



LAGOS STATE GOVERNMENT

ANNUAL EDUCATION SECTOR PERFORMANCE REPORT
F O R Y E A R 2 0 1 3

MINISTRY OF EDUCATION

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Foreword

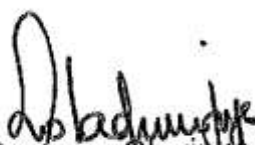
In accordance with the State Government's principle of transparency and accountability, the Ministry of Education over the years has deemed it necessary to develop a document referred to as the 'Annual Education Sector Performance Report' (AESPR). This report, each year appraises the Sector's performance based on the set targets and projects the performance of the Ministry, Departments and Agencies using key performance indicators (K P I s).

The Report also provides useful information on the achievements in the Education Sector vis-a-vis specific mandates. There is no doubt that the Report will serve as a veritable channel for providing appropriate feedbacks to the relevant stakeholders, as it will also serve as a working tool, a guide and a basis for the preparation of the next cycle of three-years (Y2016- Y2018) Medium Term Sector Strategy (MTSS) document.

I wish to commend the Compilation of this document by officers of the sector who were fastidious enough to deliver on the assignment. I also recognize the technical support from the Education Sector Support Programme in Nigeria (ESSPIN), and the State Partnership for Accountability, Responsiveness and Capability (SPARC) who made significant contributions towards the preparation of this report.

It is important to reiterate that this edition, just like the previous ones is very comprehensive and the data generated were graphically represented for easy interpretations. The report will therefore be useful for planning purposes.

I hereby present to you the sixth edition of the AESPR, showcasing Lagos State Education Sector Performance in Y2014.


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Hon. Commissioner for Education
Lagos State.

Acronyms

▪	AHI	Action Health Incorporated
▪	AOCOED	Adeniran Ogunsanya College of Education
▪	AWP	Annual Work Plan
▪	AYECI	African Youth Empowerment and Change Initiative
▪	ASC	Annual School Census
▪	AESPR	Annual Education Sector Performance Report
▪	AESR	Annual Education Sector Review
▪	AME	Agency for Mass Education
▪	APPSERV	Applied Services Limited
▪	BECE	Basic Education Certificate Examinations
▪	BOG	Board of Governors
▪	CAS	Continuous Assessment Scores
▪	CBPM	Community-Based Performance Monitoring
▪	CDA	Community Development Association
▪	CEC	Continuing Education Centre
▪	CIBN	Chartered Institute of Bankers of Nigeria*
▪	CIIN	Chartered Insurance Institute of Nigeria*
▪	CSO	Civil Society Organisation
▪	DFID	Department for International Development
▪	DPPRS	Department of Policy, Planning, Research & Statistics
▪	DWPs	Departmental Work Plans
▪	ECCDE	Early Childhood Care and Development Education
▪	EED	Entrepreneurship Education Development
▪	EFA	Education For All
▪	EMIS	Educational Management Information System
▪	ESP	Education Sector Plan
▪	ESSPIN	Education Sector Support Programme in Nigeria
▪	FBO	Faith Based Organisation
▪	FLHE	Family Life and HIV Education
▪	FIS	Federal Inspectorate Service
▪	FME	Federal Ministry of Education
▪	GER	Gross Enrolment Ratio
▪	GTC	Government Technical College
▪	GTO	Goals, Targets and Objectives
▪	GVESTP	Graduate Vocational Employability Skills Training
▪	HCE	Honourable Commissioner for Education
▪	HIV/AIDS	Human Immuno-deficiency Virus/Acquired Immune deficiency Syndrome

▪	HRD	Human Resource Development
▪	ICAN	Institute of Chartered Accountants of Nigeria*
▪	ICT	Information and Communication Technology
▪	ICTE	Information and Communication Technology Education
▪	IDAs	International Donor Agencies
▪	IDPs	International Development Partners
▪	IGR	Internally Generated Revenue
▪	ISD	Integrated Schools Development
▪	JDPC	Justice Development and Peace Commission
▪	JSS	Junior Secondary School
▪	KPIs	Key Performance Indicators
▪	LACSOP	Lagos State Civil Society Partnership
▪	LCDA	Local Council Development Area
▪	LASEED	Lagos State Economic Empowerment and Development Strategy
▪	LASGEMS	Lagos State Government Education Management System
▪	LASTVEB	Lagos State Technical and Vocational Education Board
▪	LASU	Lagos State University
▪	LASPOTTECH	Lagos State Polytechnic
▪	LGA	Local Government Authority
▪	LGEA	Local Government Education Authority
▪	LMDGP	Lagos Metropolitan Development and Governance Projects
▪	MATP	Modern Apprenticeship Training Programme
▪	MDAs	Ministry, Departments and Agencies
▪	M&E	Monitoring and Evaluation
▪	MLA	Monitoring Learning Achievement
▪	MDGs	Millennium Development Goals
▪	MOE	Ministry of Education
▪	MOU	Memorandum of Understanding
▪	MOST	Ministry of Science and Technology
▪	MOCPEP	Michael Otedola College of Primary Education
▪	MEPB	Ministry of Economic Planning and Budget
▪	MTEF	Medium Term Expenditure Framework
▪	MTSS	Medium Term Sector Strategy
▪	NABTEB	National Business and Technical Examination Board
▪	NAWE	National Association of Women in Entrepreneurship
▪	NBTE	National Board For Technical Education
▪	NCCE	National Commission For Colleges of Education
▪	NCC	National Communication Commission
▪	NCE	Nigeria Certificate in Education
▪	NCE	National Council on Education
▪	NECO	National Examinations Council

▪	NEEDS	National Economic Empowerment and Development Strategy
▪	NECA	Nigeria Employers Consultative Association
▪	NEMIS	National Education Management Information System
▪	NEPAD	New Partnership for African Development
▪	NITDA	Nigerian Information and Technology Development Agency
▪	NSE	Nigerian Society of Engineers
▪	NER	Net Enrolment Ratio
▪	NERDC	Nigeria Education Research and Development Council
▪	NGO	Non Government Organisation
▪	NMS	National Minimum Standards
▪	NUC	National Universities Commission
▪	NUT	Nigerian Union of Teachers
▪	NPE	National Policy on Education
▪	OFMM	Office of Facility Management and Maintenance
▪	OSAE	Office of the Special Adviser on Education
▪	OPC	Odua People's Congress*
▪	PPP	Public Private Partnership
▪	PPRU	Press and Public Relations Unit
▪	PSSDC	Public Service Staff Development Centre
▪	QA	Quality Assurance
▪	QAE	Quality Assurance Evaluation
▪	QE	Quality Education
▪	SAME	State Agency for Mass Education*
▪	SAVI	State Accountability & Voice Initiative
▪	SBMCs	School-Based Management Committees
▪	SCE	State Council on Education
▪	SCRPS	Special Committee for Rehabilitation of Public Schools
▪	SDP	School Development Plan
▪	SIP	Schools Improvement Programme
▪	SMoE	State Ministry of Education
▪	SOS	Support Our Schools
▪	SPARC	State Partnership for Accountability, Responsiveness and Capability
▪	SSSEC	Senior Secondary School Education Curriculum*
▪	SSIT	State Schools Improvement Team
▪	SSIOs	State Schools Improvement Officers
▪	SSS	Senior Secondary School
▪	SSSCE	Senior Secondary School Certificate Examination
▪	STSB	Science and Technical School Board
▪	STR	Student-Teacher Ratio
▪	SUBEB	State Universal Basic Education Board
▪	SUG	Students Union Government

- TEPO Teachers Establishment and Pensions Office
- TOT Training of Trainers
- TPA Ten-Point Agenda
- TETFund Tertiary Education Trust Fund
- TVE Technical and Vocational Education
- UBE Universal Basic Education
- UBEC Universal Basic Education Commission
- UBEC-IF Universal Basic Education Commission-Intervention Fund
- UNESCO United Nations Educational, Scientific and Cultural Organisation
- UNICEF United Nations International Children Education Fund
- WAEC West African Examination Council
- WASSCE West African Senior School Certificate Examination
- WAPA Women Affairs and Poverty Alleviation

Executive Summary

This Y2013 Annual Education Sector Performance Report (AESPR) focuses on measuring the results (output, outcomes and impacts) of key education sector strategies and activities as well as the cross-cutting programmes with other sectors. Since the aim of this report is to inform efficient planning process, it is structured to link programme implementation (input-process-output) with sector results and performance (outcome-impact) through the six MTSS goals aimed at delivering the State's priority initiatives in the Education Sector. The Table below presents evidence of major outcomes from the implementation of key sector goals.

