



FEDERAL REPUBLIC OF NIGERIA

KADUNA STATE

MINISTRY OF EDUCATION

**2013 ANNUAL EDUCATION SECTOR
PERFORMANCE REPORT**

May 2014

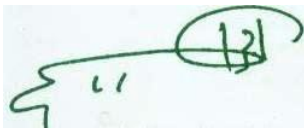
Preface

The State Ministry of Education has embarked on the production of Annual Education Sector Performance Review (AESPR) reports. The aim is to identify achievements, failures, strength and weaknesses that will complement the education sector plan such that informed decisions can be taken prior to budget preparation.

This is the fifth cycle of the Kaduna Annual Education Sector Performance Report as a follow up to the 2013 - 2015 MTSS and the 2012/2013 Annual School Census (ASC). The key areas of emphasis were evidence of education outputs and outcomes with particular reference to the indicators specified in the MTSS; observed trends in relation to expectations in the light of current or existing policies; suggestions about changes that should be made to these policies based on evidence and observed data gaps and further suggestions on the additional data that should be collected and how on-going processes could be improved. Tremendous achievements have been recorded despite limited resources by Government within the period under review. However, there are still challenges. It is gratifying to note that government is committed to fulfilling its promises to the education sector.

I once again wish to express my profound appreciation to the AESPR draft team, Monitoring and Evaluation (M&E) units in SUBEB and MoE, Education Management Information Systems Unit (EMIS) of the Department of Planning, Research and Statistics in the State Ministry of Education for generating tables from the Annual School Census Report, the sub-sector Parastatals and education officials at all levels who contributed towards the production of the Annual Education Performances Review report. I feel particularly indebted to our development partners, particularly DFID/ESSPIN for their untiring technical and financial support for the implementation of reform programmes in the education sector.

It is my conviction that the information contained/supplied in the report will go a long way in furnishing our stakeholders with authentic data on the activities and achievements of the Kaduna State Ministry of Education.



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Abbreviation

| | |
|--------|---|
| AESPR | Annual Education Sector Performance Review |
| AG | Accountant General |
| ASC | Annual School Census |
| DWP | Departmental Work Plan |
| EFA | Education For All |
| ESSPIN | Education Sector Support Programme In Nigeria |
| ESP | Education Sector Plan |
| ETF | Education Trust Fund |
| FLHE | Family Life & Health Education |
| GER | Gross Enrolment Rate |
| GPI | Gender Parity Index |
| HTS | Head Teachers Survey |
| IQTE | Islamiyya, Qur’anic and Tsangayya Education |
| JS | Junior Secondary |
| KASSES | Kaduna State Special Education School |
| LGA | Local Government Area |
| MDG | Millennium Development Goals |
| MDA | Ministries, Departments and Agencies |
| M&E | Monitoring and Evaluation |
| MLA | Measurement of Learning Achievement |
| MTSS | Medium Term Sector Strategy |
| NECO | National Examination Council |
| NER | Net Enrolment Rate |
| NLSS | Nigerian Living Standard Survey |
| PTA | Parent Teachers Association |
| QA | Quality Assurance |
| SBMC | School Based Management Committees |
| SEMIS | State Education Management Information System |
| SS | Senior Secondary |
| SUBEB | State Universal Basic Education Board |
| SURE-P | Subsidy Reinvestment Programme |
| TDNA | |
| TVE | Technical and Vocational Education |
| UBE-IF | Universal Basic Education Intervention Fund |
| UNICEF | United Nations International Children’ Education Fund |
| WAEC | West African Examination Council |
| WB | World Bank |

Introduction – Purpose of the Report

1. The Annual Education Sector Performance Report (AESPR) is a feature of the **annual budget calendar** aimed at assisting budget planning. It is an assessment of the school year performance which is aimed at complementing the budgetary cycle so that informed decisions can be taken prior to budget preparation.
2. The 2013 Kaduna AESPR is the fifth edition to be produced. It is a performance assessment of the 2013-2015 Medium Term Sector Strategy (MTSS) and is based on the 2013 annual budget and Departmental Work Plans (DWPs) using 2013/2014 Annual School Census (ASC) data and other data sources. The following consistently remain the key areas of focus for the report:
 - Evidence of key education **outputs and outcomes**, with particular reference to the indicators specified in the MTSS
 - Observed trends in relation to expectations/targets in the light of current policies
 - Evidence-based recommendations of changes that should be made to these policies
Observed data gaps and suggestions on the additional data that should be collected and how ongoing processes can be improved
3. This report focuses on the implementation of the 2013-2015 MTSS, as well as school-level analysis using the 2011/2012, 2012/2013 and 2013/2014 Annual School Census reports. As in the previous AESPRs, the information contained in this report is organised from a results-based management perspective: indicators describe resources or **inputs** used (financial resources) and measures taken (**activities** such as e.g. teacher training) in order to produce short to medium term results (**outputs**; e.g. number of trained teachers and improved teacher quality), which in turn leads to achieving medium to long term results to beneficiaries (**outcomes and impact** such as improved learning outcomes). The analysis focuses on what factors influence the relationship between inputs and results. Evidence on whether or not **outcomes are achieved** – and why – should provide the planner with a reasonable basis to adjust activities and policies to achieve desired outcomes.
4. The structure links programme implementation (inputs – activities - outputs) with sector performance (outcomes-impact) through the use of sector performance information and statistics:
 - Chapter 1 presents the performance assessment framework
 - Chapter 2 details sector funding and expenditure (Inputs)
 - Chapter 3 - discusses strategies and main activities (Processes)
 - Chapter 4 - highlights achievements (Outputs)
 - Chapter 5 - analyses outcomes (Results)
 - Chapter 6 - details impact and implications, and suggests recommendations for strategic planning purposes

Chapter 1 – Performance Assessment Framework

Education Sector Plan (ESP) 2009 – 2020

5. The Kaduna State Education Plan (ESP) is a long term strategic plan intended to inform the State's commitment to achieving the Education for All (EFA) provisions of the Millennium Development Goals (MDGs). This sector-wide plan constitutes the base document which guides the Ministry's strategy formulation to assist in delivering the state's reform agenda for social development and poverty reduction through a functional and efficient education system. The six key priorities areas of the ESP are as follows:
 - Basic education
 - Secondary education
 - Adult and non-formal education
 - Higher education
 - Policy, planning and resource management
 - Monitoring and Evaluation
6. The main policy objectives of the ESP are as stated below:
 - Improve the quality and relevance of basic, secondary and tertiary education
 - Expand basic education coverage, especially for disadvantaged groups
 - Provide appropriate non-formal learning opportunities, particularly for illiterate and hard-to-reach children and youth
 - Strengthen Government's capacity to manage, plan, and monitor the delivery of education services more effectively and efficiently

Medium Term Sector Strategy (MTSS) 2013-2015

7. The development of the MTSS is a strategic planning process aimed at achieving sector goals and objectives over a multi-year rolling period. This involves strategic sessions where sector goals, objectives and activities are identified with the intention of delivering the medium-term expenditure within the limitation of resources available within a three-year framework.
8. The following goals, alongside the corresponding objectives and targets, were set in the 2013-2015 MTSS.
 - **Provide free quality basic education to all children and young persons' irrespective of gender, faith, social background and special needs.**
 - Increase Pre-primary education: increase intake into public pre-primary schools by 4,000 children annually.
 - Achieve a gender parity index of 0.9 in primary education
 - Provide adequate learning support and quality teaching to 50% of primary schools
 - Increase community and private sector participation in public education provision by 30% in primary and junior secondary education
 - Increase the transition rate from primary to junior secondary education to 75%
 - Support 35 qur'anic schools to teach 4 core subjects

- **Provide quality senior secondary, technical and vocational education**
 - Expand access to science education at the senior secondary level
 - Upgrade 57 public senior secondary and technical schools to attain specified minimum quality standards
 - Increase in girls' enrolment in technical and vocational institutions by 10% annually
 - Improve learning conditions in 30 senior secondary technical and vocational education institutions
 - Expand and improve educational opportunities for children with special needs
- **Expand and improve adult literacy and continuing education programmes for youths and adults**
 - Increase literacy rate from 62.5% to 64.5%
 - Increase the number of continuing education learners by 5% for males and by 10% for females.
 - Improve governance and stewardship role on educational support programmes
 - Enhance the carrying capacity of State tertiary educational institutions by 10% (College of Education, Nuhu Bamali Polytechnic and Kaduna State University)
 - Improve academic performance of academia in higher education
 - Award 31,565 State scholarships to deserving students in tertiary institutions.
- **Enhance the state's policy, planning and resource management capacity for quality education service delivery at all levels**
 - Review the legal framework to clarify mandates and functions of the Ministry, SUBEB, LGEAs and other education Departments and Agencies
 - Planning, management and administration: carry out capacity building programmes in educational planning and management; financial management.
 - Develop and implement three-year MTSS and annual implementation workplans
 - Ensure 700 public schools have functional SBMCs and implement standard school development plans
 - Register and regulate all private schools in the state
 - Ensure that 80% of departments and units of the Ministry and its parastatals meet facility and office equipment requirements
- **Establish and sustain effective quality assurance, monitoring and evaluation**
 - Carry out the annual schools census cycle effectively and efficiently, including reporting and dissemination
 - Build staff capacity to use data for education planning and management
 - Support information management system
 - Inspect and report on 700 schools using the new quality assurance approach
- **Ensure timely availability of complete and accurate data for evidence-based policy making including Monitoring and Evaluation purposes**
 - Conduct and complete the Annual School Census (ASC) cycle effectively and efficiently
 - Build staff capacity and use State Education Management Information System (SEMIS) data for educational planning and management
 - Monitor, assess against set targets and report on sector performance

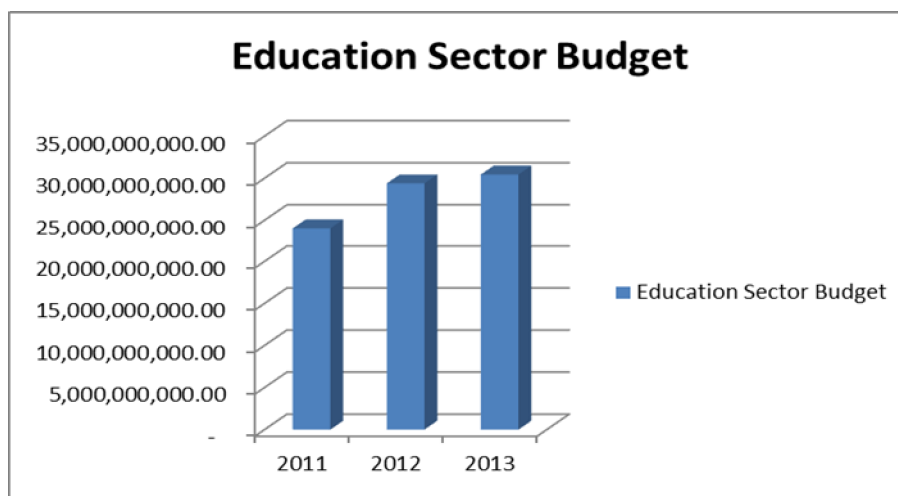
Data on the education system

9. There are two types of information for reporting progress against the above objectives:
- Qualitative information based on monitoring reports, and information made available by Chief Executives of Kaduna State Education MDAs, which is reported mainly in Chapter 3. These reports include the 11-point Agenda, SMO reports and SSIT reports.
 - Quantitative information, which is reported in Chapters 2, 4 and 5, from the following sources:
 - The education sector budgets and public expenditure records (from the Ministry of Budget and Economic Planning, the Ministry of Finance, the State Ministry of Education, the State Ministry of Science and Technology, Kaduna State Universal Basic Education Board and the Universal Basic Education Commission, and other MDAs in the sector.)
 - Annual Schools Census which provides evidence of school level progress
 - Specialised surveys, such as the 2005 Nigeria Living Standards Survey (NBS / World Bank), the 2006 Core Welfare Indicators Survey (NBS / World Bank) and the 2007 Multiple Cluster Indicator Survey (NBS / UNICEF), Teacher Development Needs Assessment (TDNA), Monitoring Learning Achievement (MLA) survey and Head Teacher Survey (HTS), Out of School survey (2011) and Composite survey (2012) supported by ESSPIN.

Chapter 2 – Inputs (Sector funding and Expenditure)

10. This chapter describes the resources allocated (by the State and Federal Governments) which are released and spent in the education sector and broader public financial management issues affecting the education sector in Kaduna State.
11. Most departments and agencies in the education sector enjoy funding from the State Government (for recurrent and capital expenditure), Federal Government (through Universal Basic Education Commission's intervention fund (UBE-IF) for basic education), Local Government Council (through payment of primary school teachers' salaries and overheads). Other sources of funding include Tertiary Education Trust Fund, outstanding allocations from the defunct Education Trust Fund (ETF), Federal Teachers' Scheme (FTS), Millennium Development Goals (MDGs), Donor Agencies, etc. Chart 2.1 below shows approved estimate as well as the actual allocation to the education sector for the year under review as well as comparative figures for two previous years.
12. The budget size of the sector in 2011 was N24.03b, N29.39b in 2012 and 30.44b in 2013.

Chart 2.1: Education Sector Budget, 2011 - 2013

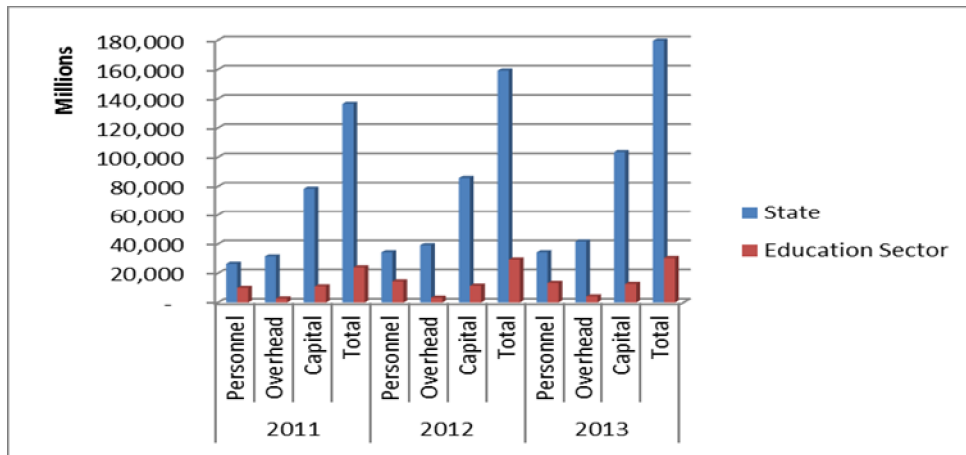


Source: Kaduna State Approved Estimate

13. The budget was N5b lower than 2013 MTSS costed activities. Activities not carried out were essentially capital projects (UBEC-IF). Counterpart funds were accessed late. There was also the issue of insecurity which led affected the execution of projects in the state.
14. Evidences abound on other sources of fund to the state include funds from donors. Funds from donor partners such as MDG, UNICEF, ESSPIN, SURE-P, SBMCs, PTAs, Individuals and groups are not captured in the budget. Expenditure is directed at areas of interest and therefore cannot be captured in this report.
15. The total education sector allocation as a proportion of the total state allocation was 17.6% in 2011, 18.5% in 2012 and decreased to 17.25% representing a decrease of 1.2% in 2013. This

suggests that for the sector to achieve the EFA goals and other state educational objectives there is the need for increased funding in the forth coming years.

