/Pri Schl Abakpa	Supply of electrical materials and wiring of the school		SBMC
43	Rev Ejindu Nur/Pri Schl Ngwo	Radio programme for sensitization/enrolment drive		SBMC
44	Rev Ejindu Nur/Pri Schl Ngwo	Construction of new classroom		SBMC
45	Transfiguration Nurs/Pri schl Abakpa	Wash hand basins and towels, assignment books, 20 fans		SBMC
46	Transfiguration Nurs/Pri schl Abakpa	Cash (Salary for community teachers)	65,000	SBMC
47	Union P/ Schl Amagu Nachi	Cash (library support)	36,000	SBMC
48	Okwanda P/S Ogui Agu Eke	Cash (Construction of new classroom with head teacher's office)	4,4m	CSDP
49	CPS Ngwo Uno	Cash (School projects)	40,000	SBMC
50	Hillade Pri School	Six classroom blocks, head teachers office, 4 toilets and overhead tank		Udi L. G. Council
51	CPS Udi	Six classroom blocks, head teachers office, 4 toilets and overhead tank		Udi L. G. Council
52	Ohuama Pri School Ngwo	Six classroom blocks, head teachers office, 4 toilets and overhead tank		Udi L. G. Council
53	CPS I Ibute Nze	Six classroom blocks, head teachers office, 4 toilets and overhead tank		Udi L. G. Council
54	PPS Umabi	Six classroom blocks, head teachers office, 4 toilets and overhead tank		Udi L. G. Council
55	CPS Abor	Cash (Construction of recreational facilities	27,000	SBMC
56	State Pri Schl I Nsude	Cash (School Support)	40,000	SBMC
57	Union Pri Sch Orji Amokwe	Cash (School projects)	150,000	SBMC

Policy Thrusts	Targets	2013 KPIs	OUTCOME
1. **Quality Planning and Management of Education in Enugu State**	1. Improved capacity to conduct and produced ASC reports annually 2. Improved work plans and aligned with state budget 3. 95% of departmental work plan developed from the MTSS. 4. MoE and ENSUBEB departments restructured and functions realigned. 5. 95% of education budget derived from the MTSS annually 6. 90% of education budget released and used in implementation of planned activities. 7. Priorities and inventions in the education sector reflect the observations and recommendations in the AESPR reports.	Evidence of ASC reports Evidence of produced copies of DWPs of all MDAs Evidence of Basic Education Section in the annual reviewed education MTSS, integration of LGEA plans into the MTSS and printed copies of DWPs in use Evidence of Organogram of new structure Evidence of MTSS and Budget produced and distributed % of fund released for planned activities Evidence of SSOs, SMOs and QA reports integrated in the AESPR	ASC conducted and data available for planning DWPs available for use in implementing educational programmes Utilization of DWPs for domesticating the education budget Clarification of mandate and setting service chapters Preparation of MTSS using ASC and other education data and has significant influence on the budget Planned activities for education sector implemented with education budget. AESPR developed with detailed recommendations from all sector submissions
2. **Quality education service delivery system and processes.**	1. Improved workforce and service delivery of the Education sector 2. Improved quality of education provision in public and private primary and secondary schools. 3. All primary and secondary schools in the state meet the WSE, schedule minimum standard. 4. All primary and secondary schools in the state evaluated	% of education sector staff trained No of QA evaluators/ SS staff recruited and trained % of teachers and principals trained Evidence of WSE minimum standards schedule published and disseminated No of WSE conducted and no of schools with WSE reports	Education service providers trained on delivery systems and processes. QA evaluators/SS staff in place. skills of teachers and principals strengthen for better performance Minimum standards available for use In the primary and secondary schools Quality education delivery systems in

			schools
3.Quality teaching and learning	1. Expand and support more SSIT members for improve school support to teachers and Head teachers 2. In-services training and support provided to 85% of teachers for improved learning outcome. 3. All trained primary and secondary teachers and head teachers visited and mentored for effective performance. 4. Provide adequate support to schools to develop and scale up school development plan. 5. Provide grants for all public primary and secondary schools for effective support to schools. 6. Pupils core text books, teachers' guides and lesson plans provided to all public primary and secondary schools in the state.	No of SSITs recruited and trained for Schools support % of teachers provided with in service training No of mentoring visits to support head teachers and teachers No of inclusive SDP developed and implemented in schools Evidence of monitoring reports on the use of grants No of core text books, teachers' guides and lesson plans provided and no of schools reached.	Improved school support to teachers and head teachers Improved teaching and learning in schools Skills of teachers and head teachers strengthened for effective performance Targets established and approved for school improvement Quality teaching and learning enhanced.
4. Improved school environments and capacities.	7. School environment conducive for teaching and learning	No of new and renovated classroom blocks and furniture provided and maintained in public primary schools No of schools with potable water and sanitation facilities	The schools are Child friendly for quality education
5. Enhanced non-state actors/community support and participation in quality education provision.	1. Review and produce SBMC policy and guidelines 2. Establishment of functional SBMC in all primary and secondary schools in the State. 3. Facilitate meetings with CSOs on mobilization and development of SBMCs	No of SBMC policy guidelines booklets printed and distributed to stakeholders for use. No of SBMCs established and functional in primary and secondary schools No of meetings held and no of CSOs involved	Better understanding of the Committee roles and responsibilities Community support enhanced for increased participation and ownership Better school management through PPP and effective communication with communities.

6. Inclusive policies and practices at State, school and community levels.	1. Provision of inclusive education policy. 2. Provision of out-of school survey documents. 3. Provision of inclusive education materials 4. Adequate quality and quantity of teaching and learning materials for inclusive education.	No of Inclusive education policy documents published and shared Evidence of report for the OOSS and reliable data for out of school children in the state No and type of materials provided	Inclusive education for all children in the state Proper Planning for out of school children Quality education enhanced for all children