Outcomes of Sector Key Sector Strategies and Activities in 2014

S/N	GOALS	OUTCOMES	REMARKS
1	Expand and improve comprehensive early childhood care and the management of challenges in children.	Total enrolment for ECCDE decreased from 77,712 in Y2013 to 67,289 in Y2014, which shows 13.4% drop in total enrolment and relative parity in male and female enrolment.	The drop in enrolment could be attributable to shortage of facilities and parents' preference for private schools.
2	Make basic education accessible, free and compulsory to all children of school age in a conducive environment for self reliance	Total enrolment in Public Primary Schools shows a 20% decrease from 500,618 in Y2013 to 400,277 in Y2014. At the Public JSS level, there was 7.8% drop in enrolment from 329,395 in Y2013 to 303,659 in Y2014. Male and Female enrolment in both Public Primary and Junior Secondary School shows relative parity.	The GER and the NER could not be appropriately calculated as a result of the inability to include Private Schools in the conduct of the ASC for 3 years running. The drop in enrolment at the Public JSS could be due to the introduction of the new promotion policy, which stipulates 50% pass in six subjects including English and Mathematics; and the placement Test which is a qualifying examination for primary six pupils into Junior Secondary School.

3	Make secondary school education accessible, relevant, practical and goal oriented in a conducive environment	Enrolment in Public Senior Secondary Schools decreased from 263,663 in Y2013 to 247,769 in Y2014 which reflects a 6% drop in total enrolment with female enrolment significantly higher than male enrolment.	The observed decrease in enrolment could be as a result of stricter and controlled transfer of students into Senior secondary school
4	Provide training and impart necessary skills to individuals who shall be self reliant economically	The results of Y2014 NABTEB examinations show that only 12.34% of candidates passed with 5 credits including English, Mathematics and one trade core subject. This is a setback compared to Y2013 when 15% of candidates passed.	The noted poor performance may be attributed to the quality of intakes, weak monitoring mechanism and the relatively inadequate equipment available for curriculum delivery.
5	Produce world class professionals and entrepreneurs that will provide leadership and sustain national economic growth in relevant fields	In Y2013 LASU produced a total of 3,695 graduates, and 3,472 graduates in Y2014 representing a decrease of 6.04%; MOCPEd 342 NCE graduates and 224 in Y2013 which represent a decrease of 34.5% and AOCOED produced 538 and 548 graduates in Y2013 representing an increase of 1.9% while LASPOTeCH produced a total of 3,297 ND and HND graduates. And 3522 ND and HND graduates in Y2013.	
6	Eradicate illiteracy and improve reading culture	In Y2013, fifty one (51) Adult Literacy Centres were established, giving a current total of 543 centres. Increase in enrolment was noticed in Y2013 (12611) compared to Y2012 (11071). The first presentation of 265 Continuing Education Centre candidates registered through the Agency for Nov/Dec External Examination was achieved in Y2013.	Sensitization and awareness campaign ongoing to improve area of coverage.

		Vocational graduation ceremony was conducted for 803 graduates in different trades in five of the Agency centres	
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There is the need to prioritize educational needs and allocate resources to bring about progressive development in the education sector, adapt the national curriculum to the development needs of the State, and strengthen the State Education Management and Information System, which provides the basis for strategic planning of the State Education Sector. It is imperative to state that the on-going institutional reforms be continued to achieve the desired changes in the entire school system.

Monitoring and Evaluation (M&E) Units have been established at the Ministry of Education (MOE) and the State Universal Basic Education Board (SUBEB). M&E Desk Officers have also been appointed at the 20 LGEAs, but there is the need to also establish an M&E unit in each other education sector MDAs and the six education Districts. The Quality Assurance Directorate at the tertiary institution level needs to be strengthened. The capacity of M&E Officers requires strengthening to ensure timely collection of relevant data for quarterly reports and strategic planning especially for the MTSS. There is also the need to strengthen the Units with the deployment of more capable officers to meet up with the demands of the job.

This report also presents specific recommendations based on the results and evidences observed in the course of this sector performance review to inform and guide subsequent planning and budgeting as well as implementation strategies. These include:

- The issue of Management of Challenges in children should be separated from ECCDE. A separate strategic goal should be formulated around this important issue during the MTSS review.
- A State wide survey for out-of-school children should be conducted in order to provide credible and reliable data needed for planning.
- Planning is the process of strategising and organising activities required to achieve desired goals. There is therefore an urgent need to entrench a strong culture of planning in all MDAs including the LGEAs.
- The reason(s) for the observed decrease in enrolment in public primary, junior and senior secondary schools, as well as the decrease in enrolment of female students over male in senior secondary schools should be investigated;
- A review of government policy on the involvement of the private sector in education delivery in the State should be fast tracked to improve standard.

- Conscious efforts should be made to include the Private schools in the conduct of the ASC as these schools account for a significant share of enrolment;
- There should be clear demarcation of functions between SUBEB and the Education Districts on Basic Education matters to remove overlapping of functions and promote efficient utilisation of funds.
- All schools should be mandated to have School Development Plans (SDP) to promote effective management and inspection of schools,;
- There should be increased usage of the Integrated School Development (ISD) model should be adopted as a tool for determining physical, material and human needs for the school as well as coordinating interventions in schools.;
- Efforts should be made to synergise the activities of Project Unit of MoE and other relevant Agencies such as SCRPS, LMDGP, OFMM, EKO Project, SUBEB e.t.c in carrying out project activities to avoid observed duplication of roles.

Chapter 1

Introduction

1.1 Background/Linkage with Sector Policies/MTSS

The focus of Lagos State Government in Y2014 was to consolidate on the achievements of government in previous years by completing all on-going projects with the ultimate goal of bringing about better outcomes and improved impact of established programmes. There was therefore a continuation of implementation of the Education Sector activities and programmes derived from the 6 goals identified in the Medium Term Sector Strategy. The six MTSS goals are as listed below:

- Goal 1:** Expand and improve comprehensive early childhood care and the management of challenges in children;
- Goal 2:** Make education accessible, free and compulsory to all children of school age in a conducive environment for self-reliance;
- Goal 3:** Make secondary school education accessible, relevant, practical and goal oriented in a conducive environment;
- Goal 4:** Provide training and impart necessary skills to individuals who shall be self-reliant economically;
- Goal 5:** Produce world class professionals and entrepreneurs that will provide leadership and sustain national economic growth in relevant fields;
- Goal 6:** Eradicate illiteracy and improve reading culture.

These goals were articulated to produce desired **impact** towards realising the overall vision of the Sector; the goals were broken down into objectives related to desired outcomes. This was in order to ensure sustainable benefits to the citizens and socio-economic development of the State. Furthermore, measurable and realistic targets were set to guide implementation of activities to deliver short-term achievement (outputs) to drive the processes. Measurement of results and performance are facilitated by Key Performance Indicators (KPIs), which are identified for every set target. Refer to Annex 2 for details of the MTSS goals, objectives, targets and key performance indicators.

The application of a Medium Term Expenditure Framework as an approach to planning and budgeting provides the linkage between the annual spending of the Education Ministry, Departments and Agencies (MDAs) and the State Government Strategies as articulated in the policy document referred to as the Education Sector Plan (ESP). The Lagos State Education Sector Plan is a ten-year strategic document that models the implementation of the education reform agenda and focuses on quality education, unfettered access to education, functional skill acquisition and job creation leading to poverty reduction. The development of the ESP involves the review of most policy documents which include Education for All (EFA), Millennium Development Goals (MDGs), Nigeria's Vision 20:2020, New Partnership for African Development (NEPAD), National Economic Empowerment and Development Strategy (NEEDS), Lagos State Economic Empowerment and Development Strategy (LASEEDS) and Lagos State 10-Point Agenda (TPA).