Chart 2.2: Summary of Kaduna State Approved Estimate and Education Sector Allocations, 2011 - 2013



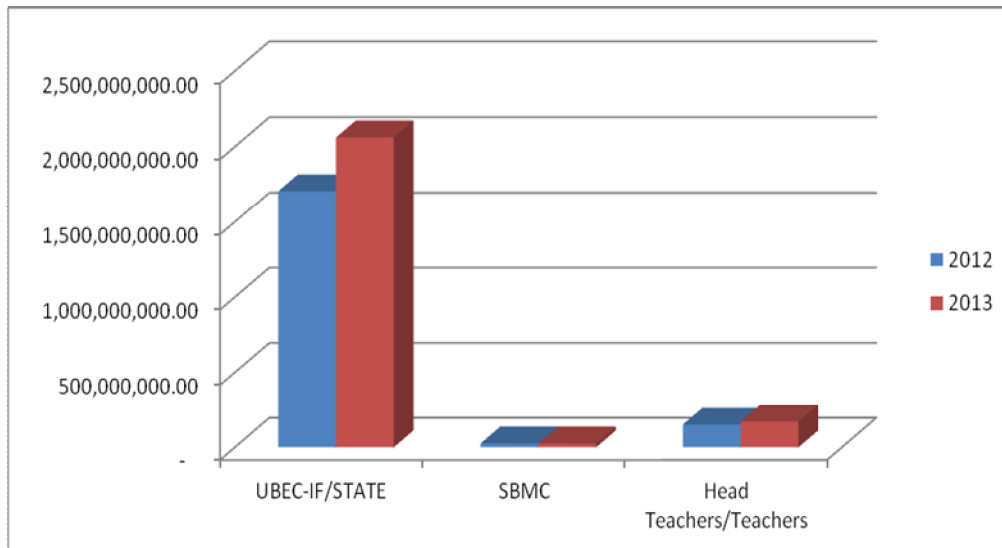
Source: Kaduna State approved Budget Estimate 2011 - 2013

16. Proportion of LGA fund allocated to education. Information on the proportion of Local Government fund allocated to education was not available. However, Teachers' salaries are funded by LGAs

17. UBEC grant as % total education budget

The UBE-IF grant as a total of education sector budget was 12%

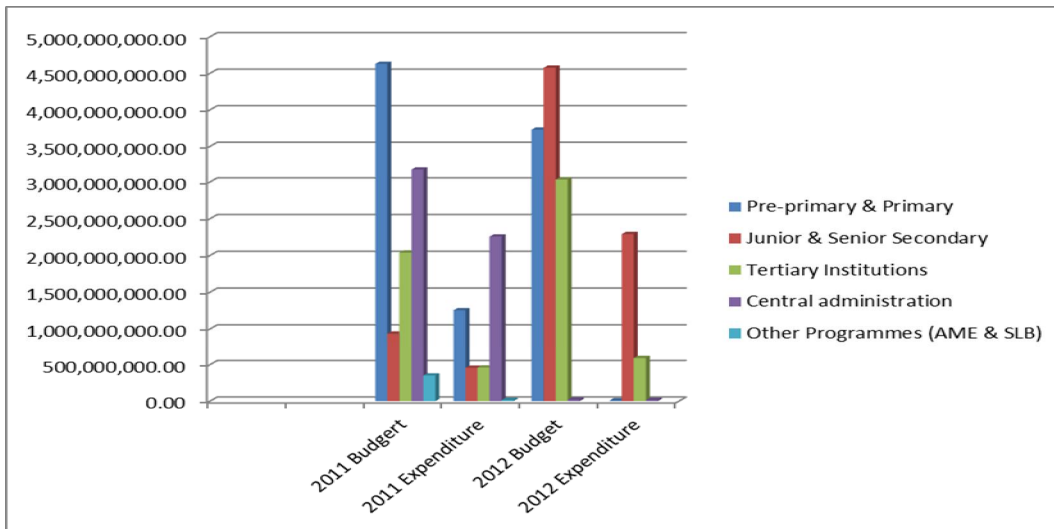
Chart 2.3: UBEC/State grant, 2012 -2013



Source: Approved Budget Estimate, 2012 - 2013

18. Year on year comparison by subsector (i.e. education levels) and economic classification

Chart 2.4: Subsector Budget and Expenditure, 2011 - 2012



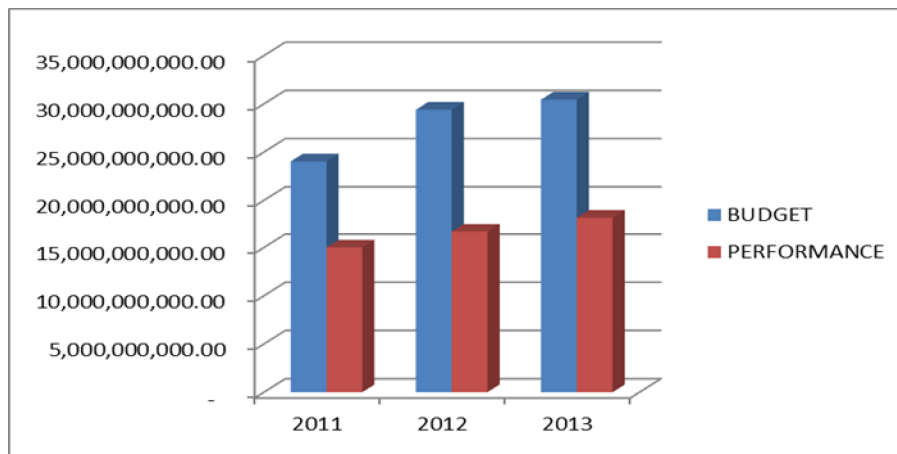
Source: 2013 AG's draft report

There was no breakdown of expenditure by subsector. However, a total of N18,196b out of the budgeted sum of N30,443b was spent in 2013 representing 59.7%.

19. Analysis of Budget and Expenditure

The total budget allocation for the education sector in 2011 was N24.03b with an expenditure of N14.99b which represents 62.38% budget expenditure. In 2012, the budget size was N29.39b representing an increase of N5.35b, expenditure was N16.75b representing 57% performance. The 2013 education sector budget was N30.44b, a total of N18.19b was expended representing an increase of 59.77% over 2012.

Chart 2.5: Education Sector Budget and Expenditure, 2011 - 2013

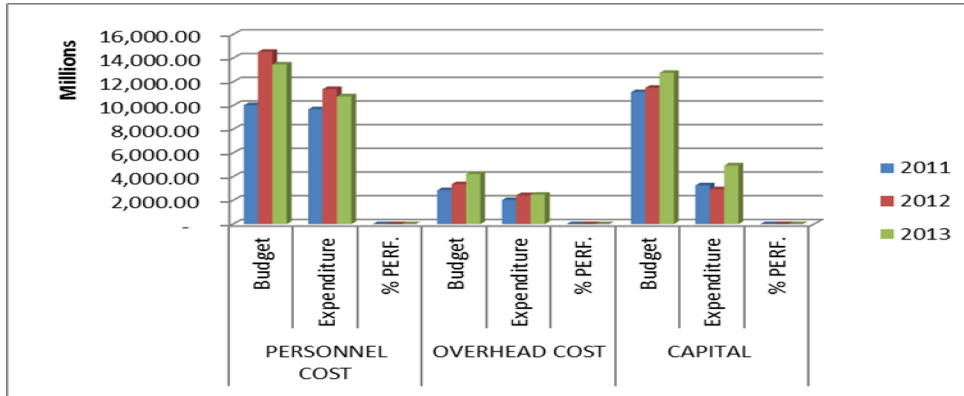


Source: 2013 AG's draft report

20. Utilization rate by Economic classification and MDA

The utilization rate for personnel cost in 2011 was 96.59%, decreased to 78.37% in 2012 and rose to 80% in 2013. The budget utilization rate for overhead cost in 2011 was 70.81%, it increased to 72.2% in 2012 and dropped sharply to 58.8% in 2013. The utilization rate for capital budget in 2011 was 29.3%; it decreased to 29.5% in 2012 and rose significantly to 38.7% in 2013.

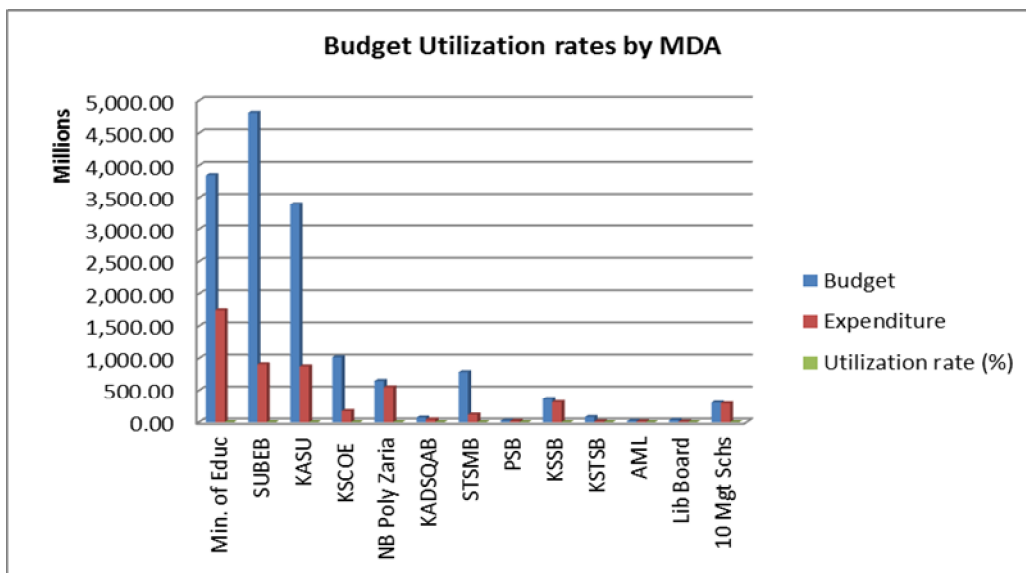
Chart 2.6: Utilization Rates by Economic Classification, 2013



Source: 2013 AG's draft report

The 10 Management schools have the highest utilization rates because revenue generated is paid back and spent as overhead cost. This is closely followed by the State Scholarship Board, State polytechnic, Private Schools Board, Agency for Mass literacy, Quality Assurance, MoE headquarters, all others are below the utilization rate of 40%.

Chart 2.7: Utilization Rates by MDA, 2013



Source: 2013 AG's draft report

21. **The summary of expenditure achieved with respect to the budget theme for the year** The sum of N170 million in all was accessed for training, out of this amount, N102.5 million was used for the rollout of the Schools Improvement Programme (SIP). The sum of N25million was used for Schools Based Management Committee (SBMC) training. ECCDE was allocated N5million while N30million was used to strengthen Mathematics and Science Education teachers (SMASE). The sum of N5million was used for IQTE training. N2.5million was used for training of 200 Guidance and Counselling teachers in Junior Secondary Schools.

Chapter 3 – Strategies and Main Activities

22. This chapter describes the main programmes and activities in governance and management that were undertaken to improve the effectiveness and efficiency of education service delivery. These are contained in the 2013– 2015 MTSS documents. Numbers in brackets refer to objectives identified in the Education Sector Plan (ESP).

Policy and strategy

Goal 1: Basic Education

Pre-primary education policy

23. One of the objectives of goal one of the MTSS is to;

- *Provide free pre-primary education of good quality in public schools targeting increased intake by 5% (4,000 new intakes annually).* As an indicator of achievement of the set target, the following results were achieved:
 - 14 games villages were created out of 40 proposed in pre-primary schools
 - 896 out of the proposed 1,536 pupils' plastic chairs were procured
 - 56 out of the proposed 432 teachers' chairs were procured
 - A total 280 out of the proposed 432 pupils' and teachers' tables were procured
 - 200 additional ECCDE centres were opened. There are now 3,325 centres out of 4,034 public primary schools in the State.

Basic education policy

Provide Free and compulsory education of good quality in public primary schools.

24. The targets set to deliver this goal was:

Provide 50% of pupils with adequate learning support and quality teaching. As an indicator of achievement of the set target, the following results were achieved:

- Rehabilitated 289 out of 1,000 existing dilapidated classrooms.
- Proposed 92 and constructed 110 VIP toilets in public Primary Schools.
- Fenced 48 public primary schools.
- Constructed 2 blocks of 2 cubicles VIP toilets for children with special needs and 230 plastic chairs were proposed and 1000 was purchased for Multi-purpose hall at KASSES
- Constructed 331 out of 1,000 proposed new classroom blocks in public pre-primary, primary and JSS
- All the 38 laboratories proposed were constructed in Junior Secondary schools
- 26 out of 33 proposed examination halls were constructed in Junior Secondary schools
- The following IECCD curriculum materials were procured and distributed to 2,500 schools in the state
 - All 500 copies of National policy on ECCDE in Nigeria
 - All 500 copies of National Minimum Standard for ECCDE
 - All 500 copies of National IECCD Curriculum for 0-5 years
 - All 500 copies of Nigerian National Manual for toy making
 - All 500 copies of National ECCDE Caregivers' Manual
- The following trainings were conducted for ECCDE teachers, desk officers and supervisors:
 - A total of 138 teachers were trained on stages of child development and use of locally sourced materials in the production of instructional materials
 - All 23 ECCDE Desk officers and 46 supervisors were trained in clusters
 - Trained 2,300 Mathematics and Science Education (SMASE) cycle II

- Furniture and other equipment procured for use in the new structures include:
 - Procured 18,990 2-seater pupils' desk/bench in public primary schools. Target achieved.
 - Procured 463 teachers' furniture in public primary schools. 50% target achieved
 - Procured 896 out of 1,536 pupils' plastic chairs in public pre-primary schools
 - Procured 56 teachers' plastic chairs in public pre-primary schools. Target achieved
 - Procured 280 out of 432 teachers' and pupils' plastic tables in public pre-primary schools
 - Procured 680 students' furniture in public junior secondary schools
- Some of the teaching and learning materials distributed to schools include;
 - The distribution of 204 library reference materials; target met.
 - Distribution of 2400 sets of IECD curriculum materials for 120 ECCDE centres.
- The trainings provided to Head Teachers to improve on their leadership and administrative skills include:
 - Trained 1,046 Head Teachers on school leadership and administrative skills to lead school improvement, quality teaching and learning. MTSS target achieved.
 - 5,197 Teachers were trained and supported by the SSIT and SSOs to effectively deliver lessons on numeracy and literacy. MTSS target achieved.

Efficiency in governance, planning and management for quality education provision (SBMC to connect the school, community and Government)

25. All the following activities proposed were carried out:-

- Conducted community entry into 1150 communities with a view to formation of SBMCs according to the State policy guidelines across the 23 LGEAs for the 2013 SBMC Roll-out.
- Trained 26 SBMC Master Trainers
- Trained 120 SMOs to train SBMCs in 1,150 communities across the 23 LGEAs.
- Trained 480 SBMCs on Women and children committees, monitoring and mentoring.
- Trained 5,750 SBMC members in 1,150 targeted communities for the 2013 SBMC roll-out
- Monitored the conduct of Local Government forum in the 480 roll-out across 16 LGEAs to share progress and challenges among stakeholders with a view to promote community participation in basic education delivery.
- Selected 120 SMOs and engaged them in the 2013 2 SBMC Development programme
- Signed Memorandum of Understanding between SUBEB and the 12 engaged CSOs for mentoring and monitoring of SBMC activities in the 480 communities
- Commissioned 12 Civil Society Organizations (CSOs) who have signed the MoU for the conduct of mentoring and monitoring of SBMC activities in the 480 communities pertaining to the 2012 SBMC Roll-out.
- Monitored community entry for the formation of 1,150 SBMCs in the 23 LGEAs and the training of the 5,750 SBMCs in clusters across the 23 LGEAs.
- Sensitized 8,000 Teachers on identification of common diseases amongst children across the 23 LGEAs.
- Developed and produced 2,000 copies of SUBEB news-letters.
- Trained 66 Teachers on Family Life and Health Education (FLHE) in 2 LGAs.

Expand and improve educational opportunities for children with special needs

- Conducted sensitization training on conducive learning environment for Albino Children
- Distributed tricycles to 15 beneficiaries from 3 LGEAs
- Trained 46 LGEAs' inclusive education desk officers on case study and report writing

- Trained SCOIE members on networking and partnership in collaboration with ESSPIN and Albino foundation.
- Seven private providers of education for children with special needs benefitted from the UBE intervention fund.
- Trained 23 desk officers of special/inclusive education units in 23 LGEAs
- 5 Officers attended annual National IECCD consultative committee meeting

IQTE policy

Provide basic education to learners in qur'anic schools

The following proposed activities were carried out, with MTSS targets achieved.

- Conducted IQTE Schools assessment in 192 centres across 9 LGEAs [Kachia, Kagarko, Jema'a, Kaduna North, Kaduna South Igabi, Kajuru, Kudan and Makarfi] LGEAs with ESSPIN support
- Paid allowances to 35 proprietors (Alarammas) of pilot schools.
- Procured and distributed support materials to 257 IQTE schools.

Establish one model integrated qur'anic boarding school in 3 senatorial zone

Two model integrated qur'anic boarding primary schools have been established in Northern (functional with an enrolment of 266 almajiri) and Central senatorial zones. However, with UBEC Intervention funds, 4 additional semi-boarding integrated qur'anic schools have been established in Lere, Igabi, Jema'a and Soba LGAs [functional with an enrolment of 200 almajiri]. A day integrated qur'anic school was established in Kagarko LGA using ETF [functional with enrolment of 80 almajiri].

- Activities carried out to enhance relationship between the Ministry of Education, College of education and other MDAs especially, Adult & Non formal Education were:
 - The 2013 Education Summit conducted by the Ministry of Education brought all the Education MDAs together to discuss way forward on the education sector.
 - The activities carried out to enhance relationship with the LGA and LGEAs include conduct of LGA forum on educational issues in 7 LGEAs
- Activities carried out to enhance donor participation in Basic Education delivery were:
 - Conduct of SCOIE quarterly meetings
 - Collaboration with ESSPIN, Lifeline Education Resource Centre, Albino Foundation and Save the Children UK to facilitate the 10 SCOIE identified trainings
- Activities carried out to strengthen communication and knowledge management with stakeholders were achieved and target met.
 - Developed and produced 2,000 copies of SUBEB newsletters
 - Paid visits to three media organizations
 - Conducted quarterly meetings with the HODs of the 23 LGEAs
 - Produced TV/Radio documentary on the activities of the Board.
 - Aired radio jingles on Girl-child and inclusive education
 - Community theatre reaching 339 communities on community participation in education
- Activities carried out to ensure a child friendly environment for quality and inclusive learning include:
 - State Policy on Inclusive Education (IE) developed, disseminated and in use
 - 245 out of 270 schools were inspected using the QA Whole School Evaluation (WSE) methodology

- 36 number of IE compliant classroom blocks completed, furnished and in use.
- 62 number schools were provided with clean water and sanitation
- 63 number schools were provided with adequate IE compliant separate toilet for boys and girls.
- Activities that were carried out to enhance the capacity of SUBEB, LGEAs and Schools to mobilize resources for Basic education were as follows, with set targets met by the Social Mobilization Department
 - Trained 6 SUBEB staff, 167 SMOs and 3,840 SBMC members in 480 communities on advocacy and sensitization skills, resource mobilization, financial management and resourcing
 - Trained 8 SUBEB staff, 120 SMOs and 5,750 SBMC members in 1,150 communities on advocacy and sensitization skills, resource mobilization, financial management and resourcing.
- The type of trainings carried out to enhance the capacity of SUBEB, LGEAs and Schools to efficiently and effectively utilize resources were as follows, with set targets met by the Social Mobilization Department.
 - Trained 6 SUBEB staff 167 SMOs and 3,840 SBMC members in 480 communities on; School Self-Evaluation [SSE], School Development Planning [SDP], transparency, accountability and facilitation skills.
 - Trained 8 SUBEB staff, 120 SMOs and 5,750 SBMC members in 1,150 communities on; School Self-Evaluation [SSE], School Development Planning [SDP], transparency, accountability and facilitation skills.
 - Conducted 5 day training for SUBEB and LGEA senior staff organised by Hanijam Nigeria Ltd and Green Belt Ventures.
- Activities carried out to strengthen financial tracking, control and management system.
 - 18 staff were trained on financial tracking and control
- To Strengthen Human Resource systems for improved performance.
 - Sponsored 12 staff of SUBEB to undergo training
- Activities carried out to build capacity for effective service delivery (training plans, capacity assessments) were achieved and MTSS targets met.
 - Computer training for 35 SUBEB Staff on Micro soft office
 - Conducted orientation of Key staff and trainers on the activities of school improvement programme for LGEAs staff.
 - Built Capacity for 23 Guidance and Counselling desk officers in the 23 LGEAs
 - The following activities carried out to enhance administration system and processes includes; Conduct routine maintenance of SUBEB office infrastructure, furniture, equipment and computers and payment of utility bills monthly.
 - Maintenance of computer and ICT equipment
 - Conduct routine maintenance and fuelling of SUBEB vehicle and generators
 - Conduct annual renewal of professional bodies' subscriptions for 15 SUBEB officers with ANAN, NIA, NIOB & NIOS.
 - Conduct monthly payments of Bank charges and insurance premium for SUBEB.
 - Participate in state and National Policy and capacity building meeting on Education
 - Procurement of office stationeries
 - Entertainment for 50 persons at meeting of SUBEB Board members
 - Procured and distributed uniform & protective clothing for drivers, messengers, cleaners & watchmen
 - Procured 10 fire extinguishers and refilled 10 existing ones.
 - Conduct weekly consultative dialogue with 10 key state and National stakeholders SUBEB policy makers
 - Conduct weekly consultative dialogue with Directors

- Activities carried out to achieve available and reliable data for planning and management was;
 - Annual School Census (ASC) conducted
- Activities carried out to strengthen budgeting processes were achieved and MTSS targets met.
 - 2014- 2016 Medium Term Sector Strategy (MTSS)
 - Trained 7 officers on MTSS template
 - Trained 7 Desk officers of SUBEB and 46 officers (ESs, HOD PRSs) on work plans.
- Activities were carried out to coordinate the Development of Education Planning achieved and targets met
 - Review of SUBEB Strategic Plan
- Activities carried out to strengthen monitoring and evaluation systems to ensure attainment of goals were achieved and targets met;
 - Supported the development of 2013 LGEA action plan in 23 LGEAs
 - Conducted monitoring on teachers performance to assess impact of capacity building
 - Coordinated the conduct of MDG/NTI workshop
 - Conducted monitoring of distribution and utilization of textbooks and library materials
 - Monitored 50 ECCDE centres in 23 LGEAs for impact of care givers
 - Monitored FTS teachers in 23 LGEAs
 - Monitored 50 ECCDE centres in the 23 LGEAs
 - Inspected libraries in 23 LGEAs
 - Monitored FTS teachers by 10 SUBEB staff

Goal 2 - Post Basic Education:

Provide Quality Senior Secondary, Science, Technical and Vocational Education (STVE)

26. One of the key objectives of goal 2 of the MTSS is to expand and make secondary education more efficient and appropriate for higher education, employment needs and self-reliant irrespective of gender. Targets set for achieving this objective include;

Upgrade 57 Public Senior Secondary and Technical Schools to attain specified minimum quality standard.

- Activities carried out to improve Learning conditions in existing SS and STVE institutions include;
 - Procured and supplied 807 Science, Technical, Vocational and Computer equipment to 115 secondary schools in the State. MTSS target was achieved.
 - Constructed and rehabilitated 32 out of 136 secondary schools and 3 blocks of additional new classrooms expanded
 - 7 out of 20 proposed libraries were expanded
 - 8 out of 100 proposed secondary schools were expanded/rehabilitated
 - 5 junior secondary schools were upgraded to senior secondary schools
 - Conducted Examination for:
 - Junior School Certificate Examination (JSCE) - 80,041 candidates
 - Senior School II Qualifying Examination (SSIIQE) - 40,801 candidates
 - Junior Islamic School Certificate Examination (JISCE) - 4,338 candidates
 - Qualifying Islamic Examination (QIE) - 1,220 candidates
- All planned Sporting activities to improve the physical fitness of the students were carried out;
 - Students of the State attended Ilorin 2013 and won 3 gold, 8 silver and 9 bronze.
 - Participated in athletics, swimming and cricket competitions.
- All planned Extra-curricular activities to popularize Science and Technical Education in schools were carried out

- 3 Kaduna State students represented Nigeria in International Debate in Turkey.
- Participated in Zonal, State and National Debate competition.
- Trained 300 teachers on the patterns and styles of modern debate.
- Activities carried out to improve the quality of teaching in SSTVE schools includes;
 - Trained 360 junior secondary school teachers on FLHE supported by Global fund, UNICEF and I CARE women and youth.
 - Conducted a 3 day workshop on effective Teaching of English language for 200 Teachers in Kaduna State.
 - Trained 1,500 Science (Mathematics, Biology, Chemistry and Physics) and 990 English teachers by SURE-P in 2013.
 - A total of 274 teaching staff and 19 non-teaching staff benefitted on the in-service training.

Kaduna State Teachers Service Board

- Processed and approved the promotion of 2,600 teachers in the State Post Primary Schools. Target subject to qualification
- Conducted promotion examination/interview for 2,500 teachers, out of which 2,350 teachers sat for the written examination.
- Recruited 1,802 English and Science teachers for secondary schools. Target was subject to approval.

Goal 3: Higher Education Policy

Improve quality, affordable and efficient higher education that will be sustainable to individual and global development.

27. Target set to achieve this goal includes:

- Provisions were made for the recruitment of additional lecturers in Higher Institutions.
 - College of Education, Gidan Waya recruited 313 additional lecturers.
 - Nuhu Bammalli Polytechnic, Zaria recruited 208 additional lecturers.
 - Kaduna State University recruited 158 additional lecturers.
- Activities were carried out to ensure that Academic performance of the three Higher institutions
 - 67 staff were trained at Kaduna State University to improve performance
- Activities carried out to improve infrastructure and facilities for accreditation in the three Higher institutions includes;

Kaduna State University

- Constructed Faculty of Environmental Science
- Constructed Faculty of Pharmaceutical Sciences and laboratory complex for College of Basic Studies in Kaduna campus
- Constructed Faculty of Arts Building
- Constructed 4 twin lecture Halls, 500 sitting capacity of Lecture Theatre and the Entrepreneurship Building complex
- Constructed 6 additional classrooms/lecture halls and 20 staffrooms for Department of Economics and Faculty of Social and Management Sciences
- Constructed 6 additional classrooms/lecture halls in Faculty of Sciences and 12 laboratories and 30 staff offices for Biochemistry and Microbiology Department

Kaduna State Scholarship Board

- Activities carried out to determine the award of scholarship to deserving students in Tertiary Institutions includes;
- The Kaduna State Scholarship Board paid the total of 16,532 continuing students' scholarship.
- The Board paid a total of 9,282 new students 2012/2013 scholarship
The Board has paid only 25,805 students' scholarship out of the targeted 31,565.

Goal 4: Adult and Mass Literacy

Expand access and provide functional adult literacy and continuing education programmes for youths and adults.

- Activities carried out to Improve literacy rate includes;
 - The Agency had a total enrolment 11,396 in 2013

Table 3.1: Enrolment in Adult Literacy, 2013

| Learners | Male | Female | Total |
|----------------|-------|--------|-------|
| Basic Literacy | 3,512 | 5,733 | 9,245 |
| Post Literacy | 191 | 382 | 573 |
| Quranic | 428 | 89 | 517 |
| Girl-child | - | 512 | 512 |
| Functional | 30 | 519 | 549 |

Source: Agency for Mass literacy

- 7,412 learners were certified in 2013

Table 3.2: Number of Learners certified in 2013

| Learners | Male | Female | Total |
|----------------|-------|--------|-------|
| Basic Literacy | 2,334 | 3,519 | 5,853 |
| Post Literacy | 150 | 350 | 500 |
| Quranic | 293 | 69 | 362 |
| Girl-child | - | 321 | 321 |
| Functional | 17 | 359 | 376 |

Source: Agency for Mass literacy

All Activities planned were carried out to Increase number of continuing education learners which include

- Conducted advocacy sensitization and refresher course on Basic, Post Literacy, Quranic, Girl-Child and Functional Literacy programmes.
- Conducted publicity and awareness to the public on the agency's programmes.
- Procured English and Mathematics textbooks and instructional materials for centres

The Agency's established 3 Continuing Education centres had a total enrolment of 480 (206 Male and 274 Female) in 2012 and 350 (185 Male and 165 Female) in 2013.

Goal 5: Policy, Planning and Resource Management

- Capacity building training programmes conducted in Financial Management
- The criteria used for registering and regulating Private schools in the State includes;
 - 748 revalidation forms were issued to Private and collected for Re-categorization based on strengths and viability. A task force was constituted that enforced the closure of Sub-

standard and unregistered Private Schools. 457 Private Schools were closed down for non-registration. Out of this figure, 210 came and registered thereafter.

- Conducted sensitization and mobilization of Proprietors of Private Schools in the State through the umbrella body NAPPS.
- 138 Private Schools were cleared for NECO/WAEC registration to maintain standard.
- A total of 116 Private Schools were monitored during the WAEC/NECO examination with the view to minimize examination malpractice
- A total of 235 Private Schools applied for registration and were found to be suitable to operate as learning centres.

Goal 6: Quality Assurance and Monitoring

Quality Assurances Services and M & E Systems established and sustained

- Activities carried out to ensure timely availability of complete and accurate data for evidence-based policy making including M & E includes;
- All activities organized to build capacity for Sector Performance were carried out which includes,
 - Trained 50 M&E LGEAs desk officers for 2 days
 - Trained 23 Education Secretaries on M&E for 2 days
 - Conducted 2013 -2015 MTSS preparation, costing and validation work shop for SUBEBs and LGEAs staff.
 - Conducted 2014-2015 MTSS and AESPR preparation costing and validation work shop for 14 SUBEB staff for 2 days.
 - Compiled quarterly monitoring report
- All activities carried out to ensure the use of new Quality Assurance approach were achieved. They include;
 - 179 Public and Private Schools in the State were evaluated using the new instrument for Quality Assurance Evaluation
 - Full general inspection of thirty eight (38) Students Exchange Programme schools of the Nineteen (19) Northern states was conducted by 22 monitoring inspectors.
 - Trained 1,023 QA Evaluators
 - Trained 50 QA mentors and readers
 - Trained 210 QA Evaluators and Head teachers in the State
 - Produced 50 copies of QA facilitators guide for training of evaluators
 - Attended conference of Principals monitoring inspectors and schedule officers of Student exchange programme
 - Trained 270 Principals on School Self Evaluation
 - Collaborated with Federal Inspectorate services and evaluated 5 public schools
 - Printed 2000 copies of code of conduct for evaluators
 - produced 140 framed posters of code of conduct and qualifications required to be an evaluator
 - Granted WAEC/NECO recognition for forty three (43) public and private schools in the State.
- Quality Assurance Evaluation
 - Conducted 5days annual training of 200 staff from the newly created Q.A. department in all the 23 LGEAs, SUBEB HQ and Zonal office, evaluation and report writing training to be conducted at 3 senatorial zones of the state
 - Conducted 1st, 2nd and 3rd terms of Quality Assurance Evaluation [QAE] Visit to 90 schools in 23 LGEAs of the 3 senatorial district
 - Conducted Term Quality Assurance for 50 evaluators [SUBEB HQ/9 Zones].

- Conducted term follow up evaluation of schools by UBEC Quality Assurance officials across the 3 senatorial Zones of the state in collaboration with SUBEB 3 officials

28. Another target is *Sector Performance Monitored and assessed against set targets; and reported on*. To achieve this, all the following activities were proposed and carried out;

- Trained 50 M&E LGEAs desk officers for 2 days
- Trained 23 Education Secretaries on M&E for 2 days
- Conducted 2013 -2015 MTSS preparation, costing and validation work shop for SUBEBs and LGEAs staff.
- Conducted 2014-2015 MTSS and AESPR preparation costing and validation work shop for 14 SUBEB staff for 2 days.
- Compiled quarterly monitoring report

Ensure timely availability of complete and accurate data for evidence - based policy making.

To achieve these objectives, planned activities for 2013 were carried out;

- Repairs and service of 1 digital EMIS photo-copier

Chapter 4 – Outputs (Achievements)

This section highlights the short-term results of the budgetary allocations to the sector (as highlighted in Chapter 2), and as well as processes and activities (as detailed in Chapter 3) to link the budget with results. This chapter dissects the quantum of performance of MDAs in the education sector against set targets.

Goal 1: Basic Education

Pre-primary education policy

29. One of the objectives of goal one of the MTSS is to;

Provide free pre-primary education of good quality in public schools targeting increased intake by 5% (4,000 new intakes annually).

The provision of additional infrastructure, play facility, sanitation and training of staff led to an increase of 25.7% in the ECCDE intake rate.

Basic education policy

The renovation and construction of additional classrooms have decongested existing classrooms which has reduced the average pupil classroom ratio to 54:1. Insufficient seating remains a problem. Although toilets were constructed demands were not met. The average pupil toilet ratio has increased to 319:1.

Goal 2 - Post Basic Education

Provide Quality Senior Secondary, Science, Technical and Vocational Education (STVE)

30. Targets set for achieving this objective include;

Upgrade 57 Public Senior Secondary and Technical Schools to attain specified minimum quality standard.

Only 33 secondary schools were upgraded and granted WAEC/NECO recognition.

Goal 3: Higher Education Policy

Improve quality, affordable and efficient higher education that will be sustainable to individual and global development.

31. Target set to achieve this goal is *to increase the carrying capacities of higher institutions by 10%*

Target not met. All construction, rehabilitation and provision of facilities in Kaduna State Higher institutions in progress.

Goal 4: Adult and Mass Literacy

Expand access and provide functional adult literacy and continuing education programmes for youths and adults.

Target set to achieve this goal is *to improve literacy rate from 62.5% to 64.5%.*

The target has been achieved. The literacy rate is now 64.5%

Goal 5: Policy, Planning and Resource Management

- The State has put in place structures that have aided the achievement of improved organizational mandates/functions of LGEAs and Education MDAs for effective service delivery.

Goal 6: Quality Assurance, Monitoring and Evaluation

- The State has ensured credible and availability of data for planning.
- Monitored budget implementation through the use of Quarterly Monitoring Reports (QMR)

Chapter 5 – Outcomes (Medium-term Results)

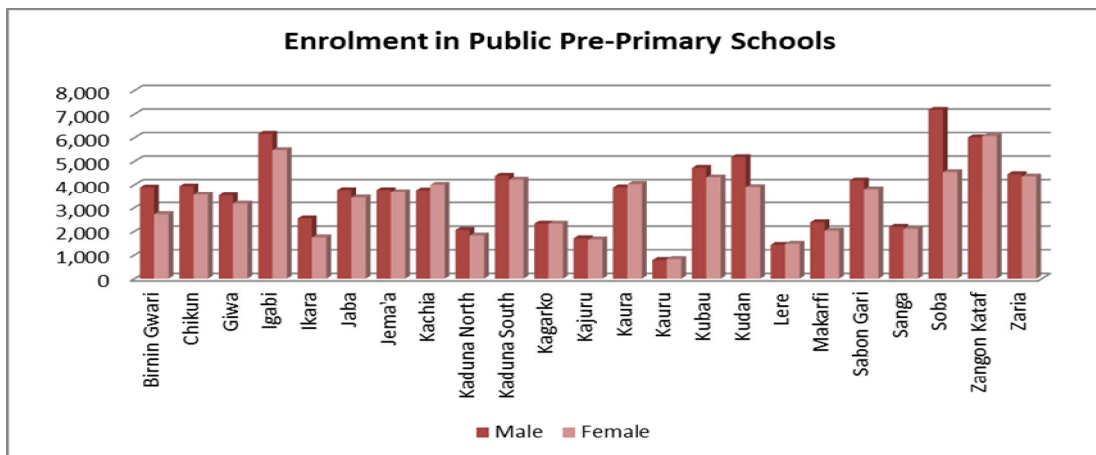
Emerging Trends in Enrolment

a. Early childhood care and education

32. During the school year 2013/2014:

There are 159,536 (84,248 boys and 75,288 girls) pupils in *public* pre-primary schools, a decrease of 2.8% when compared to 164,103 (90,713 boys and 73,390 girls) enrolment in 2012/2013.