1.2 Purpose of the Performance Evaluation Report

The Annual Education Sector Review (AESR) is an appraisal of sector performance against sector goals, objectives and set targets, using measurable indicators to provide informed inputs for the revision of the State's medium and short term Strategic Plans. Key recommendations of this report feed into the preparation of the Education Sector 3-years Medium Term Sector Strategy (MTSS), which will in turn inform preparation of the Y2015 Annual Budget based on the existing evidences.

The Annual Education Sector Performance Report (AESPR) document reports progress on the implementation of strategies and activities, as well as the cross-cutting initiatives with other sectors to achieve the set goals and targets as identified in the key Strategic Plans. In addition, it provides a comprehensive review of established goals with a view to determining progress towards delivering the mandates of the constituent sub-sectors and ultimately achieves the overall vision of the Education Sector.

The major aim of this report is to guide the strategic planning process to produce evidence-based plans and result-oriented budget that will promote efficiency and accountability in its implementation. Hence, it is structured to link programme-implementation (input-activity-output) with sector performance (outcome-impact) using the MTSS, which derives from other state policy documents.

The AESPR is therefore a key official means of communicating with other stakeholders about how resources are being utilised and how objectives are being achieved. It is set

against baselines which are original sets of scheduled dates, budgeted amounts, expected work, scope and quality targets, developed in the planning phase. The baselines are evaluated against actual performance of programmes and projects as they are implemented.

The purpose of the report is to provide a transparent basis for accountability, decision-making on policies and programmes, learning, drawing lessons and for improvement of the next cycle of the 3-year MTSS and formulation of education budgetary planning for Y2015 - Y2017

1.3 Summary of Stakeholders in the Sector

The Lagos State Education Sector comprises many stakeholders (internal and external) that need to play their respective roles in order to help all school age children and adults learn better and attain their full potentials. These stakeholders are responsible for formulating, implementing policies and strategic plans to deliver their statutory mandates. Table 1.1 provides a summary of functions/roles of the stakeholders in the Education Sector.

Table 1.1: Summary of Stakeholders

Stakeholders (MDAs)	Roles/responsibilities	Interest	Level of influence
Ministry of Education	Policy formulation and implementation, Supervision and Control, Setting Standards/Quality Assurance, Monitoring and Evaluation, Co-ordination and Communication and administration/ supervision of State Examinations.	Education Policy Formulation /Supervision	Highly influential
Office of the Special Adviser on Education	Overseeing the administration of some agencies in the sector, such as the Library Board, Scholarship Board, Agency for Mass Education and Tertiary Institutions.	Monitoring and Regulation activities	Highly influential
Education Districts	Responsible for administration of secondary education and staff welfare.	Policy Implementation and Maintenance of Standard	Highly influential
Teachers Establishment and	Responsible for capacity development of secondary school teachers,	Training, Pensions and	Highly influential

Pension Office	establishment and pensions matters.	Staff Welfare.	
State Universal Basic Education Board (SUBEB) Lagos	Implementation, Supervision and Control, Setting standards/Quality Assurance, Monitoring and Evaluation, Co-ordination and Communication of Educational Policies for Pre-Primary and Basic Education in the State.	Administration and Management of Basic Education.	Highly influential
The Local Government Education Authorities	Responsible for the administration of Basic Education at the Local Government level	Policy Implementation and Maintenance of Standard	Highly influential
Lagos State Technical and Vocational Education Board	Administration of Technical and Vocational Education	Policy Implementation, Capacity Development and Skill acquisition.	Highly influential
Students /Pupils	Learning	Quality Education	Highly influential
Development Partners	Technical and financial assistance for education	Intervention and Improving Standards	Influential
Civil Society Organisations	Private partnership, Monitoring and Evaluation, Impact Assessment	Quality Education	Influential
Organised Private Sector	Execution of projects and initiatives, and partnership with the state to strengthen the education sector	Quality Education and School Support.	Influential
National Universities Commission	Moderates curriculum contents and ensures quality control at the University Level	Regulation of standards	Highly Influential
National Commission for Colleges of Education	Moderates curriculum contents and ensures quality control at the College of Education Level	Regulation of standards	Highly Influential
National Board for Technical Education	Moderates curriculum content and ensures quality control at the Polytechnic Level	Regulation of standards	Highly Influential
Federal Ministry of Education	Policy formulation and curriculum development	Quality Control	Highly Influential
Examination Bodies	Conduct of Placement Test and other External Examinations	Test Development and	Highly Influential

		Administration	
School-Based Management Committees/Parents	Resource Mobilisation and Advocacy for Increased Enrolment	School Support	Influential
Teaching/Non-Teaching Staff	Teaching and School Administration	Knowledge Dissemination and Skills Development	Highly Influential

Chapter 2

Summary of Sector MTSS Focus and Programmes

2.1 Overview of Sector MTSS, Programmes and Targets

There have been several budget reforms aimed at improving public expenditure in Lagos State over the years. These reforms involved the use of different approaches required for ensuring transparent budget framework by all the MDAs. Such reforms include: Programme-Based Budgeting, Budget Profiling and the recent approach, which is the Medium Term Expenditure Framework (MTEF).

The MTEF is an integrated top-down and bottom-up system of public expenditure which plays key role in the successful implementation of government programmes. The framework is designed among others to:

- Achieve Macro-Economic stability without compromising economic development.
- Direct bulk of the public spending to the State's strategic priorities as articulated in the high level policy documents such as Lagos State Development Plan 2012 - 2025, Education For All (EFA), Lagos State Economic Empowerment and Development Strategy (LASEEDS), Ten-Point Agenda (TPA), Vision 20:2020 and the Millennium Development Goals (MDGs).
- Assure predictability of funding.
- Improve value for money in government spending.

The MTEF has six standard components which are: Macro-economic Framework, Fiscal Strategy Paper, Expenditure Framework, Revenue Framework, Consolidated Debt Statement and Contingent Liabilities Statement. Two out of these components are involved in deriving the public expenditure framework for the Y2015-2017 Education Sector MTSS.

These components are:

- **Medium Term Fiscal Framework:** this projects the available resources over a 3-year horizon (which is documented in a Fiscal Strategy Paper) for the MDAs.

- **Medium Term Sector Strategy (MTSS):** this identifies goals and objectives for the Education Sector and translates these within the confines of the Sectoral Expenditure Envelope, into an affordable fully-costed and well-defined set of initiatives over the same period.

In the MTEF, opportunities are available for annual updates of the two components for the purpose of promptly accommodating economic and policy changes which feed monitoring and evaluation results into budget planning. The other four components are primarily the responsibilities of State Ministry of Economic Planning and Budget. The last two years of the three-year MTSS Plan form the basis of the annual updates and reduces the possibility of having abandoned programmes/projects due to insufficient funds.

2.2 Linking Government Policy and the Annual Budget

The Annual Education Sector Performance Report (AESPR) of Y2012 raised some issues about the implementation of the Y2014 - 2016 MTSS which necessitated a review and subsequent improvement of the Y2015-2017 MTSS document. The objective of the AESPR is to pull together evidence of sector performance (with emphasis on results), compare such performance with the Education Sector Plan (ESP) and the MTSS targets and utilise such to re-prioritize plans/programmes. The Annual School Census (ASC) on the other hand, is aimed at providing information to assess progress in the implementation of the Education Sector strategic and operational plans using sets of monitoring indicators.

Both the ASC and AESPR documents therefore provide substantial data and evidences for the development of the Y2014-2016 MTSS document. As a result, the conclusion of the Y2014-2016 MTSS plan of the Education Sector influenced the Y2014 budget, as it is a reflection of majority of the activities identified and recommended for implementation in the current MTSS. This is presented in form of fully costed activities and expenditure plans through which the Ministry of Education and other MDAs seek to contribute to the attainment of the goals and objectives of the Education Sector Plan, within the limits of

available resources. These goals are reflections of the core areas of focus for the Education Sector as contained in Figure 2.1.



Figure 2.1 Core areas of Focus for the Education Sector in Lagos State

Chapter 3

Analysis of Key Performance Indicators (KPIs)

This section reports on performance assessment of key sector strategies and activities against set targets using appropriate measurement indicators as articulated in the MTSS. The aim is to evaluate the sector performance for 2013 based on sector strategic plans, which informs the Y2015 annual budget and work plans.

3.1 Summary of progress against work plans

This aspect presents progress on implementation of sector strategies and activities articulated in various strategic and operational plans at Sector and MDA levels to deliver the goals and objectives of the Education Sector. These plans include annual budget and Departmental Work -plans (DWPs).

3.1.1 Goal 1: Expand and Improve Comprehensive Early Childhood Care and Development Education and the Management of Challenges in Children

To demonstrate government's commitment to delivering this goal, especially in the areas of increased support, raising public awareness and access for ECCDE, SUBEB carried out the following activities as provided in the 2013 Departmental Work Plans (DWPs):

- Parents and guardians were sensitised through print and electronic media on the need to enrol their children/wards in public pre-primary schools.
- Posters and handbills were also distributed to schools through the LGEAs for distribution to parents and guardians in the school communities.
- Teachers also carried out house-to-house advocacy visits.
- 50 ECCDE teachers benefited from a specialised training programme on modern techniques in teaching at ECCDE level.
- 200 Special Education teachers at the Inclusive Units across the State also benefited from training on how to handle children with special needs;
- 1,026 copies each of Early Childhood Care Development Education Curricula, Toy Making Books, Minimum Standard and National Policy on Integrated Early Child-Care Development (IECD) were provided to improve teaching and learning.
- 310 sets of ECCDE furniture were procured and distributed to 71 schools.

To help manage the challenges in children and motivate parents of physically impaired children to enrol them in schools, government continued the provision of Free Mid-day Meals to a total of 1,700 pupils in the 31 Inclusive Units in the State.

3.1.2 Goal 2: Make Basic Education Accessible, Free and Compulsory to all Children of School Age in a Conducive Environment for Self Reliance

To improve quality of basic education, various construction and procurement activities were carried out by SUBEB in primary and junior secondary schools across the State in 2013:

- 480 new classrooms were constructed by SUBEB
- 544 cubicle toilets were constructed and delivered for use
- 4,355 pairs of furniture were procured and distributed to 61 primary schools.
- 1,100 pairs of furniture were procured and distributed to 18 Junior Secondary Schools (JSS).
- 750 sets of teachers' furniture were procured and distributed to 20 public primary schools and 65 Junior Secondary Schools.
- 60,750 books comprising 242 titles were supplied by UBEC through SUBEB to schools' libraries.

To improve teaching capacity, examinations and monitoring of learning in basic education, the following activities were carried out:

- 98,380 students benefited from the payment of fees for Practical Examinations for the Y2013 Junior Secondary Schools Certificate Examinations (JSSCE).
- Schools monitoring equally improved through specialised training for Quality Assurance Officers. These trainings include Whole Schools Evaluation and Report Writing delivered by the ESSPIN QA National Consultant and training on School Self Evaluation by the Federal Inspectorate service.

To enhance planning, management & infrastructure for basic education administration, SUBEB carried out the following activities:

- SBMCs were established in all 1004 primary schools leading to increased number of SBMC members from 2,156 to 14,014 in Y2013. This increase is also as a result of the restructuring from the cluster model to school-based model. The new SBMC members commenced the 5-Level capacity development programme on their roles and responsibilities.
- 4,800 SMBC members from 600 primary schools have completed 2 levels of the 5-level capacity development programme with support and funding from ESSPIN and UBEC.
- It is noteworthy that 3,600 SBMC members out of whom 3,000 were women participated in a Leadership Training Programme.

- In addition, SUBEB produced and distributed 2,500 copies each of the SBMC Guideline and SBMC Policy book. Flyers and stickers were also produced and distributed to SBMC members, schools, agencies and other relevant stakeholders.
- Between January and December Y2013, the SBMCs in the 1004 Public Primary Schools in the State were able to mobilize funds to the tune of ₦ 271,209,890.00 in cash and kind for schools development.
- With the enactment of the Child Rights Law, SUBEB engaged communities, parents and pupils/students on the need to protect the rights of children across the State. In addition, the Board instigated legal proceedings against those found to have violated the law. Cases handled included 104 physical assault cases, of which 25 were reported to be in court at Ikeja, Kosofe, Surulere, Epe and Lagos Island, 38 settled out-of-court cases through mediation and 41 concluded. Also 57 incidents of child labour, 43 sexual harassment incidents, and 15 incidents of defilement or rape were reported.
- In Y2013, the Implementation Committee on Almajiri Education Programme was constituted.

3.1.3 Goal 3: Make Senior Secondary School Education Accessible, Relevant, Practical and Goal Oriented in a Conducive Environment in Lagos State

To make Senior Secondary Education more accessible and conducive, the following infrastructural developments were carried out in Y2013:

- 31 Senior Secondary Schools were rehabilitated/renovated and delivered for use across the 6 Education Districts;
- 15,000 pairs of students' furniture were distributed to schools for use across the 6 Education Districts;
- 2 buildings of 18 classrooms each were constructed at Ajara Senior Grammar School, Badagry and Community Senior & Junior Secondary School Bayeku in Ikorodu.
- Perimeter fences were constructed in 18 schools across the 6 Education Districts.
- 6 Hostel blocks were rehabilitated in model/upgraded schools (Meiran, Agbowo-Ikosi, Oriwu, Ketu-Epe and Badore).

In addition to the infrastructural developments carried out by the Ministry of Education to make education more accessible and conducive, the Special Committee for Rehabilitation of Public Schools (SCRPS) carried out the following activities:

- Constructed 14 blocks of 18 classrooms each; and perimeter fences in 2 schools;
- Constructed 2 twin-bedroom bungalows and water boreholes in Staff Quarters;
- Supply of science equipment to 14 Schools;
- Supply of laboratory furniture & fixtures to 10 schools;

- Production and delivery of pieces of furniture: 4,425 for students', 460 for teachers' furniture, 26 for Vice Principals and 13 for Principals.

To enhance effective planning and management of education, the review of the MTSS for Y2013 - Y2015 was successfully carried out and formed the basis for the preparation of all other planning and management tools such as the annual budget and the Departmental Work Plans (DWP). In response to a report presented by UNESCO which submitted that there were over one million out-of-school children in Lagos State, His Excellency, the Governor, directed that a committee be constituted to design and develop modalities for the conduct of an out-of-school Children Survey. The Committee met and had submitted a report. The Survey is however yet to be conducted.

A total of 102 private schools were granted approval in 2013. The breakdown of the schools is as follows:

- Nursery/Primary - 40
- Secondary - 57
- Vocational/Remedial - 5

To enhance Monitoring and Evaluation across Senior Secondary schools the following activities were carried out in Y2013 to improve teaching and learning outcomes in schools:

- The Lagos State Office of Education Quality Assurance was established by an Executive Order (No. EO/BRF/11 of 2013) to strengthen Government's control and regulation of schools below tertiary level in the State.
- In collaboration with Action Health Incorporated (AHI), forty (40) QA Officers were trained to monitor classroom delivery of the two HIV/AIDS/FLHE carrier subjects which are Social Studies and Basic Science
- Five (5) Officers were trained on how to grade private schools by the Developing Effective Private Education Nigeria (DEEPEN) Programme, and participated in the grading of private schools.
- QA Dept in conjunction with other relevant Agencies e.g Federal Inspectorate Service quality assured 428 Nursery/Primary, 107 Junior Secondary School, 95 Senior Secondary School and 17 Private Secondary Schools using National Quality Assurance instrument.
- Accreditation Evaluation was conducted in 83 approved private secondary schools to enable them register their students for external examinations such as Senior School Certificate Examination (SSCE) and Basic Education Certificate Examination (BECE).
- A study tour to Devon in the United Kingdom was conducted majorly to improve the skills of officers on school inspection and special education.

To enhance the implementation of the National Curriculum and Co-curricular activities in Senior Secondary Schools, the Senior Secondary Education Curriculum was adapted into Schemes of Work for SS1-3. In addition, SS2 Schemes of Work were reviewed in Y2013 by the various subject teachers. Furthermore, the following publications were produced and distributed to improve the quality of teaching and learning:

- 1,189 copies of schemes of work;
- 83,250 copies of Continuous Assessment Scores (CAS) booklets;
- 1,165 copies of Yoruba Alphabet wall charts;
- 2,250 copies of Principles of English Grammar textbooks; and
- 268,610 sets of books on core subjects.