Chart 5.1: Enrolment in Public Pre-Primary Schools by Gender and LGEA, 2013



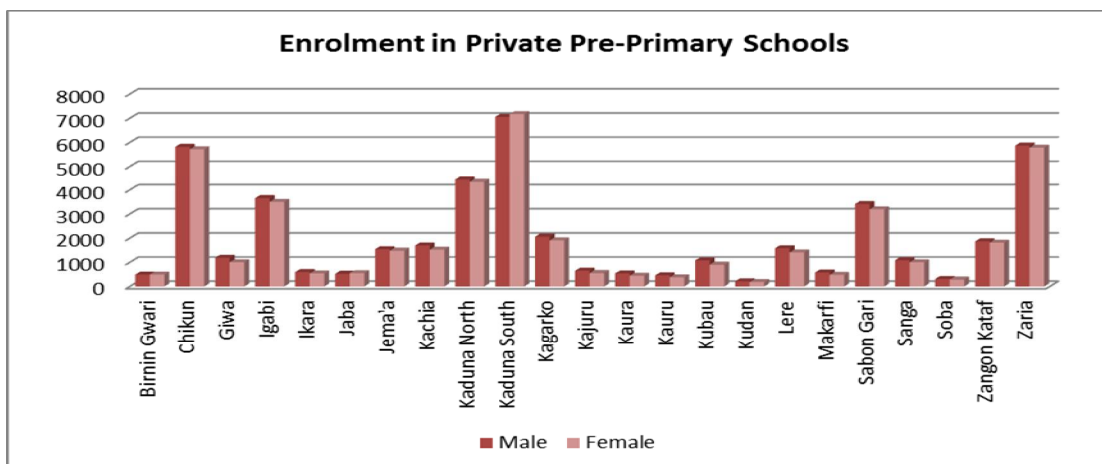
Source: 2013/2014 ASC Reports

Enrolment in Private Pre-Primary Schools

In 2013, 91,444 children (46,771 boys and 44,673 girls) enrolled in kindergarten and nursery classes attached to private schools, an increase of 12.7% over 2012.

It is important to note that Private schools account for 36% of the total pre-primary enrolment in 2013.

Chart 5.2: Enrolment in Private Pre-Primary Schools by Gender and LGEA, 2013



Source: 2013/2014 ASC Reports

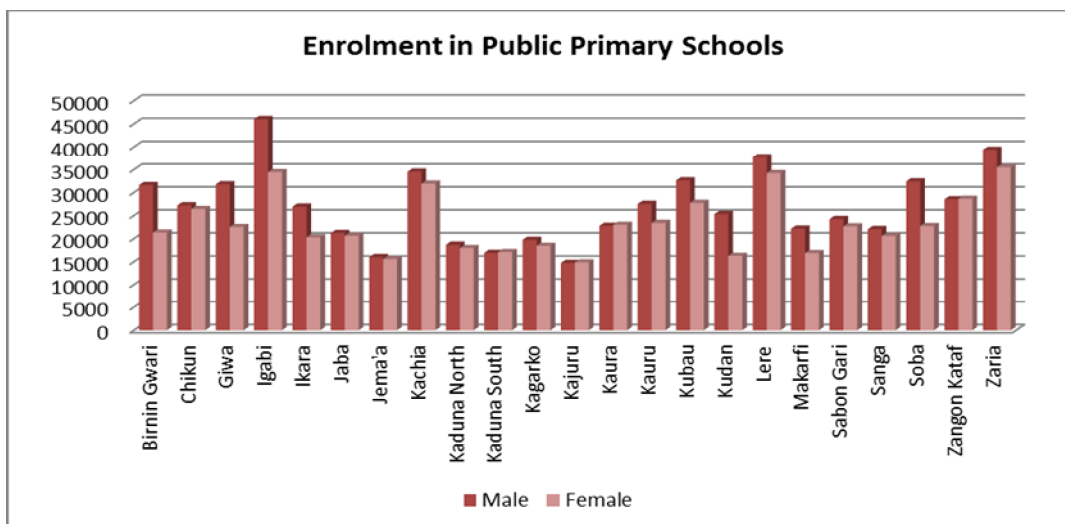
b. Primary education

51. In 2011, 1,067,275 pupils (579,513 boys and 487,762 girls) enrolled in public primary schools and 1,181,632 (638,270 boys and 543,362 girls) enrolled in 2012.

However, in 2013, enrolment in public primary schools decreased to 1,153,460 pupils (620,305 boys and 533,155 girls), which represents a decrease of 2.4% from 2012.

Primary schools enrolment of girls in 2013/2014 still remains 46%.

Chart 5.3: Enrolment in Public Primary Schools by Gender and LGEA, 2013



Source: 2013/2014 ASC Reports

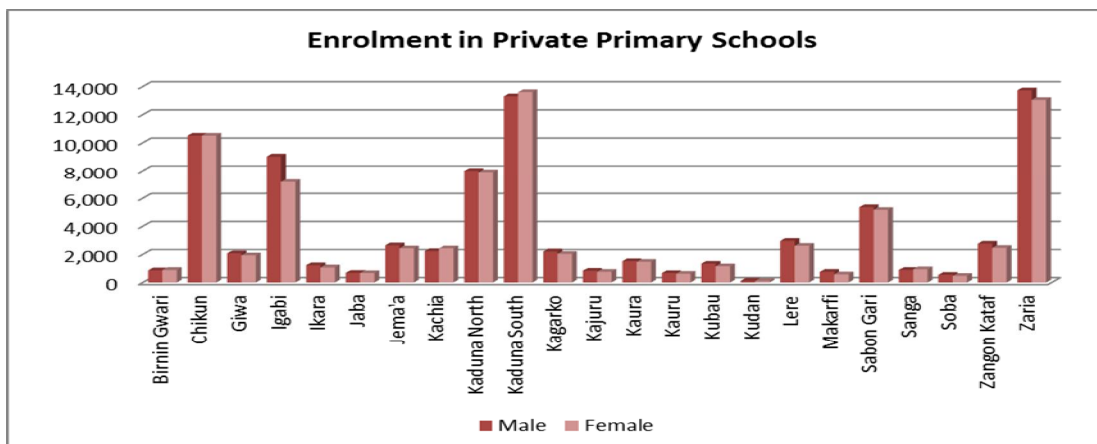
Enrolment in Private Primary Schools

33. The private primary schools have an enrolment of 164,348 pupils (84,287 boys and 80,061 girls), this represents an increase of 8.5% over 2012 enrolment of 150,435 (76,452 boys and 73,983 girls). In 2011, it was 141,516 (72,427 boys and 69,089 girls) in private primary schools.

The 2011 to 2013 trend shows a progressive increase in enrolment into private schools.

In the same vein, the private sector accounts for 12.5% of the total enrolment in 2013 primary education.

Chart 5.4: Enrolment in Private Primary Schools by Gender and LGEA, 2013



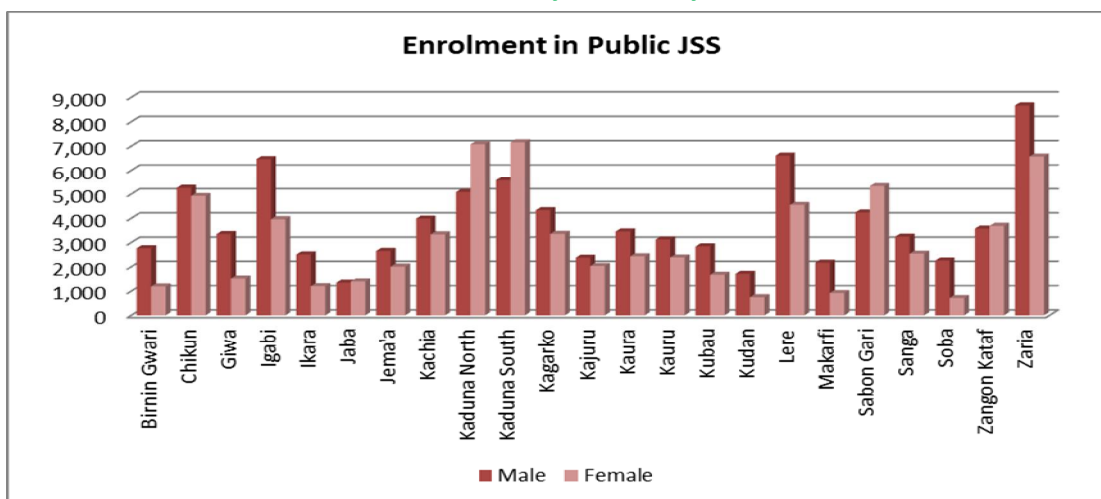
Source: 2013/2014 ASC Reports

c. Junior secondary education

34. Enrolment in junior secondary school was 158,274 students (90,495 boys and 72,093 girls) in 2013/2014 school year. In 2012 it was 100,936 (54,592 boys and 46,344) and 113,566 (63,045 boys and 50,521 girls) in 2011.

45% of total junior secondary schools enrolments in 2013 are girls.

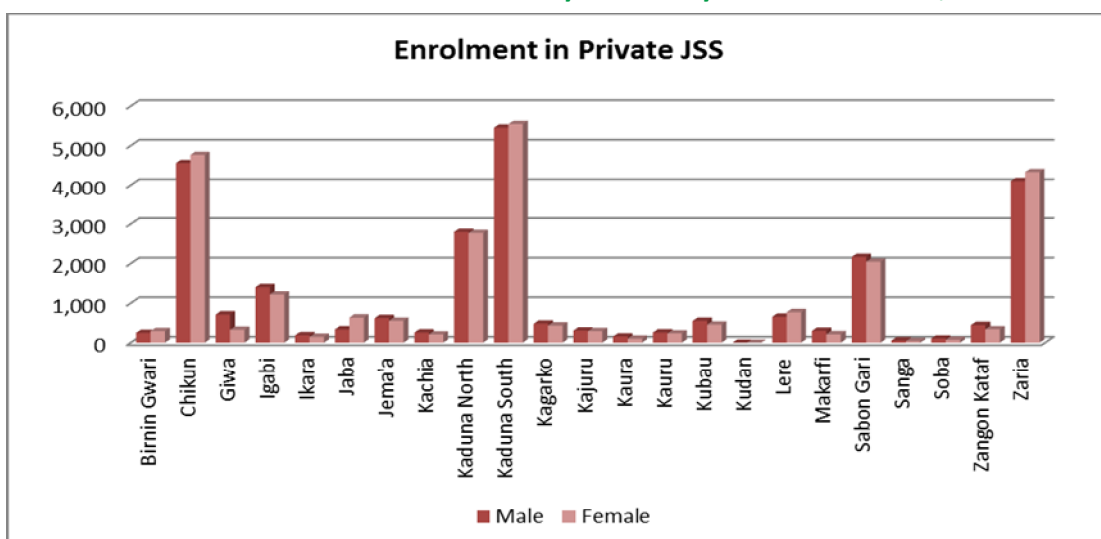
Chart 5.5: Enrolment in Public Junior Secondary Schools by Gender and LGEA, 2013



Source: 2013/2014 ASC Reports

35. 51,942 students (26,155 boys and 25,787 girls) enrolled in *private* junior secondary, which represents a marginal increase of 7.9% from a total enrolment of 47,858 (24,299 boys and 23,559 girls) in 2012. The private sector accounts for 25% of the total enrolment in junior secondary schools.

Chart 5.6: Enrolment in Private Junior Secondary Schools by Gender and LGEA, 2013



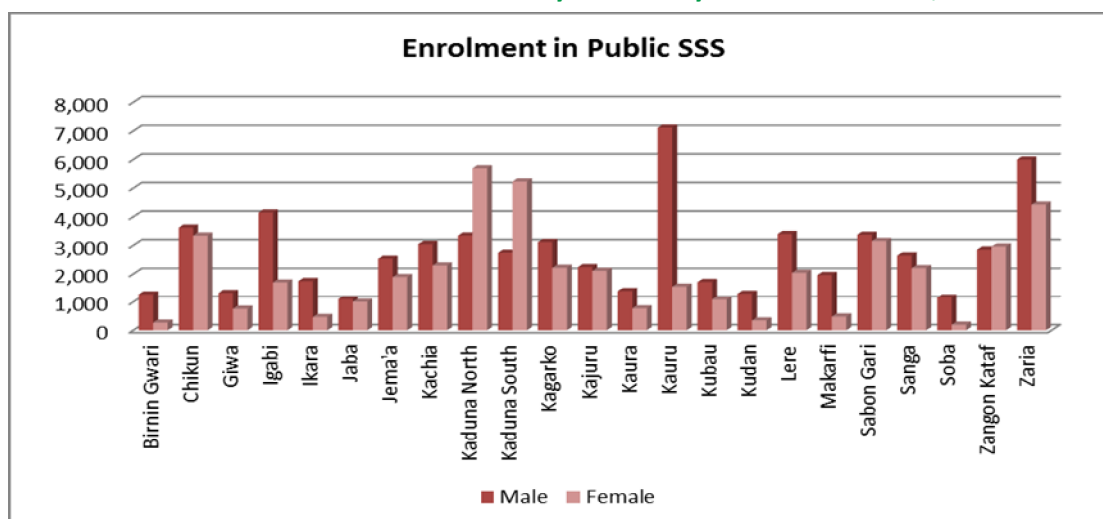
Source: 2013/2014 ASC Reports

d. Senior secondary education

36. 109,385 students (63,172 boys and 46,213 girls) enrolled in *public* senior secondary schools during the 2013/2014 school year and 57,633 students (32,147 boys and 25,486 girls) in 2012.

42% of the total enrolments in public senior secondary schools in 2013 are girls.

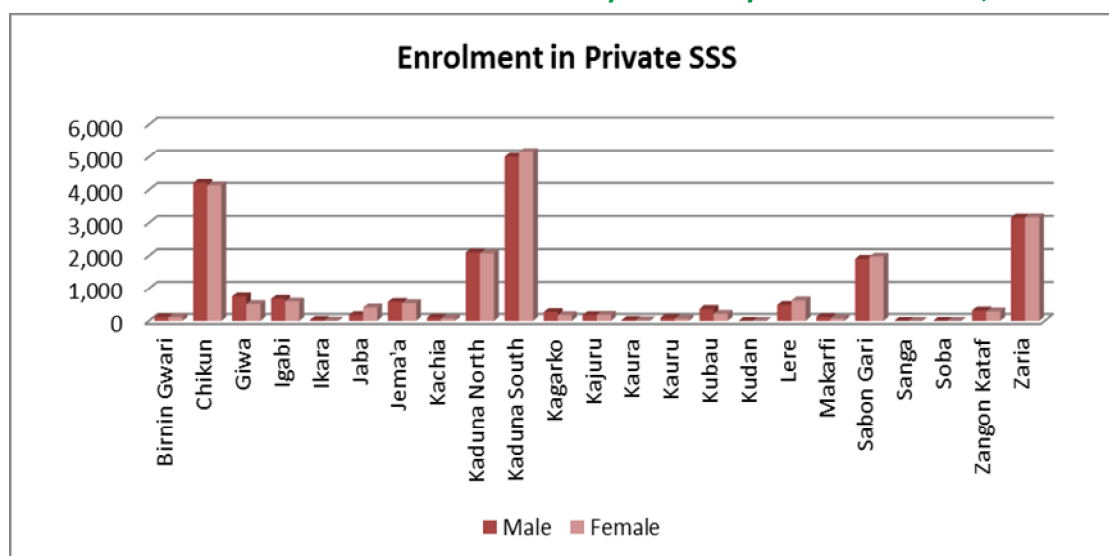
Chart 5.7: Enrolment in Public Senior Secondary Schools by Gender and LGEA, 2013



Source: 2013/2014 ASC Reports

37. 41,088 students (20,675 boys and 20,413 girls) enrolled in *private* senior secondary schools. This represents an increase of 8.4% students over to a total enrolment of 37,637 students in 2012. The private sector accounts for 27% of the total enrolment in senior secondary education.