To encourage Co-curricular activities in secondary schools, the following activities were undertaken during the year:

- Organisation and successful conduct of annual competitions such as - the Lagos State School's Debate, the Brighter Rewarding Future (BRF) Quiz competition, Festival of Arts and Culture, Festival of Choral & Classical Music, Principals Cup Football Competition, and Uniformed Voluntary organizations.
- Twenty (20) teachers from the State public schools were nominated to receive awards and the sum of ₦150,000 each for their excellent performance and immense contributions to Co-curricular activities during the year.

3.1.4 Goal 4: Provide Training and Impart Necessary Skills to Individuals who shall be Self-Reliant Economically

For the improvement of performance of students and teachers in Technical and Vocational Education in Y2013:

- Forty (40) teachers had industrial training on skill development.
- There was the renovation of 2 buildings at Government Technical College (GTC) Ikorodu and GTC Epe.
- Two (2) standard libraries were provided at 2 technical colleges (Epe and Ado-Soba).
- Rehabilitation of wall fence, construction of gate-house and drainage were carried out at Government Technical College, Agidingbi.
- A major facelift of structures carried out at Ikorodu, Agidingbi and Epe Technical Colleges.
- One thousand four hundred and forty-two (1,442) students were presented by the State for National Business and Technical Examination Board (NABTEB) examinations out of which 178 (12.34%) passed with five credits made up of English, Mathematics, two core and one trade related subjects.

- The partnership between Samsung Nigeria Limited and Lagos Eko Project in conjunction with LASTVEB provided training to 400 students in electronics, air-conditioning and instrumentation using a hybrid curriculum through the established Academy.
- Government Technical College, Ikorodu won the bid for the MTN Foundation's corporate social investment initiative aimed at improving the technical skills of the Nigerian youth towards socio-economic development and self-reliance. This Public Private Partnership intervention focused on infrastructural development, capacity building and supply of relevant equipment and furniture.
- Five thousand, three hundred and sixty eight (5,368) students were enrolled in the 5 Technical Colleges of which 768 (14.31%) are females.
- Five thousand (5,000) artisans in the informal sector of the State were trained in Y2013 as compared to 2,000 trained in Y2012 in various trades.

3.1.5 Goal 5: Produce World Class Professionals and Entrepreneurs that will provide Leadership and Sustain National Economic Growth in Relevant Fields

To promote peaceful academic environments required for value based learning and good governance, the Lagos State Polytechnic (**LASPOTECH**) carried out the following activities in Y2013:

- Sensitization programmes involving students, Union Executives, Heads of Classes (HOCs), students' religious leaders and leaders of various registered students' associations on the need for students' to avoid social vices were organised.
- A "Freshers' Forum" for new intakes was organised.
- Counselling sessions for students found to be involved in indecent acts were organised.
- The Christian & Muslim communities also use some part of their special programmes - 'LASPOTECH on her knees' and 'DAWAH Week' respectively to sermonize against social vices.
- Campaign materials discouraging students from embarking on social vices were placed in strategic locations within the campus to ensure effective dissemination and communication.
- Various sporting and recreational activities were organised to promote students' participation.

In Michael Otedola College of Primary Education (MOCPED), the College Management:

- Partnered with selected non-governmental organisations to conduct seminars for the students in the areas of empowerment and entrepreneurial skills acquisition.

- Organized sporting activities and events which recorded large number of students' participation.
- Organized scholastic programmes to promote learning among students.
- Printed and distributed student handbooks to all new students, stating all academic information, rules and regulation with regards to conduct on campus
- Sensitized students through billboards on the evils of cultism, drug abuse and examination malpractice.

In Adeniran Ogunsanya College of Education (AOCOED), there were:

- Orientation programmes and counselling services for new and old students.
- International Exchange Programmes for both staff and students with Universities outside Nigeria e.g. University of Madison, USA, University of Georgia Atlanta, USA and University of Manchester, UK
- A review of Students Handbook with strong emphasis on disciplinary procedures and conditions for meeting academic standards.

The activities carried out in Y2013 to strengthen institution's financial base and strengthening Alumni Associations in other to reduce dependence on government for funding included the following:

- LASU established Open Distance Learning Programme, Executive Courses, LASU Consult and a Private Sector Participation programme.

In LASPOTECH:

- A one-day skills acquisition training programme was organised for students, exposing them to various skills that can make them job creators rather than job seekers. The programme focused on training for Part-Time programme, in fashion design, plumbing, leather-works (belt and wallet production), Nylon production, and production of House-hold products such as soap, bleach, cream/petroleum jelly, antiseptics, e.t.c.
- There was Training of Trainers (lecturers) of Entrepreneurship Education Development (EED) programme with a view to updating the knowledge of the trainers/lecturers and equipping them and their students with the requisite skills for economic empowerment and wealth creation.
- Four (4) newly refurbished and equipped laboratories were donated by the National Board for Technical Education (NBTE) to the Mechanical Engineering and Electrical Engineering departments. These laboratories are already being put to use for research and training activities.
- The refurbished Alumni Association's building in the Ikorodu campus was commissioned. This building was constructed to encourage alumni participation in the administration of the school.

MOCPED:

- Secured affiliation with Institute of Commercial Management, U.K., for various courses on Commercial Management.
- Carried out a sensitization drive for admission in the 20 Local Government Councils and the 37 Local Council Development Areas (LCDA) in the State, as well in neighbouring States.
- Embarked on visitation to several secondary schools in the State during which the students were sensitized on the importance of being career-oriented, and informed about the opportunities available to them for studying at Michael Otedola College of Primary Education.

In AOCOED,

- The Alumni Association partnered with the College in fund raising activities.
- Academic programmes were expanded to accommodate more part-time programmes.
- Fees for degree programmes were marginally increased to reflect prevailing economic realities with a view to improving the college IGR.

To enhance infrastructural development and learning equipment in Tertiary Institutions:

In LASU,

- Two Lecture theatres were provided for the Faculty of Law
- A 3-in-1 Lecture Theatre was refurbished.
- Construction of Management Sciences Building, Senate Building, Students' Arcade, Science Complex and Library complex are ongoing.

LASPOTECH secured a special intervention fund from TETFund for the construction of a 700-seater Auditorium for the School of Management and Business Studies (SM&BS) and commenced construction work on another 700-seater Auditorium for the School of Agriculture.

In MOCPED, there was:

- Construction of a building for Vocational Studies and another, for Primary Education and Early Childhood Care Education financed by TETFund.

In AOCOED, the following activities were carried out:

- Construction of School of Arts and Social Sciences building
- Laying of asphalt on major internal roads commenced but not fully completed
- Securing of funds from TETFund for the construction of 1200 - seater multipurpose complex.

To improve the quality of instructional and professional competences of academic and non-academic staff and ensure that formal training provided by tertiary institutions is relevant to the needs of the individual, industry and society, the following were carried out:

In LASU:

- During the year, the Institution, in conjunction with TETFund, sponsored a number of academic and non-academic staff for further studies including National and International Conferences and Seminars.
- An Entrepreneurial Course was introduced to enable the students become self-reliant.

LASPOTECH carried out the following activities:

- An inaugural lecture titled, 'Market Risk Consideration by Commercial Property Investors and Valuers in Nigeria: The Critical Issues', was delivered by Mr. Abayomi Olusola Ibiyemi (A Chief Lecturer)
- A National Conference with the theme, 'National Security & Economic Development for Democratic Consolidation', was organised by The School of Management & Business Studies (SM&BS). The objective of this conference was to provide a forum for interaction amongst academia, government officials, entrepreneurs, company executives, individuals and others to complement the efforts of government in her programmes through scholarly prepared research findings and ideas in various areas.
- Design and Development of a Manual / Motorized Melon Shelling Equipment, a Pelton Turbine Training Model for Hydropower System, and a Heat Treatment Furnace.
- Collaboration with National Automotive Council on training, research and development.
- Research studies on 'Species Composition, distribution/diversity and social economic status of artisanal fisher-folks of Badagry Lagoon'.
- Production of employable graduates in areas of Crop Production and Horticulture, Animal Production, Agricultural Extension and Management, Fisheries Technology, General Agriculture.
- Training of artisans in the building industry in such areas as Aluminium Fabrication, Concrete Block-Making, Electrical, Refrigeration and Air-Conditioning etc.