Chart 5.8: Enrolment in Private Senior Secondary Schools by Gender and LGEA, 2013

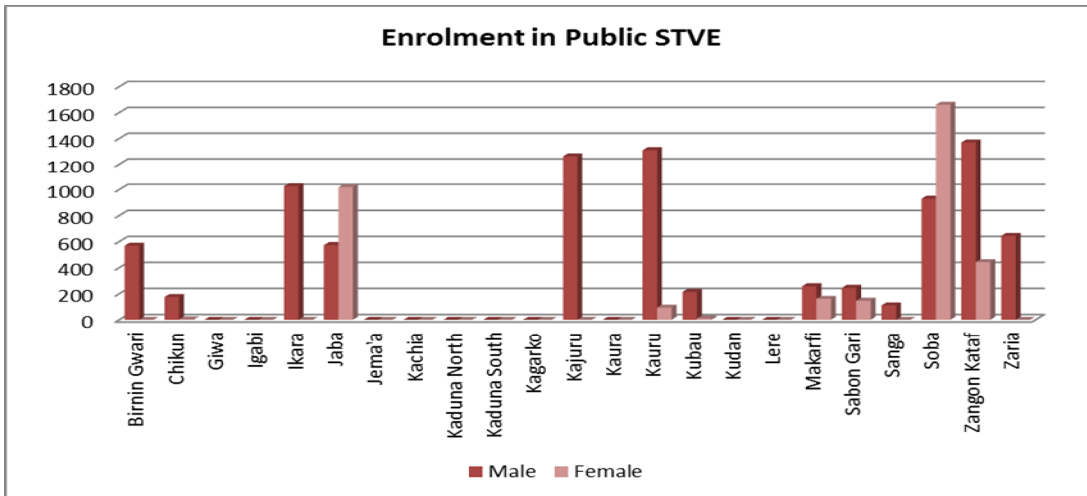


Source: 2013/2014 ASC Reports

e. Science, Technical and Vocational Schools

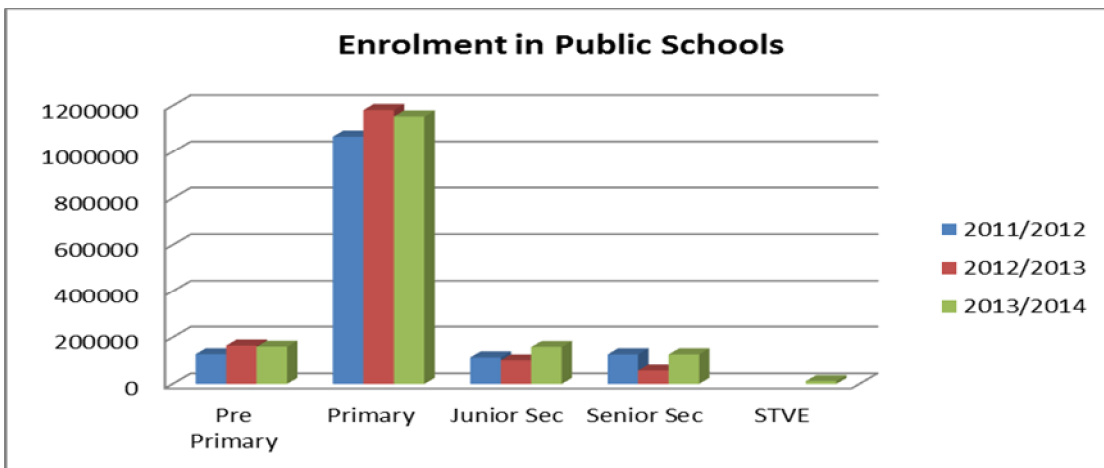
Total of 12,215 students (8,681 boys and 3,534 girls) enrolled in *public* science and technical schools in 2013.

Chart 5.9: Enrolment in Public Science & Technical Schools by Gender and LGEA



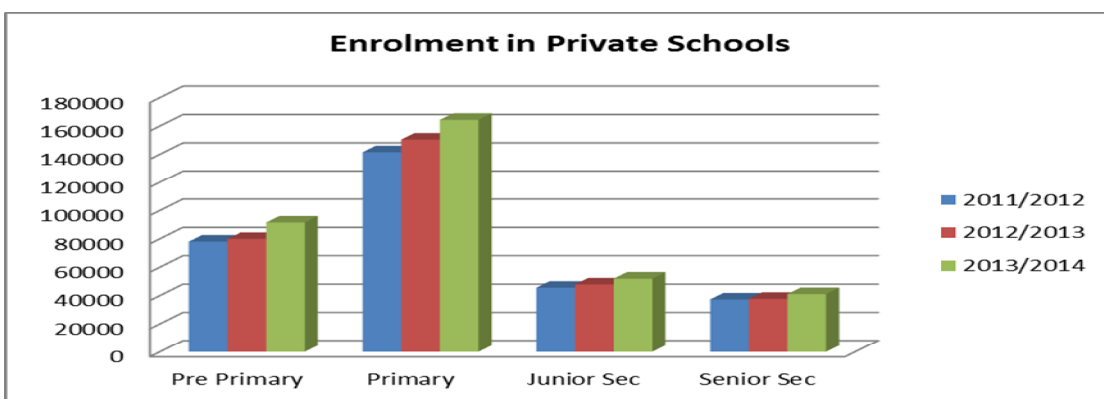
Source: 2013/2014 ASC Reports

Chart 5.10: Summary of Enrolment in Public Schools, 2011 - 2013



Source: 2013/2014 ASC Reports

Chart 5.11: Summary of Enrolment in Private Schools, 2011 - 2013



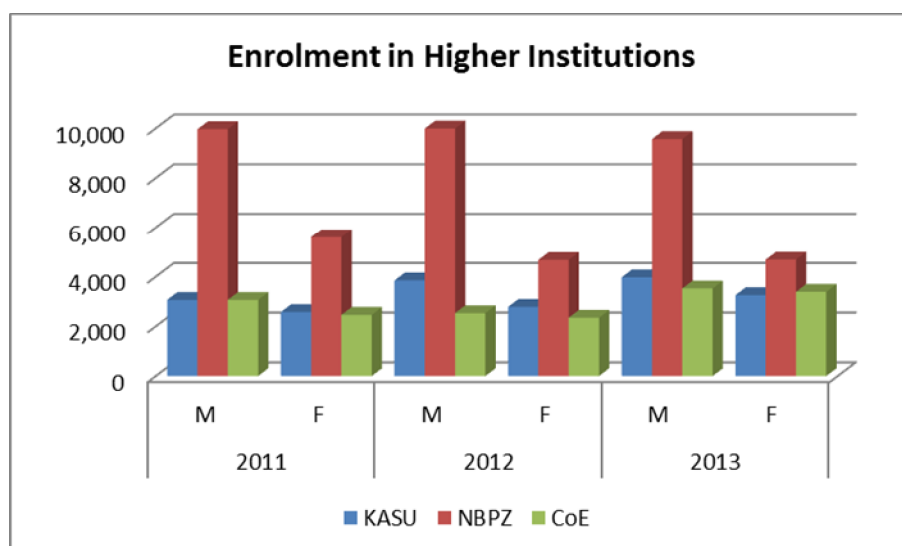
Source: 2013/2014 ASC Reports

38. The net enrolment rate is 93% at the primary level, 29% at the junior secondary level and 21% at senior secondary level. These rates vary between LGAs.

39. f. Post-Secondary Schools

A total of 28,386 students (17,065 males and 11,321 females) are enrolled in Kaduna State higher institutions in 2013. This represents an increase of 7.8% students over to a total enrolment of 26,172 students in 2012.

Chart 5.12: Summary of Enrolment in Higher Institutions, 2011 - 2013



Source: KASU, NBPZ and CoE Gidan Waya

Table 5.1: Gross and Net enrolment rate in Kaduna State, 2011-2013 (%)

| LEVEL | Gross enrolment 2011 | | | Gross enrolment 2012 | | | Gross enrolment 2013 | | | |
|---------|----------------------|--------|-------|----------------------|--------|-------|----------------------|--------|-------|---------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Private |
| Primary | 81.97 | 76.08 | 79 | 90.48 | 84.50 | 87.49 | 98 | 85 | 91 | 13 |
| JSS | 16 | 20 | 18 | 45 | 38 | 41.5 | 34 | 28 | 31 | 10 |
| SSS | 13 | 16 | 14.5 | 35 | 28 | 31.5 | 29 | 20 | 24 | 09 |

| LEVEL | Net enrolment 2011 | | | Net enrolment 2012 | | | Net enrolment 2013 | | | |
|---------|--------------------|--------|-------|--------------------|--------|-------|--------------------|--------|-------|---------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Private |
| Primary | 72 | 63 | 68 | 100 | 87 | 94 | 86 | 75 | 81 | 11 |
| JSS | 16 | 13 | 15 | 32 | 26 | 29 | 24 | 19 | 22 | 07 |
| SSS | 11 | 09 | 10 | 24 | 19 | 22 | 18 | 14 | 16 | 06 |

Source: 2011/2012, 2012/2013 & 2013/2014 ASC Reports

Access and equity

40. **Intake rate:** The gross intake rate, which is the total number of new entrants into first grade of primary education, regardless of age, as a percentage of the population of the official primary school-entrance age (i.e. 6 years) is 97% compared to 92.7% in 2012. This shows an increase of 4.3% intake rate.

41. **Gender parity:** The 2013 gender parity index slightly decreased to 0.86 from 0.9 in 2012 to 0.86 in 2011 at the primary level. It remained 0.8 from 2011 to 2013 at the junior secondary level. Whereas the gender parity index at the senior secondary level in 2012 and 2013 stands at 0.7.

42. In primary education, the gender parity index is below 0.9 in 10 out of 23 LGAs, This is a decrease from 2011 when the gender parity was less than 0.9 in 8 LGAs. In junior secondary education, the gender parity index is below 0.9 in 17 LGAs compared to 15 LGAs in 2012.

Table 5.2: Gender parity index at Public Schools, 2011 - 2013

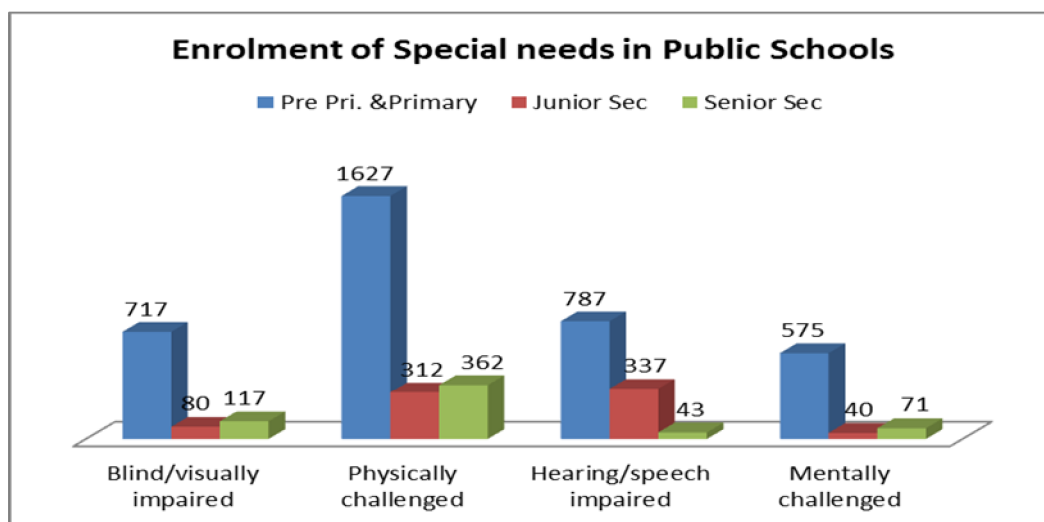
| Level | Primary | | | JSS | | | SS | | |
|----------------|---------|------|------|------|------|------|------|------|------|
| Year | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Average | 0.84 | 0.9 | 0.86 | 0.81 | 0.8 | 0.81 | 0.64 | 0.7 | 0.73 |

Source: 2011/12, 2012/2013 & 2013/2014 ASC Reports

Children with special needs

3,706 children at the pre-primary and primary level, 769 children at the junior secondary level and 593 children at senior secondary schools have at least one form of disability. Disability at the basic education is not categorised.

Chart 5.13: Enrolment of Special needs children in public schools, 2013.



Source: 2013/2014 ASC Reports

Notes* Totals may include same student more than once if student has multiple disabilities

Internal efficiency

43. **The survival rate** refers to the percentage of a cohort enrolled in primary 1 in a given school year expected to reach the completion year. (Class 6 for primary education), which is 55.6% to primary 6 but only 22.1% to JSS3.

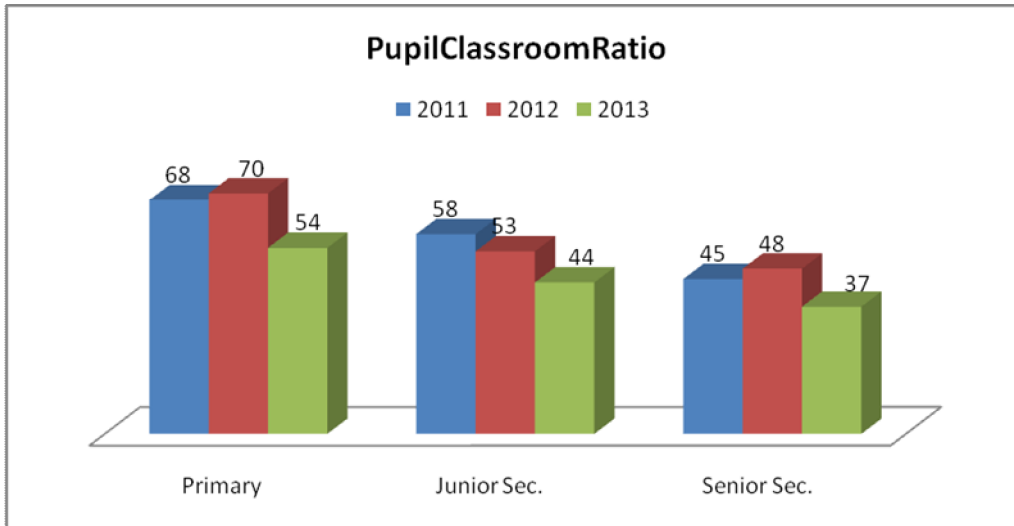
44. **The transition rate** refers to the number of pupils admitted to JSS1 in 2013/14 expressed as a percentage of the number of pupils enrolled in the PRY 6 in 2012/13 excluding the JSS1 repeaters, which is 37%. The transition rate for girls was 1% lower than that of boys.

45. The average **repetition rates** decreased from 4.1% in 2012/2013 to 2.6% in 2013/14 at the primary level (falling progressively from 2.8% at PRY 1 to 1.6% at PRY 6) and 2.27% at the junior secondary level from 1.7% in 2012/2013. Repetition rate for JS 1 rose from 1.7% in 2012/13 to 2.4% at junior secondary level and also decreased from 2.4% to 1.6% at senior secondary level.

46. Pupil-Classroom Ratio

- The average pupil-classroom ratio was 68:1 in 2011, declined to 70:1 in 2012 and improved to 54:1 in 2013 in public pre-primary and primary schools.
- The average pupil-classroom ratio in 2011 was 58:1 in junior secondary schools and 53:1 in 2012 and dropped to 44:1 in 2013.
- It was 45:1 in senior secondary schools in 2011, increased to 48:1 in 2012 and dropped to 37:1 in 2013

Chart 5.14: Pupil Classroom Ratio in Public Schools, 2011 - 2013

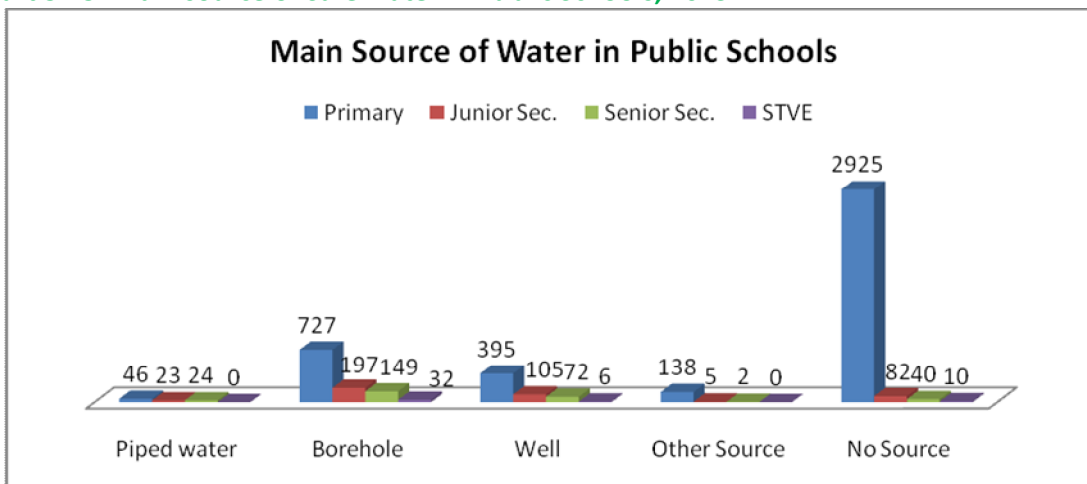


Source: 2011/2012, 2012/2013 & 2013/2014 ASC Reports

Water and sanitation

47. Primary schools with source of potable water decreased to 31% compared to 33% in 2012. The lowest percentage is found in Kagarko LGEA with 16%. The highest percentage is found in Zaria LGEA with 66%. The percentages in junior secondary schools also remain 80% as in 2012 and 2011. About 86% senior secondary schools have source of potable water. An increase of 6% over 2011 and 2012. About 80% of science, technical and vocational schools have potable drinking water in 2013.