- General training in areas of computer appreciation and fish farming.

In MOCPED:

- Staff orientation programmes were organised.
- Monitoring of academic training progress of staff members under Study Leave was carried out.
- Professional development training was organised for staff; in conjunction with the registry training on maintenance of adequate staffing was organised.
- Statutory training requirements were ensured.
- Local and International Seminars & Conferences were sponsored.
- Academic staff were sponsored for Masters and Ph.D Programmes both locally and internationally.

In AOCOED:

- An in-house Workshop was organised for academic staff to enhance their capacity to handle the new "Specialist NCE Teachers Curriculum Framework" developed by the National Commission for Colleges of Education (NCCE).
- Job Audit was carried out on both Academic and non teaching staff for the purposes of job improvement.
- Additional Academic and Non-teaching staff benefited from the TETFund and College-sponsored Staff Development and Training Programmes in tertiary institutions within and outside Nigeria for Postgraduate Studies.
- Staff were sponsored to attend National and International conferences.

To increase the level of intakes and increase access for Lagos State indigenes in particular and residents in general:

In LASPOTECH:

- Up to 40% of the students admitted in Y2013/2014 academic session were Lagos indigenes while the remaining 60% were other intakes.
- Additional course streams were approved by NBTE to increase the institution's carrying capacity and to further enhance admission opportunity for students.
- Additional programmes in HND Fisheries Technology and ND Horticulture Technology were accredited by NBTE to increase the array of courses offered by the Polytechnic so as to attract more students.

In MOCPED:

- A delegation from the College went on an admissions drive to the 57 Local Governments and Local Council Development Areas (LCDAs) in the State focusing on the need for indigenes of the State to make the College their school of choice.

In AOCOED:

- The Academic Board approved a scholarship scheme for indigent students of contiguous Local Government Areas, as a way of attracting more Lagosians into the College for its regular academic programmes.
- The College continued to maintain its admission policy of 40% quota for Lagos Indigenes. 54.2% of students admitted in Y2013 were Indigenes of Lagos

3.1.6 Goal 6: Eradicate Illiteracy and Improve Reading Culture in Lagos State

As part of its efforts to provide educational opportunities for non-literate adults, youth and out-of-school children, the Agency for Mass Education (AME) carried out the following activities:

- Airing of literacy-by-radio programme "Eko Mooko-Mooka" on Eko FM 107.5 for 52 weeks at 2 slots per week.
- Fifty one additional Adult Literacy Centres were established across the State.
- Two Thousand, Five Hundred and Forty Three (2,543) learners were examined across the State during the Unified Assessment Exercise after 9 - 12 months of learning.
- Vocational graduation ceremony was conducted for 803 graduates in different trades from the 5 centres being coordinated by the Agency.
- Twelve thousand, six hundred and eleven (12,611) adult learners were enrolled in the Adult Literacy Centres across the State while 9,553 learners - made up of 3,657 males and 5,896 females - graduated in the year under review.

To improve advocacy, sensitisation and mobilisation programmes to promote Adult and Non-Formal Education, the Agency:

- Conducted 3 advocacy visits/sensitisation campaigns in 3 LGAs with a target reach-out of 5,000 people;

- Collaborated with NGOs like Action Health Incorporated, African Youth Empowerment and Change Initiative (AYECI) Lions Club, Rotary Club etc., to assist the girl - child and rehabilitate those out-of-school, provide empowerment /facilities and establish more centres. A total of 123 out-of-school girls were placed at various Vocational and Adult Literacy Centres, and 48 were empowered as they graduated in September, Y2013.

To improve quality of Adult and Non-Formal Education/Continuing Education Centre (CEC):

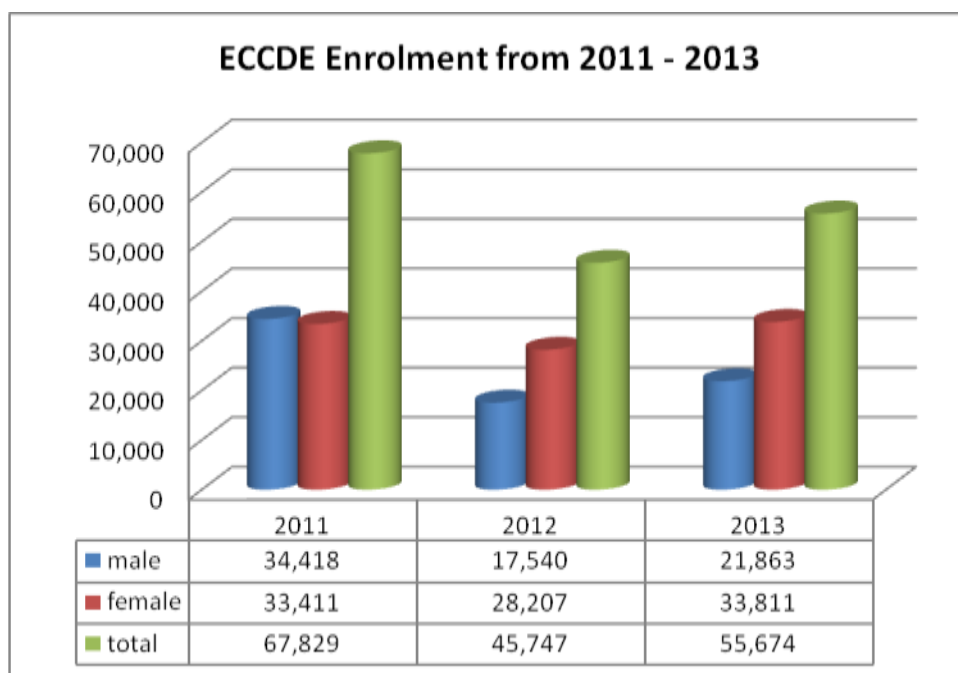
- Learning and teaching materials were distributed to 132 Adult Literacy Centres of the Agency.
- The Annual Adult Literacy quiz competition was conducted for adult learners in the State.
- One hundred and thirty eight (138) facilitators/instructors at the various centres of the Agency were paid 5,000 naira stipend across the State on quarterly basis.
- Strong collaboration between the Agency and the LGAs Education Departments was promoted to secure support for Adult Literacy Programme.
- The Agency for the first time, presented 265 Continuing Education candidates for the Nov. /Dec. WASSCE (Private) External Examination.

3.2 Assessment of Actual Performance against Targets for Each KPI

This section of the report in graphical detail analyses the performance of the Sector against Key Performance Indicator targets

Goal 1 Expand and improve comprehensive early childhood care and the management of challenges in children.

Figure 3.2.1 illustrates ECCDE enrolment in public schools and also the proportion of girls to boys enrolment. The figure shows that total enrolment at ECCDE level increased by 21.7% from 45,747 in Y2012 to 55,674 in Y2013. It is worthy to note that both male and female enrolment increased by 24.6% and 19.9% respectively in Y2013.



Source: Lagos State Annual Schools Census 2011, 2012, 2013

Figure 3.2.1: Total ECCDE Enrolment in Public Schools

Tables 3.2.1 and 3.2.2 show the enrolment of special need children in Public Primary, Junior and Senior secondary schools by levels and type of disabilities.

Table 3.2.1: Enrolment of Special Needs Children In Public Primary schools by Level

Type of Disability	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
Blind / visually impaired	29	5	7	15	15	15
Physically challenged	38	34	24	41	21	9
Hearing / speech impaired	228	185	121	15	138	152
Mentally challenged	438	100	125	99	64	33
TOTAL	733	324	277	170	238	209

Table 3.2.2: Enrolment of Special Needs Children In Junior And Senior Secondary schools by Level

Type of disability	JSS 1	JSS 2	JSS 3	SSS 1	SSS 2	SSS 3
Blind / visually impaired	9	3	6	7	8	26
Physically challenged	41	34	26	60	50	45
Hearing / speech impaired	89	71	56	85	54	45
Mentally challenged	26	11	7	16	316	2
TOTAL	165	119	95	168	428	118

Goal 2: Make Basic Education accessible, free and compulsory to all children of school age in a conducive environment for self-reliance.