Chart 5.15: Main source of Safe water in Public Schools, 2013

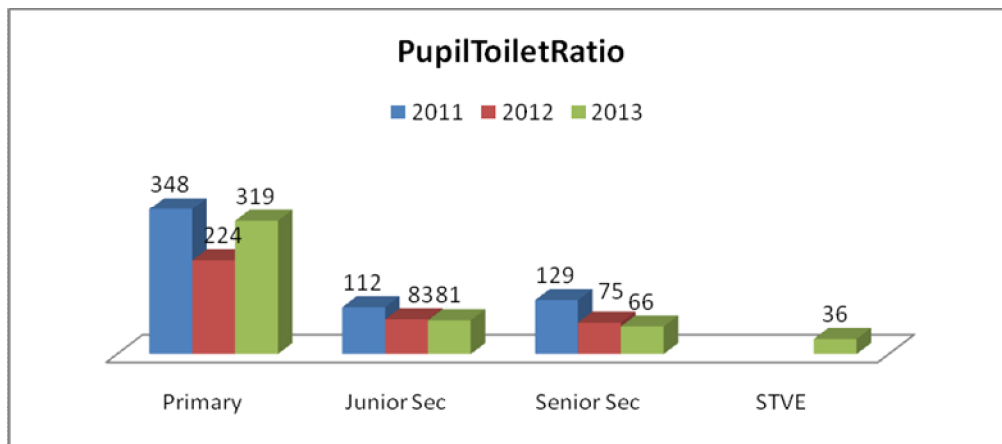


Source: 2013/2014 ASC Reports

48. The percentage of primary schools that have at least one functional toilet has decreased from 30% in 2012 to 25% (Kaduna North has the lowest toilet-pupil ratio of 132:1, while Kubau has the highest toilet-pupil ratio of 1342:1). The corresponding percentage of schools with at least one functional toilet has improved to 84% in junior secondary schools compared to last year's 83%, decreased to 90% in senior secondary schools compared to last year's 93% and is 95% in science and technical schools.

49. In those schools where there is at least one functional toilet that can be used by pupils, the average pupil-toilet ratio is 319:1 in primary schools, 81:1 in junior secondary schools, 66:1 in senior secondary school and 36:1 in science and technical schools.

Chart 5.16: Pupils per functional toilets in Public schools, 2011 - 2013



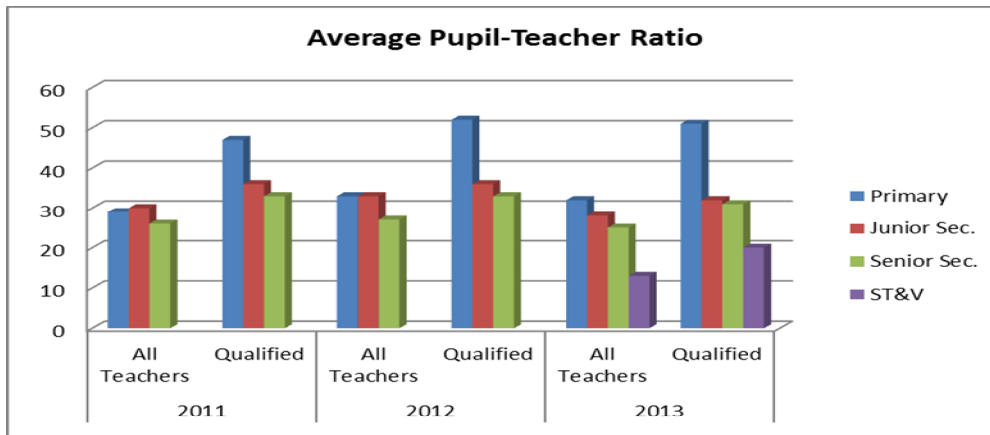
Source: 2011/2012, 2012/2013 & 2013/2014 ASC Reports

Teachers

50. The average pupil-teacher ratio increased slightly from 33:1 in 2012/2013 to 32:1 in 2013/2014 in primary schools; increased from 33:1 to 28:1 in junior secondary schools. Also, the pupil-teacher ratio increased from 27:1 in 2012/2013 to 25:1 in 2013/2014 in senior secondary schools and is 13:1 in science and technical schools as shown in Chart 5.15.

51. Similarly, the average pupil-qualified teacher ratio in primary schools increased slightly from 52:1 in 2012 to 51:1 in 2013. There was an increase from 36:1 to 32:1 in junior secondary schools and 33:1 to 31:1 in senior secondary schools and is 20:1 in science and technical schools.

Chart 5.17: Average Pupil-Teacher Ratio in Public schools, 2011 - 2013



Source: 2011/2012, 2012/2013 & 2013/2014 ASC Reports

52. The total number of teachers in public primary schools in 2013 is 36,669 (1,065 pre-primary teachers and 35,604 primary teachers) a decrease over 39,597 in 2012.

On the whole, 61% of primary school teachers have at least NCE as minimum teaching qualifications, 32% have Grade II Teachers' Certificate whereas 7% have no teaching qualifications at all in 2013.

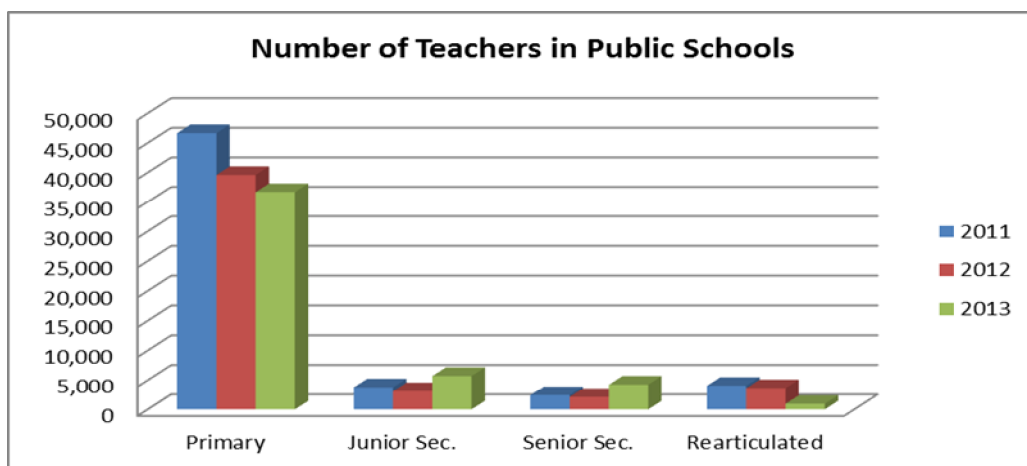
53. The total number of teachers in junior secondary only in 2011 was 3,769. It decreased to 3,105 in 2012 and increased sharply to 5,683 in 2013.

54. In 2011, the number of teachers was 2,414 in senior secondary schools. This decreased to 2,108 in 2012. Reasons were attributed to the domestication of the federal government policy on tenure, termination of appointments of fake teachers, withdrawals, transfers of service, deaths voluntary and compulsory retirements.

However, the number of teachers increased to 4,225 in 2013. This increase is due to the recruitment of teachers in 2013.

55. The total number of Science and technical school teachers in 2013 is 932.

Chart 5.18: Number of Teacher in Public schools, 2011 - 2013



Source: 2011/2012, 2012/2013 & 2013/2014 ASC Reports

* Primary Teachers includes teachers in both Pre-primary and Primary schools

* Rarticulated Teachers in 2013 includes only Science & Technical Schools

Learning Outcomes

Narrative summary of QA report

62. The Quality Assurance Board planned and co-ordinated the evaluation of one hundred and seventy-nine (179) schools in the state. A total of forty-two (42) public secondary schools, fifty-seven (57) private schools and eighty (80) public primary schools were evaluated between January and April, 2013. At the end of each evaluation visit, a verbal feedback is given to the school and the community.

It was observed that some degree of teaching and learning is taking place in most of our schools, however practical skills are not adequately acquired by learners as instructional materials and equipment are inadequate and most teachers do not improvise. Majority of learners do not have personal copies of recommended textbooks to encourage independent learning.

- Classwork, assignment and homework are not adequately given to learners to extend learning outside the classroom
- Most schools are not fenced to provide security for learners, teachers and school properties
- Supervision and monitoring of school activities by most school leadership are inadequate to ensure effective teaching and learning.
- School Based Management Committees (SBMC), Parent Teachers Association (PTA) and learners are hardly involved in the development of School Development Plans (SDP) for school improvement.

However learners acquire leadership skills as most schools appoint prefects and class monitors to assist in day to day smooth running of the school.

Generally most of the school evaluated offer the learners a fair evaluation.

Learning Processes

63. In 2013, SMOs report shows that out of 2,449 visits of 691 schools reported on, the numbers of State teachers who have attended SSO training were 3,618 teachers (46%).

In addition, the numbers of teachers who deliver competent lessons are 3,172 teachers (40.6%) of the 7,819 teachers reported on.

To achieve this, 3 criteria were used which includes teachers delivering a competent lesson, professional leadership and better planning a shown in table 5.3.

Table 5.3: Narrative Summary of SSO Reports

| | | | | | | |
|--|-------|---|-------------|--------|-----------|-------|
| Total number of schools reported on | 691 | | | | | |
| Total number of schools visits this term | 2,449 | Number of State schools that have met the following number of years training from SSOs | 0 | 1 | 2 | 3 |
| Total number of teachers in state | 7,819 | | 37 | 537 | 9,179 | 456 |
| Number of State teachers who have attended SSO training this term | 3,618 | Number of State schools that have received the following number of years training from SSOs | less than 1 | 1 or 2 | More than | |
| | | | 0 | 259 | 2:- 6,428 | |
| Number of teachers who delivered a competent lesson this term | 3,172 | Number of cluster schools where more than half of the teachers were observed | | | | 446 |
| 1. Teachers delivering a competent lesson | | | | | | |
| 1.1.1 Number of teachers observed using praise throughout the lesson | | | | | | 3,682 |

| | |
|--|-------|
| 1.1.2 Number of teachers observed using more than one teaching aid | 3,381 |
| 1.1.3 Number of teachers observed organising the learners in different ways | 3,292 |
| 1.1.4 Number of teachers who know what pupils should be achieving by the end of the lesson | 3,641 |
| 1.1.5 Number of teachers who know what pupils should be achieving by the end of the year | 3,393 |
| 1.1.6 Number of teachers who encourage all pupils to take part in lesson | 3,574 |
| 1.1.7 Number of teachers who use more than one method to assess learning | 588 |
| Standard 1: Number of schools were more than half of the teachers delivered a competent lesson | 3,195 |
| Number of teachers who delivered a very good lesson | 3,381 |
| Number of schools where more than half of the teachers delivered a very good lesson | 456 |
| <i>Comments SSOs, HTs and CTs need to work harder in using more than one method in assessing learners</i> | |
| 2. Professional leadership | |
| 2.1 Lesson observation | |
| 2.1.1 Number of Head teachers who carried out ten or more lesson observations and gave feedback this term | 604 |
| 2.2 Professional development meetings | |
| 2.2.1 Number of Head teachers who held more than one professional development meetings this term | 521 |
| 2.3 Promotion of learning time | |
| 2.3.1 Number of schools that open on time | 529 |
| 2.3.2 Number of Head teachers who have more than one strategy for promoting teacher attendance | 554 |
| 2.3.3 Number of schools where more than half of the lessons begin and end on time | 525 |
| Standard 2: Number of Head teachers operating effectively | 521 |
| <i>Comments HTs need to do more than one professional meetings in a term in their schools</i> | |
| 3. Better planning | |
| 3.1 School Self-Evaluation | |
| 3.1.1 Number of schools where self-evaluation for the current SDP involved the SBMC | 540 |
| 3.2 School Development Planning | |
| 3.2.1 Number of School Development Plans written since the start of the school year | 492 |
| 3.2.2 Number of schools where more than two current SDP activities are related to raising achievement | 333 |
| 3.2.3 Number of schools where more than three activities on the current SDP have been completed | 245 |
| 3.3.3 Number of schools where the cash book is up to date | 369 |
| 3.3.4 Number of schools where more than one activity on the current SDP is related to improving access or equity | 298 |
| Standard 3: Number of schools using a School Development Plan | 333 |
| <i>Comments Schools should use their SDP activities more than they did</i> | |

Table 5.4: Narrative summary of SBMC State report

| | | | | |
|--|--|-----------------|-----------------|-----------------|
| Number of Visits: 4 | Total number of schools monitored: 476 | | | |
| SBMCs communication and Reporting | 1 st | 2 nd | 3 rd | 4 th |
| 1. Total number of SBMCs communicating and developing partnerships with other SBMCs, CBOs, organisations | 202 | 263 | 272 | 311 |
| 2. Total number of SBMCs able to produce clear financial records of monies in and out of the school account | 250 | 321 | 351 | 390 |
| SBMC Resource Mobilisation and Management | | | | |
| 1. Total number of SBMCs mobilising resources (time, funds, labour, materials/equipment) for school improvement | 361 | 368 | 346 | 365 |
| 2. Total number of SBMCs making requests to LGEA and SUBEB for support to schools which cannot be provided at community level | 119 | 112 | 113 | 136 |
| 3. Total number of SBMCs receiving response from LGEA/SUBEB (funds, equipment, materials) according to requests | 59 | 30 | 0 | 0 |
| Total community contribution in schools visited (Nov - Dec) 2013 (in millions) | 24.1 | 5.9 | 7.9 | 14.5 |
| <i>Out of 476 schools visited, 365 SBMCs were able to mobilise money through individual donations, old boys, community members, some SBMC levy themselves and the money was used for renovation of classes/toilets, construction of tables/chairs, repairs of windows/doors.</i> | | | | |

| | | | | |
|--|-----|-----|-----|-----|
| School Development Planning Narrative | | | | |
| 1. Total number of SBMCs involved in the school development planning process | 285 | 368 | 397 | 374 |
| 2. Total number of SBMCs monitoring progress of SDP implementation and providing feedback to the wider community | 270 | 288 | 342 | 383 |
| Monitoring of teaching and learning in the school | | | | |
| 1. Total number of SBMCs visiting the school regularly to observe and monitor teaching and learning | 341 | 374 | 383 | 410 |
| 2. Total number of SBMCs monitoring teacher attendance regularly and taking action to address irregular attendance | 273 | 306 | 347 | 374 |
| <i>Learning has significantly improved in some schools and a few are yet to. There should be more sensitization by SMOs</i> | | | | |
| Participation in SBMC Narrative | | | | |
| 1. Total number of SBMCs where women members attend all meetings | 313 | 362 | 376 | 411 |
| 2. Total number of SBMCs where children members attend all meetings | 278 | 344 | 352 | 380 |
| 3. Total number of SBMCs with women's committee | 34 | 226 | 288 | 343 |
| 4. Total number of SBMCs with children's committee | 22 | 232 | 282 | 346 |
| 5. Number of SBMCs with record of concerns raised by the Women's SBMC committee at meetings & actions taken on | 23 | 86 | 173 | 232 |
| 6. Number of SBMCs with record of concerns raised by the Children's SBMC committee at meetings & actions taken on | 14 | 78 | 166 | 210 |
| <i>Most women and children attend meetings but their committees are still yet to be officially formed, thus their concerns are raised and considered</i> | | | | |
| Total number of communities where SBMCs reflect women and children's concern in LGEA (SMO summary report) | 49 | 214 | 259 | 331 |
| Access and Inclusion Narrative | | | | |
| 1. Number of SBMCs mobilising the community to support access to education for all children | 230 | 277 | 298 | 332 |
| 2. Number of SBMCs monitoring children's drop-out from school, the causes & communicating this to the community | 174 | 208 | 277 | 286 |
| 3. Number of SBMCs & Head Teachers taking action to address & report child protection issues in & around the school | 242 | 286 | 274 | 299 |
| 4. Number of SBMCs encouraging interaction between the parents and the school on children's well-being and learning process | 182 | 270 | 335 | 329 |
| <i>SBMCs are now involved in the monitoring of children's drop-out and child protection issues</i> | | | | |
| Total number of SBMCs/Communities which are promoting Inclusive education (according to SMO summary report) | 187 | 244 | 293 | 307 |

Chapter 6 – Impact, Implications and Recommendations

Challenges of Education Development

Although significant improvements have been made in education delivery in recent times, there are still challenges that need to be adequately addressed for the state to attain EFA, MDGs and its development objectives. The following are still of concerns:

- Expanding access in terms of equitable coverage across the LGAs of the state school enrolment, retention and completion rates.
 - Gross Enrolment Ratios have declined substantially in all levels of education. Community mobilization for school child enrolment needs to be stepped up in communities by the social mobilization department of SUBEB to address this trend.
- Achieving gender parity in education - bridging the gap between boys and girls in school enrolment, retention and completion;
 - There are enormous rural – urban disparities in female and male Gross Enrolment Ratios (GER) in virtually all LGEAs. Kuru for example, has a female primary school GER of 199% and yet have 51% of classrooms in need of major repairs, 86% with insufficient seating, schools where 43% of classes are held outside, 76% without a health facility and 66% with no source of drinking water compared with only 42% in urban LGEAs such as Kaduna South with 16% of classrooms in need of major repairs, 70% with insufficient seating, schools where 3% of classes are held outside, 8% without a health facility and 36% with no source of drinking water. The appropriate use of ISDs is expected to address this problem.
- Improving school environments and conditions for effective teaching and learning:
 - Failure to provide adequate physical facilities, like toilets and running water, is an inconvenience for boys, but a disaster for girls. Most girls will not attend or abscond from school if there are no basic toilet facilities. Also, sexual harassment can occur unless separate toilets for girls and boys are provided. Yet, the LGEA with the highest Pupil Toilet Ratio of 1342:1 is Kubau. More than two-third of schools have no source of safe water at all. Even when toilets have been built, they are often poorly serviced and maintained; particularly as majority of the schools have no source of water. It is strongly recommended that a deliberate attempt be made to improve the provision of water and sanitation.
- Improving teacher quality and performance: Strategies that have yielded higher results and need to be sustained include:
 - The School - Based Management Committee policy should be sustained. This intervention has not only provided Kaduna with an improved teaching workforce, but also with an improved school based governance, management and support network.
 - Teacher Development
There should be increase in state counterpart fund for teacher development. This will ensure additional teachers are trained to meet the current demand of quality for effective teaching and learning.
 - Inspection Process Reform/Quality Assurance should be sustained because it has ended the era of "School inspection " marked by uncoordinated school visits inconsistent data and reports; "policing mentality" to find fault and criticize has had a negative effect on the quality of education delivered in schools.
 - The child centred approach to learning has had impact. Repetition rate is now at 2.6% in primary schools, but increased from 1.7% to 2.7% in junior secondary and 1.6% in senior secondary schools.
- Low learning achievement is evident at primary and SSS level where there is steady decline in the quality of SSCE results, particularly in science and technical subjects as indicated in the

quality assurance report. In 2013, only 9.02% of candidates who took the WAEC SSCE examinations achieved the minimum success level of five credits including English and Mathematics. This represents a decrease of 5.95% from 2012. The government's incentive of paying SSCE fees for state indigenes has not addressed the fundamental problems.