Figure 3.2.2 illustrates Public Primary School enrolment and also the proportion of girls' enrolment to boys. The figure shows that there is a sharp decrease in total enrolment at Public Primary Schools level by 20% from 500,618 in Y2012 to 400,277 in Y2013. The decrease could be attributed to reasons such as relocation of parents to new development areas where there are no public schools; stricter and controlled students transfer policy.

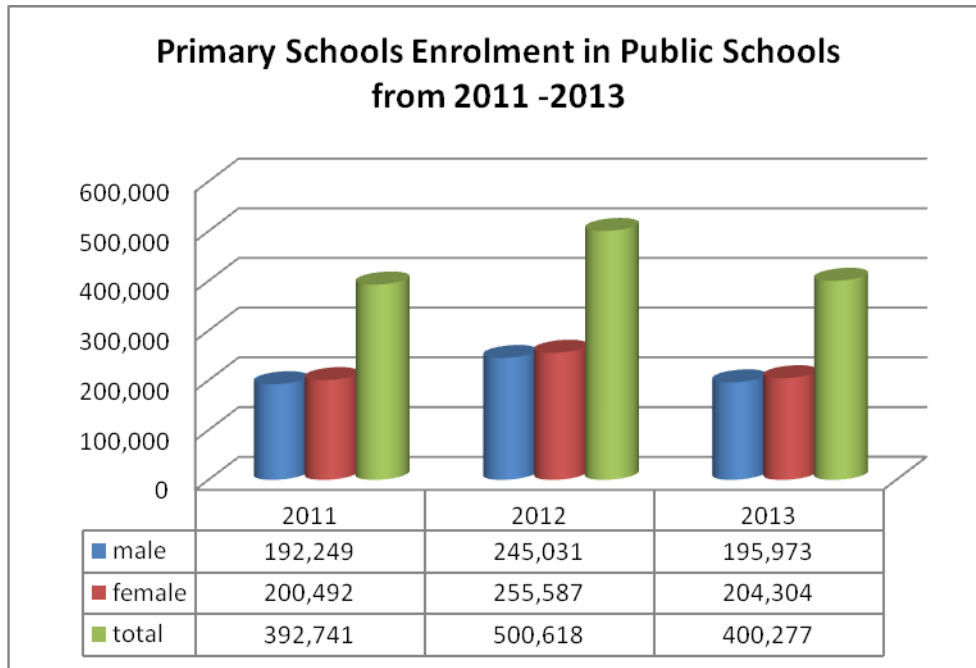


Figure 3.2.2: Public Primary Schools Enrolment from 2011 - 2013
Sources: Lagos State Annual Schools Census 2011, 2012, and 2013

Figure 3.2.3 shows a significant and steady decrease in Junior Secondary enrolment for both male and female students from Y2011 to Y2013. Total enrolment decreased by 7.8% from 329,395 in Y2012 to 303,659 in Y2013. The drop in enrolment at the Public JSS may be due to the introduction of Placement Test and the standard set for the attainment of 50% in Mathematics and English Language and 50% average overall score in the test as requirements for placement.

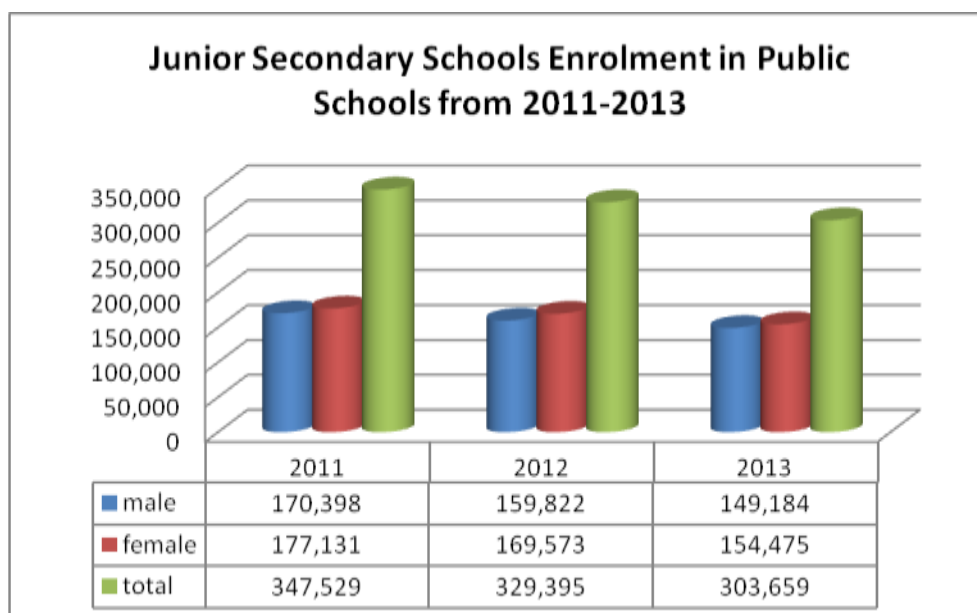


Figure 3.2.3: Public Junior Secondary Schools Enrolment from 2011 - 2013

Source: Lagos State Annual Schools Census 2011, 2012, 2013

Table 3.2.2 shows significant increase in the total number of classrooms provided in Y2012 and Y2013. This is reflected across primary and junior secondary schools. However, while the percentage of Classrooms in Need of Major Repairs for primary school level reduced from 30.1% in Y2012 to 19% in Y2013, the same could not be said for the JSS level where a negative leap from 11.5% to 17% in Y2013 was noticed.

Table 3.2.3: Number and Percentage of Primary and JSS Classrooms In Need of Major Repairs and Without Adequate Seating

	Total No. of Classrooms			% of Classrooms In Need of Major Repairs			% Classrooms With Inadequate Seating		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Primary	11,419	10,992	12,449	34	30.1	19	35.4	45.5	32.5
JSS	4,097	3,844	4,010	11.3	11.5	17	67.8	27.9	80.6

Source: Lagos State Annual Schools Census 2011, 2012, 2013

An improvement in the adequacy of classrooms seating at the primary school level was noticed with a decrease in the percentage from 45.5% in Y2012 to 32.5% in Y2013, whereas there was an increase in the percentage of classrooms at the junior secondary school level with inadequate seating from 27.9% in Y2012 to 80.6% in Y2013.

Table 3.2.4: Number and Percentage of Public Primary and JSS schools with Safe Water Supply and Sanitation

Level	Total No. of Schools	Schools with no source of safe water		Schools with no toilet		Pupils per toilet
		Number	%	Number	%	Number
Primary	1004	409	40.8	30	3	73
JSS	328	68	20.6	125	12.5	130

Sources: Lagos State Annual Schools Census 2011& 2012

The percentage of schools without safe water in the primary was 40.8% and 20.6% at the junior secondary level. It was also discovered that 30% and 12.5% of the primary and junior secondary schools respectively were without toilets. Nevertheless, the number of pupils/students per toilet was still high; 73:1 and 130:1 at the primary and JSS respectively.

Goal 3 Make Senior Secondary School Education accessible, relevant, practical and goal oriented in a conducive environment in Lagos State.

Figure 3.2.4 and Table 3.2.5 show that there was a decrease in enrolment from Y2012 to Y2013. Percentage of decrease from Y2012 to Y2013 was 6%. It should be noted that Student-teacher ratio significantly improved from 26:1 in Y2012 to 17:1 in Y2013. The noticed decrease in enrolment could have been due to stricter and controlled student transfer policy. The significant improvements in the student/teacher ratio could be attributed to recruitment and replacement of teachers at this level

Table 3.2.5: Enrolment of Students and Teachers Ratio at the Public Senior Secondary School from Y2011 to Y2013

Public Senior Secondary Schools Enrolment					STR	
Year	No of Schools	Male	Female	Total	Total Number of Teachers	STR
2011	311	124,207	138,341	262,548	9,926	27:1
2012	313	129,680	133,983	263,663	10,252	26:1
2013	348	120,843	126,926	247,769	14,428	17:1

A considerable and steady improvement was recorded in the performance of students enrolled for the West African Senior School Certificate Examinations (WASSCE) between Y2011 and Y2013.