There is need for retraining of teachers and provision of materials/equipment and facilities.

- Limited resources - This incapacitate government from meeting the ever increasing educational needs of the populace.
- Shortage of teachers in both the required quantity and quality, especially at basic education level. This particularly affects the Sciences, Technical subjects and English Language.
- There is substantial infrastructural deficit. There are also problems with sanitation and water supplies. The pupil/classroom ratio.

The high and increasing population of primary and Junior Secondary school age children who are out of school create enormous pressures and constraints in expanding equitable access to Basic Education. With regards to access and equity, there are very wide differences in enrolments between male and female to the disadvantage of the latter for all levels education. Equally worrying, there are very large enrolment disparities between rural and urban areas of the state.

- Expanding and strengthening community and private sector participation in education; The SBMC and PTA should be involved in the development of SDP as stated in the QA report.
- Improving quality assurance and ensuring compliance to set standards in education provision for quality learning outcomes.
- Addressing the Almajiri syndrome and its social vices.
- Policy environment, characterized by weak policy development process, the existence of conflicting policies, frequent policy changes, ineffectual policies and poor policy implementation;
- Weak governance framework resulting in duplication of roles and responsibilities, lack of coordination and synergies in the sector;
- Poor planning and management which prevents the optimal use of available resources to improve service delivery;
- Ineffective monitoring and evaluation to ensure accountability and responsiveness for improved sector performance; and
- Inadequate transparency and accountability mechanisms to minimize leakages in funding flow and optimize funds utilization.

Potential and Opportunities

Despite this array of constraints to the development of the sector, there are numerous opportunities for meeting the challenges.

- There is political commitment of Government to provide quality education;
- Government dedication to implementation of reform recommendations
- Integration of Islamiyya schools into the formal educational system will improve access to education as well as enhance community participation.
- Development of key policy documents to guide specific interventions
- Reforms bordering on the office of the Education Secretary
- Teacher deployment

Recommendations

Basic Education

- Direct UBEC training funds to teacher development, using the existing structures of SSIT, DEOs and DESs for the training.

- Target the infrastructure interventions (classrooms, water and sanitation) to the LGAs with the highest need, using the Integrated Schools Development (ISD) approach
- Consider the 3,331 non-functional SBMCs for capacity building towards reviving their functionality for sustainable community participation in basic education delivery.
- Use the results of the TDNA, MLA and HTs surveys to develop high target plans for effective reforms.
- Monitor the results from the implementation of teacher professional development programmes and use the lessons to improve teacher training.
- Target and expand almajiri education in 9 LGAs
- Provision of teaching and learning materials in IQTE schools

Senior Secondary, Technical and Vocational Education

- Upgrade SSTVE schools to meet minimum standards.
- Re-training of teachers
- Provision of adequate infrastructure

Higher Education

- Consider the targeted use of scholarships to increase access to tertiary education.
- Expand carrying capacities to enhance enrolment of students.
- Sponsor research fellows in different educational fields

Adult and Non-formal Education

- Improve the monitoring of the effectiveness of continuing education programmes.

Policy, Planning and Resource Management

- Accelerate the provision of direct funding to schools through capitation grants or other mechanisms that empower the school based management committees to execute their SDPs.
- MTSS to inform sector budget
- DWPs to form basis for release of funds in all education MDAs.
- Address the inequity in the distribution of teachers by school.

Quality Assurance, Monitoring and Evaluation

- Ensure that the activities of the different agencies are fully coordinated and complementary to each other.
- Schools services to implement QAE reports/recommendations
- Capacity building for M & E desk officers in all the MDAs and EMIS staff.
- Ensure that the M & E Units in the PRS Department of SMOE and SUBEB produce this report every year.
- Performance indicators are key components of the indication and monitoring process. Appropriate data collected will guide the planning, management and the implementation process. This will also aid in subsequent decision making processes as it affects the sector plan. The following needs will be addressed by the performance monitoring system.
 - i. The need to pay attention to the main issues affecting education, develop the ability to forecast future likely problems and putting appropriate machinery in place towards solving them.
 - ii. The need to get the managers and necessary stakeholders informed of the key issues and challenges related to the education sector so that they would have a better understanding of the situation on ground and be in a position to make informed decisions towards solving problems related to the MTSS as they arise.
 - iii. The need to provide regular feedback of gains made, problems encountered, opportunities that abound in the sector, therefore getting stakeholders always interested in proffering

ways of solving the problems and seizing the opportunities. This is expected to encourage participatory approach in educational development in the state.

- iv. The need to provide opportunity for both private sector and external partnership in education.

Annex 1 – ESP and MTSS monitoring indicators

This annex presents the ESP and MTSS indicators.

Comparative table of education indicators for each EPSSim scenario

Indicator value for year 2011/2012 for each scenario

Table A1.1 - Access and Equity & Efficiency Indicators

| | BASELINE | | | |
|------------------------------------|-------------|-------------|-------------|-------------|
| ACCESS AND EQUITY | 2011 | 2014 | 2015 | 2016 |
| | 2012 | 2015 | 2016 | 2017 |
| Literacy rates (16 +) | 67% | 68% | 70% | 70% |
| Male | 78% | 80% | 81% | 81% |
| Female | 55% | 56% | 57% | 58% |
| Gender parity index | 0.71 | 0.70 | 0.70 | 0.71 |
| Gross Enrolment Ratio (GER) | | | | |
| Pre-primary | 14% | 67% | 70% | 74% |
| Male | 59% | 71% | 74% | 78% |
| Female | 53% | 63% | 66% | 69% |
| Gender parity index | 0.90 | 0.89 | 0.89 | 0.89 |
| Share of private education | 38% | 36% | 35% | 35% |
| Primary | 83% | 95% | 96% | 98% |
| Male | 99% | 99% | 100% | 102% |
| Female | 87% | 91% | 93% | 95% |
| Gender parity index | 0.88 | 0.93 | 0.93 | 0.93 |
| Share of Private Education | 12% | 12% | 13% | 13% |
| Junior Secondary | 40% | 41% | 45% | 48% |
| Male | 43% | 46% | 49% | 51% |
| Female | 36% | 37% | 41% | 45% |
| Gender parity index | 0.84 | 0.81 | 0.84 | 0.88 |
| Share of private education | 21% | 21% | 21% | 21% |
| Senior Secondary | 35% | 29% | 28% | 30% |
| Male | 45% | 36% | 36% | 37% |
| Female | 26% | 23% | 22% | 23% |
| Gender parity index | 0.58 | 0.62 | 0.61 | 0.62 |
| Share of private education | 22% | 23% | 23% | 23% |
| Higher Education | 4% | 4% | 5% | 6% |
| Male | 3% | 5% | 5% | 6% |
| Female | 3% | 4% | 4% | 5% |
| Gender parity index | 0.84 | 0.82 | 0.82 | 0.82 |
| EFFICIENCY INDICATORS | 2011 | 2014 | 2015 | 2016 |
| | 2012 | 2015 | 2016 | 2017 |
| Primary | | | | |
| Survival rate M | 33.3% | 45.0% | 49.6% | 54.6% |
| Survival rate F | 34.4% | 45.9% | 50.4% | 55.1% |
| Wastage rate M | 122.3% | 80.1% | 68.6% | 58.2% |
| Wastage rate F | 132.3% | 86.0% | 73.7% | 62.6% |
| Coefficient of efficiency M | 45.0% | 55.5% | 59.3% | 63.2% |
| Coefficient of efficiency F | 43.1% | 53.8% | 57.6% | 61.5% |
| Pre-primary | | | | |
| Public | 256.8 | 209.7 | 194.1 | 178.4 |
| Private | 151.9 | 112.1 | 98.8 | 85.5 |

| | | | | | |
|-------------------------------|---------|----------|---------|---------|-------|
| Primary | Public | 28.7 | 31.7 | 32.8 | 33.9 |
| | Private | 35,379.0 | 3,510.4 | 1,625.2 | 752.4 |
| Junior Secondary | Public | 46.0 | 41.0 | 39.4 | 37.9 |
| | Private | 59.6 | 44.3 | 40.1 | 36.3 |
| Senior Secondary | Public | 43.3 | 38.8 | 37.5 | 36.2 |
| | Private | 63.3 | 49.5 | 45.6 | 42.1 |
| Pupil/classroom ratios | | | | | |
| Pre-primary | Public | 212.9 | 228.8 | 227.5 | 222.9 |
| | Private | 222.9 | 157.9 | 137.3 | 117.2 |
| Primary | Public | 118.0 | 105.6 | 101.8 | 98.1 |
| | Private | 19.4 | 19.6 | 19.9 | 20.2 |
| Junior Secondary | Public | 84.1 | 71.3 | 67.5 | 63.8 |
| | Private | 98.1 | 68.5 | 60.7 | 53.8 |
| Senior Secondary | Public | 92.3 | 70.8 | 65.0 | 59.7 |
| | Private | 88.9 | 68.6 | 62.9 | 57.6 |

Table A1.2 - Resource Utilisation

| | BASELINE | | | |
|---------------------------------------|-----------------|-------------|-------------|-------------|
| BUDGET AND EXPENDITURE (N.00) | 2011 | 2014 | 2015 | 2016 |
| | 2012 | 2015 | 2016 | 2017 |
| Pre-primary education (public) | 786,455 | 1,214,088 | 1,405,508 | 1,631,973 |
| Recurrent costs | 786,455 | 1,214,088 | 1,405,508 | 1,631,973 |
| Construction & other investments | 0 | 0 | 0 | 0 |
| Unit cost | 3 | 4 | 4 | 4 |
| Salaries as % of recurrent total | 62% | 67% | 68% | 70% |
| Recurrent as % of total | 100% | 100% | 100% | 100% |
| Primary education (public) | 21,794,310 | 26,947,905 | 27,553,708 | 28,326,494 |
| Recurrent costs | 20,267,425 | 24,162,321 | 24,667,120 | 25,202,362 |
| Construction & other investments | 1,526,885 | 2,785,584 | 2,886,588 | 3,124,133 |
| Unit cost | 20 | 23 | 22 | 22 |
| Salaries as % of recurrent total | 90% | 77% | 77% | 76% |
| Recurrent as % of total | 93% | 90% | 90% | 89% |
| Junior Secondary (public) | 6,499,381 | 6,961,018 | 7,925,406 | 9,012,100 |
| Recurrent costs | 5,085,157 | 5,120,692 | 5,801,439 | 6,541,600 |
| Construction & other investments | 1,414,224 | 1,840,326 | 2,123,967 | 2,470,500 |
| Unit cost | 37 | 35 | 36 | 37 |
| Salaries as % of recurrent total | 73% | 82% | 82% | 82% |
| Recurrent as % of total | 78% | 74% | 73% | 73% |
| Senior Secondary (public) | 4,196,163 | 4,247,507 | 4,791,065 | 5,730,260 |
| Recurrent costs | 3,960,036 | 3,596,009 | 3,678,362 | 4,029,339 |
| Constructions & other investments | 236,127 | 651,497 | 1,112,703 | 1,700,921 |
| Unit cost | 31 | 35 | 39 | 44 |
| Salaries as % of recurrent total | 65% | 75% | 75% | 76% |
| Recurrent as % of total | 94% | 85% | 77% | 70% |
| Higher Education (public) | 9,267,026 | 11,079,729 | 11,874,962 | 12,856,120 |
| Recurrent costs | 8,721,539 | 9,886,714 | 10,452,261 | 11,131,711 |
| Constructions & other investments | 545,487 | 1,193,015 | 1,422,700 | 1,724,409 |
| Unit cost | 625 | 524 | 488 | 452 |
| Salaries as % of recurrent total | 19% | 18% | 18% | 18% |
| Recurrent as % of total | 94% | 89% | 88% | 87% |
| Literacy programmes | 94,511 | 157,759 | 163,662 | 188,479 |

| | BASELINE | | | |
|---|-----------------|------------|------------|------------|
| Recurrent costs | 94,511 | 157,759 | 163,662 | 188,479 |
| Construction & other investments | 0 | 0 | 0 | 0 |
| Unit cost | 9 | 7 | 7 | 7 |
| Teacher salaries as % of recurrent total | 61% | 64% | 65% | 60% |
| Recurrent as % of total | 100% | 100% | 100% | 100% |
| Total costs | 46,660,459 | 54,699,162 | 57,993,827 | 62,289,215 |
| Recurrent costs | 42,314,198 | 47,439,145 | 49,533,307 | 52,211,027 |
| Capital costs | 4,346,262 | 7,260,018 | 8,460,520 | 10,078,187 |
| Percentage distribution of cost estimates for education by level | | | | |
| Early childhood care | 0.0% | 0.0% | 0.0% | 0.0% |
| Pre-primary education | 1.7% | 2.2% | 2.4% | 2.6% |
| Primary education (public) | 46.7% | 49.3% | 47.5% | 45.5% |
| Nomadic education | 1.3% | 0.6% | 0.6% | 0.5% |
| Junior Secondary education (public) | 13.9% | 12.7% | 13.7% | 14.5% |
| Senior Secondary education (public) | 9.0% | 7.8% | 8.3% | 9.2% |
| Science, technical & commercial Educ. | 1.6% | 1.4% | 1.5% | 1.7% |
| Higher education (public) | 19.9% | 20.3% | 20.5% | 20.6% |
| Mass Literacy | 0.2% | 0.3% | 0.3% | 0.3% |
| Other non formal programmes | 0.0% | 0.0% | 0.0% | 0.0% |
| Continuing education | 0.0% | 0.0% | 0.0% | 0.0% |
| Cross-cutting expenditures | 5.7% | 5.4% | 5.3% | 5.1% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% |

Table A1.3: MTSS Indicators

| Goal | Objectives | Targets | KPI | Data Source | Time Line |
|--|--|---|---|----------------------|------------------|
| Goal 1: Basic Education Free and compulsory quality basic education provided to all children and young person's irrespective of gender, faith, social background and special needs | 1. Provide free pre-primary education of good quality in public schools. | Intake into public pre-primary schools Increased by 5%. (4,000 new intakes) | % increase in pre-Primary school Enrolment Rate | Annual School Census | Annually |
| | | Reduce Pupil Classroom Ratio to 30:1 | % decrease in PCR | ASC | Annually |
| | | Reduce Pupil-toilet Ratio to 40:1 | % decrease in PToiletR | ASC | Annually |
| | | Provide 50% of Pre Primary schs with water | No. of Pre-Primary schools with portable water | ASC | Annually |
| | | 25% care-givers trained | No. of care givers trained | ASC | Annually |
| | 2. Provide free and compulsory education of good quality in public Primary Schools | PE GPI increased to 0.9 from 0.85 | % increase in GPI | ASC | Annually |
| | | 134 SSOs demonstrate ability to support Head teachers and teachers effectively | Numbers of SSOs trained to support Head Teachers and teachers | AESPR | Annually |
| | | 55 DSOs demonstrate ability to support Head Teachers and teachers effectively | Numbers of DSOs trained to support Head Teachers and teachers | AESPR | Annually |
| | | 4092 class teachers demonstrate ability to deliver competent lessons in literacy and numeracy | Number of class teachers trained in literacy and numeracy | AESPR | Annually |
| | | Provide 50% of pupils with adequate learning support & quality teaching. | Pupil/Quality Teacher Ratio | ASC | Annually |

| | | | | | | |
|---|---|---|---|--|--------------------|----------|
| | | 50% increase in learning achievements | % of pupils who score 50% & above in MLA test | MLA report | Annually | |
| | | Community & Private sector participation in education provision and quality improved by 30% | Number of functional SBMCs in primary schools | ASC | Annually | |
| | | | Number of CSOs trained in supporting SBMCs | AESPR | Annually | |
| | | Decrease Pupil-Classroom Ratio to 35:1 | % decrease in PCR in primary schools | ASC | Annually | |
| | | Decrease Pupil:Textbook ratio in core subjects to 1:1 | PTextbookR in primary schools | ASC | Annually | |
| | | Decrease PToiletR to 40:1 | PToiletR in PS | ASC | Annually | |
| | | Provide 50% of schools with portable water. | No. of Primary schools with portable water | ASC | Annually | |
| | | Decrease PTeacherR to 40:1 | PTR in primary schools | ASC | Annually | |
| | | Decrease PFurnitureR to 1:1 | PFR | ASC | Annually | |
| | 3. Provide free and compulsory education of good quality in Public Junior Secondary Schools. | | Increase transition rate from PS to JS from 70% to 75% | %Increase in transition rate from PS to JS | ASC | Annually |
| | | | Decrease Pupil-Classroom Ratio to 50:1 | % decrease in PCR in JSS | ASC | Annually |
| | | | Decrease Pupil:Textbook ratio in core subjects to 1:1 | PTextbookR in JSS | ASC | Annually |
| | | | Decrease Pupil:Toilet Ratio to 40:1 | PToiletR in JSS | ASC | Annually |
| | | | Provide 50% of schools with portable water. | Number of JS schools with portable water | ASC | Annually |
| | | | Decrease PTeacherR to 1:40 | PTR in JSS | ASC | Annually |
| | | | Decrease pupil-furniture ratio to 1:1 | PFR | ASC | Annually |
| 4. Expand and improve educational opportunities for children with special needs | | Maintain PTR at 1:40 | Pupil Teacher Ratio | ASC | Annually | |
| | | Decrease Pupil-Classroom Ratio to 50:1 | % decrease in PCR in special schools | ASC | Annually | |
| | | Decrease Pupil:Textbook ratio in core subjects to 1:1 | PTextbookR in special schools | ASC | Annually | |
| | | Decrease Pupil:Toilet Ratio to 40:1 | PToiletR in special schools | ASC | Annually | |
| | | Provide 50% of schools with portable water. | No. of special schools with portable water | ASC | Annually | |
| | | Decrease pupil-furniture ratio to 1:1 | PFR | ASC | Annually | |
| 5. Provide Basic Education to learners in Qur'anic Schools | | 35 Qur'anic Schs. supported to teach 4 core subjects | No. of Qur'anic schools that teach 4 core subjects | IQTE report | Quarterly | |
| | | At least 50% in-school youths have basic knowledge & access to quality HIV/AIDS services | % of schools that teach Family Health Education | SSO reports/QA reports | Annually | |
| | 6. Ensure Efficiency in the Plg and Mgt of Basic Education | Measure performance, Monitor, assess against set goals and report | Number of MDAs preparing DWPs /Quarterly monitoring reports table | Quarterly monitoring reports/AESPR | Quarterly/Annually | |
| Goal 2: Senior secondary, including science, technical and vocational education: To provide quality senior secondary, science, technical and vocational education (STVE) | 1. Expand & make SS more efficient & appropriate to HE, employment needs and self-reliance irrespective of gender | 57 public SSS and Technical Schs. upgraded to attain specified minimum quality standard | Number of Technical schools that attain minimal standard | QA reports | Annually | |
| | | 30% increase in girls' enrolment in STVE institutions achieved | Increase in number of girls enrolled in STVE | Annual School Census | Annually | |
| | 2. Provide quality senior secondary, science, technical and vocational education (STVE) | Adequate Instructional materials in 60 schools | % of SSTVE sch children with 4 core text books | ASC | Annually | |
| | | No of SSTVE graduates qualified for admission into higher institutions increased by 40% | % increase no. of SSTVE graduates admitted into the university | SSTVE schools | Annually | |
| | | 30% increase in girls' enrolment in STVE institutions achieved. | | | | |
| | Learning conditions in existing SS and STVE institutions improved | % increase in PTR, PCR, PToiletR/Pupil - textbook Ratio | SS and STVE schools | Annually | | |

| | | | | | |
|--|---|--|--|---|------------------------|
| Goal 3: Higher Education: Improve quality, affordable, efficient HE that will be sustainable to individual and global devt needs | 1. Improve governance and stewardship role on educational support programmes | 20% graduates of higher institutions possess life skills towards self-reliance by 2014 | % of graduates in self employment | Employment Centre | Annually |
| | | Enhance the carrying capacity of State tertiary educational system by 10% | % increase in College enrolment | Tertiary institutions | Annually |
| | | Enhance the scope of Kaduna State Library Board by 10% | % increase in quality books in the libraries | Kaduna State Library | |
| | | Improve academic performance in HE by 10% | % graduates with distinction | Tertiary institutions | Annually |
| Goal 4: Adult & Mass Literacy: Expand access & provide functional adult literacy and continuing educ. Prog. | Expand and improve adult literacy irrespective of gender | Improve the literacy rate from 48.5% to 62.5% | % adult population that can read and write | AML | Annually |
| | | Increase Nos. of continuing education learners by 15 % for males and by 20% for females | % male and female adult population that are literate | Agency for Mass Literacy | Annually |
| Goal 5. Improved Management of education service delivery: | 1. Efficiency in governance, planning and management for quality education provision. | 682 head teachers manage their schools effectively | No of HTs trained in sch improvement | AESPR | annually |
| | | 700 public Schools have functional SBMCs and implement standard SDP | *No of functional SBMCs. *No of schools implementing SDP | SSO reports/ QA reports | Annually |
| | | Departments & Units of the MoE and its parastatals meet 80% facilities and office equipment requirements | Number of offices with adequate office facilities and equipment | Audit report | Annually |
| | | Review the legal framework to clarify mandates and functions of the MoE, SUBEB, LGEAs and other education Departments and Agencies | Number of MDAs with mandates and functions clarified | Legal framework report | Once |
| | | Annual budgets and Implementation Plans developed from MTSS and in use in all education MDAs | Number of MDAs preparing and using MTSS | MDAs | Annually |
| | | All Private Schools in the State registered & regulated | Number of Private schools registered | PSB | |
| | 2. Ensure effective communication and information dissemination of govt activities (HIV/AIDS and other related diseases) to sch communities | At least 50% in-school youths have basic knowledge and access to quality HIV/AIDS services | Number of schools where HIV clubs have been established | SSO and QA reports | Annually |
| | 3. Enhance sector financial system & process to ensure prompt release of budgetary | Capacity building programmes in Financial Management (FM) and Public Expenditure Tracking (PET) developed and operational | Number of officers trained in budget tracking | Workshop attendance/ Certificate of attendance | Annually |
| Goal 6: Quality Assurance and Monitoring: Quality Assurance services and M&E system established and sustained | 2000 schools meet minimum standard | Establish QA board with legal backing Passage of QA bill | QA Board in place and QA bill operational | QA bill | Once |
| | | Ensure timely availability of complete & accurate data for evidence-based policy making including M & E | ASC Report and Annual Education Sector Performance Report produced | MDAs | Annually |
| | | Staff have capacity & use SEMIS data for educ. plg and managt | Number of staff trained in data entry and data analysis | AESPR | |
| | Ensure the use of QA instruments in the evaluation of schools | Inspect & Report on 700 schs using the new QA approach | No of schs inspected using the new QA instrument | QA report | Quarterly |
| | | Sector Performance Monitored, assessed against set targets; and Reported on | *MDAs that prepare DWPs * MDAs that submit QMRs * AESPR produced | MDAs | Quarterly/A nnually |

Annex 2 – Population assumptions

The population of Kaduna State for 2009 by LGA has been estimated using:

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

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

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

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

Table A2.1 Projected population by LGEA, 2013

| LGEA | Age group 6-11 | | | Age group 12-14 | | | Age group 15-17 years | | |
|--------------|----------------|----------------|------------------|-----------------|----------------|----------------|-----------------------|----------------|----------------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Birnin Gwari | 26,159 | 26,394 | 52,553 | 11,039 | 10,989 | 22,028 | 9,932 | 10,091 | 20,023 |
| Chikun | 38,092 | 38,596 | 76,689 | 16,075 | 16,070 | 32,145 | 14,463 | 14,756 | 29,219 |
| Giwa | 29,397 | 30,262 | 59,659 | 12,406 | 12,600 | 25,006 | 11,161 | 11,570 | 22,731 |
| Igabi | 44,696 | 44,892 | 89,588 | 18,862 | 18,691 | 37,553 | 16,970 | 17,163 | 34,133 |
| Ikara | 19,745 | 20,654 | 40,399 | 8,333 | 8,600 | 16,932 | 7,497 | 7,897 | 15,393 |
| Jaba | 16,365 | 15,980 | 32,345 | 6,906 | 6,653 | 13,559 | 6,213 | 6,110 | 12,323 |
| Jema'a | 29,693 | 28,317 | 58,009 | 12,530 | 11,790 | 24,320 | 11,273 | 10,826 | 22,100 |
| Kachia | 25,410 | 25,455 | 50,864 | 10,723 | 10,598 | 21,321 | 9,647 | 9,732 | 19,379 |
| Kaduna North | 37,968 | 36,480 | 74,448 | 16,023 | 15,189 | 31,211 | 14,415 | 13,947 | 28,363 |
| Kaduna South | 42,905 | 40,837 | 83,742 | 18,106 | 17,003 | 35,109 | 16,290 | 15,613 | 31,903 |
| Kagarko | 25,981 | 24,150 | 50,130 | 10,964 | 10,055 | 21,019 | 9,864 | 9,233 | 19,097 |
| Kajuru | 23,517 | 22,814 | 46,331 | 9,924 | 9,499 | 19,423 | 8,929 | 8,722 | 17,651 |
| Kaura | 17,611 | 17,792 | 35,403 | 7,432 | 7,408 | 14,840 | 6,686 | 6,802 | 13,489 |
| Kauru | 11,356 | 11,737 | 23,093 | 4,792 | 4,887 | 9,679 | 4,312 | 4,487 | 8,799 |
| Kubau | 29,076 | 29,665 | 58,741 | 12,270 | 12,351 | 24,621 | 11,039 | 11,342 | 22,381 |
| Kudan | 14,463 | 14,479 | 28,942 | 6,103 | 6,028 | 12,132 | 5,491 | 5,536 | 11,027 |
| Lere | 34,121 | 34,850 | 68,971 | 14,399 | 14,510 | 28,909 | 12,955 | 13,324 | 26,279 |
| Makarfi | 15,207 | 15,249 | 30,455 | 6,417 | 6,349 | 12,766 | 5,774 | 5,830 | 11,603 |
| Sabon Gari | 30,373 | 29,338 | 59,711 | 12,817 | 12,215 | 25,033 | 11,532 | 11,217 | 22,748 |
| Sanga | 15,550 | 15,545 | 31,094 | 6,562 | 6,472 | 13,034 | 5,904 | 5,943 | 11,847 |
| Soba | 30,292 | 30,784 | 61,076 | 12,783 | 12,817 | 25,600 | 11,501 | 11,770 | 23,271 |
| Zangon Kataf | 32,746 | 33,138 | 65,884 | 13,819 | 13,797 | 27,616 | 12,433 | 12,669 | 25,102 |
| Zaria | 43,633 | 41,313 | 84,946 | 18,413 | 17,201 | 35,614 | 16,566 | 15,795 | 32,361 |
| Total | 634,354 | 628,719 | 1,263,074 | 267,700 | 261,772 | 529,472 | 240,846 | 240,376 | 481,222 |

Case Study 1

School Based Management Committees collaborate with Head Teachers in ensuring that more Out-of-School children in their communities are enrolled into school.

15 year old Saidu Tanim, formerly an Almajiri is now in Primary 3 at Angwar Kanawa Primary School Kaduna North.

Almajiri children were often known to loiter about in the day times when they are on break from their religious studies, either in search of food to eat or out playing. But in Saidu's case, he and his friends took interest in knowing what goes on in the primary school classrooms. He began to spend time observing (through the windows) while pupils received lessons. 'We use to go out to play around the school until one day; I decided to draw close to the classrooms to listen. I began to enjoy what they were doing so much that I continued to go there every day at our break time to listen' said Saidu.

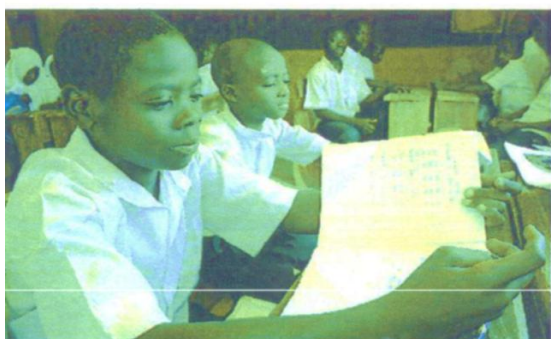
The Kaduna State Government is strengthening the capacity of Teachers and communities to help Out-of-School children. The Head Teacher of the school where Saidu was visiting noticed him and invited him and his friends (about 20) to come see her on a fixed day. 'She asked us if our parents would like us to be enrolled in school and we said yes. So she told us to come and see her on Monday. When we met her on that day, she gave us uniforms, bags and writing materials. She also put us in classes to join other children' said Saidu.

'So far 37 Almajiri children have been admitted into this school and the enrolment is presently 1,011 pupils' said the Head Teacher. Saidu Tanim seemed enthusiastic and bright, plus that, he was fortunate to be instructed in the ESPIN Child Centred Method of teaching and his parents took notice of the difference when he came home on holiday. Saidu said 'I travelled home at Ringim Galadima for the break as usual; I had my younger brother who attended primary school and was in primary 3. I had been a class lower than him because I left home for Tsangaya. But my parents noticed that I this time I taught my brother some school things. So they became very eager to send me back to LGEA Angwar Kanawa after holiday.'

Saidu Tanim is back in school and said 'I came second at the end of last term'. He now stays under the custody of the School's SBMC Chair Mrs. Tabawa Mohammed Inuwa, he attends n Islamiya (religious school) near his new home every evening at 4o'clock, he has also been enrolled to learn tailoring at a shop near his house.

ESSPIN is working with Kaduna State Universal Basic Education Board, Civil Societies and SBMCs to give access to basic education to more children like Saidu.

Figure 1: Saidu Tanim at home during the school break



Case Study 2

Inclusive Education is providing ‘access to school’ to children with special needs in Kaduna State.

16-year old Saidu Musadiku has begun to put on a cheerful look. He was one of the out of school children in Kajuru until he received a tri-cycle supported by the Education Sector Support Programme in Nigeria to help him go to school like other children in the community.

Before Musa benefitted from the tri-cycle he had very unpleasant experiences. He said, ‘life was very hard for me; I crawled from one place to the other, at times I was not able to move at all. I could not run errands at home to help my mother, I was unable to go out to make friends and attend school as well. Sometimes I will spend three to four days without going outside or interacting with people. I was left without help or hope’.

Musa’s parents were not very happy with the condition their child found himself. His father said ‘Musadiku my son was born with this condition. I used to feel embarrassed to call him my son in the public. Some people even say that I am the cause of my sons condition and I keep wondering how true that is’. But in 2012, ESSPIN supported Musadiku and with a tri-cycle in order to enable him move around and he was enrolled into school as a result. ‘Now I can move around, with my tri-cycle, I can go to places as I had formerly desired to. I am also able to go to school and ride into my class over the ramps with ease like others. Outside the school environment, I am able to visit my friend Babawo and my mother also sends me on errands to buy her kitchen items’ said Musadiku.

In the class, Musadiku sits in the front row. ‘Whenever I teach the students, I make sure that he is given adequate attention because of the peculiarity of his case. However, he also seems to be smart; he demonstrates good response to instructions’ said Musa’s class teacher Mr. Ezekiel Jegere. The school enrolment increased to 114 when Musa was admitted.

Similar to Musa, UKaid ESSPIN is still working with Kaduna State Government and local communities to provide access to school for more children with special needs to enjoy basic education.

Figure 2: Saidu Musadiku sitting in the front row of his class at LGEA Kajuru