Table 3.2.6 shows the comparative performance analysis of public school candidates in WASSCE between Y2011 and Y2013.

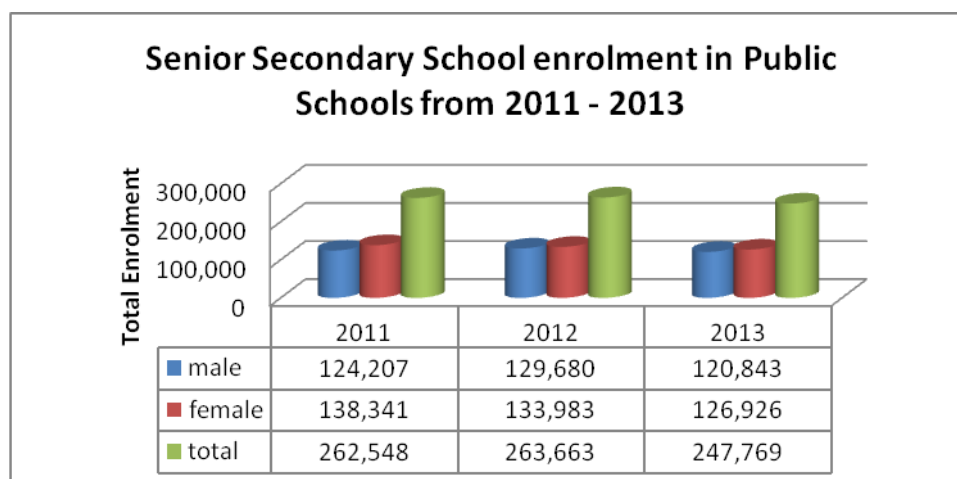


Figure 3.2.4: Public Senior Secondary Schools Enrolment from 2011 - 2013

Source: Lagos State Annual Schools Census 2011, 2012 & 2013

Table 3.2.6: Comparative Performance Analysis of Public School Candidates in WASSCE (Y2011-Y2013)

YEAR	No. of Candidates	5 Credit Pass including English & Maths	% Pass
2011	43,633	7,594	17.4
2012	44,950	17,323	38.5
2013	51,556	21,913	43.0

The reasons for improvement in the students' performance in WASSCE over the years could be attributed to the continuity of the following reforms in the Sector:

- Saturday coaching for all SS3 students in English and Mathematics.
- Introduction of requirement that stipulates that all students must obtain a 50% pass in five subjects including English and Mathematics before they can be promoted to SS 3.
- 90% attendance as requirement for sitting for the screening test for WASSCE registration.
- Attainment of 50% attendance of each student's parent at Parents Forum (PF) meetings and open days.
- The introduction of the "Examination Syndicate Team Leaders Resource" to train subject teachers on key areas of assessment in external examinations.
- Provision of Instructional Materials/Media through EKO Project Intervention.
- Massive improvement in school infrastructure and other facilities
- Abolition of student transfer into SS2

Goal 4 Provide training and impart necessary skills to individuals who shall be self-reliant economically.

Following the aggressive awareness campaigns and massive renovation/rehabilitation of facilities in the 5 Technical Colleges, there was over 100% increase in enrolment of students in the various trades offered by the Technical Colleges. However, a decrease was noticed in the enrolment of females in the 5 technical colleges as compared to 20.7% in Y2012 and 14% in Y2013. This suggests that there may be need to further sensitize prospective female students on the value of vocational education.

Table 3.2.7: Total Enrolment in the 5 Technical Colleges by Gender 2013

S/N	COLLEGE	Y2011		Y2012		Y2013	
		FEMALE	TOTAL	FEMALE	TOTAL	FEMALE	TOTAL
1	GTC Ado-Soba	76	452	82	536	75	427
2	GTC Agidingbi	444	1086	139	526	114	626
3	GTC Epe	10	122	20	213	22	281
4	GTC Ikorodu	256	663	91	641	75	517
5	GTC Ikotun	82	387	86	525	6	295
	TOTAL	868	2710	418	2441	292	2146

Source: LASTVEB Periodic Report 2013

The quality of teaching staff in the 5 Technical Colleges was noticed to be high as close to 77% of such staff are professionally qualified as evident in Table. 3.2.8.

Table 3.2.8 Technical College Teachers Level of Professional Qualifications

	GTC ADO-SOBA	GTC AGIDINGBI	GTC IKORODU	GTC IKOTUN	GTC EPE	TOTAL
HND	8	10	13	11	7	49
HND/PGDE	11	5	10	1	9	36
BSc	0	0	0	0	0	0
BSc Ed/BA. Ed	37	46	51	64	25	223
Others	5	5	4	8	5	27
Total	61	66	78	84	46	335

Table 3.2.9 revealed that female enrolment is less than half in GVESTP and SLMATP.

Table 3.2.8 Enrolment by Gender into GVESTP and SLMATP in Y2013

S/N	FIELD	GENDER		TOTAL
		MALE	FEMALE	
A	GV-ESTP	1,009	455	1,464
B	SL-MATP	383	171	554
	TOTAL	1,392	626	2,018

Source: LASTVEB Periodic Report 2013

Goal 5: Produce world class professionals and entrepreneurs that will provide leadership and sustain national economic growth in relevant fields.

AOCOED

A total of Thirty (30) academic programmes were granted full accreditation status in the Y2013. The total IGR for the college in Y2013 is Nine hundred and thirty three million, four hundred and twenty nine thousand, four hundred and eight (N933, 429,408) naira.

Table 3.9: Students Enrolment and Population of Lagos State Indigenes

YEAR	TOTAL ENROLMENT			
	MALE	FEMALE	TOTAL	LAGOS STATE INDIGENES
2011	964	1,894	2,858	886
2012	1,283	1,830	3,113	856
2013	670	1,612	2,282	596

Table 3.9 shows the gender-disaggregated trend in enrolment at AOCOED from 2011 to 2013, revealing a decrease in overall enrolment in 2013, whilst female enrolment continues to be significantly higher than male enrolment

Table 3.10: Graduate output by Gender

TOTAL NO OF STUDENTS ENROLLED FOR EXAM			TOTAL NO OF GRADUATES			NO OF GRADUATES WHO ARE LAGOS INDIGENES		
MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
439	670	1,109	200	348	548	71	63	134

Table 3.10 highlights the graduate output in AOCOED for 2013. Of 1109 who enrolled for final examinations, 548 (50%) graduated, of whom 134 (24%) are Lagos indigenes

MOCPED

Table 3.11: Students Enrolment and Population of Lagos State Indigenes

YEAR	TOTAL ENROLMENT			
	MALE	FEMALE	TOTAL	LAGOS STATE INDIGENES
2011	146	199	345	178
2012	98	225	323	114
2013	182	302	484	174

Table 3.12: Graduate output by Gender

TOTAL NO OF STUDENTS ENROLLED FOR EXAM			TOTAL NO OF GRADUATES			NO OF GRADUATES WHO ARE LAGOS INDIGENES		
MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
-	-	-	77	147	224	28	54	82

LASPOTECH

Table 3.13: Students Enrolment and Population of Lagos State Indigenes

YEAR	TOTAL ENROLMENT			
	MALE	FEMALE	TOTAL	LAGOS STATE INDIGENES
2011	2,344	1,496	3,840	576
2012	2,546	1,697	4,243	721
2013	2,458	2,112	4,570	1,069

Table 3.14: Graduate output by Gender

TOTAL NO OF STUDENTS ENROLLED FOR EXAM			TOTAL NO OF GRADUATES			NO OF GRADUATES WHO ARE LAGOS INDIGENES		
MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1140	977	2,117	1838	1331	3169	-	--	634

LASU

Table 3.15: Students Enrolment and Population of Lagos State Indigenes

YEAR	TOTAL ENROLMENT			
	MALE	FEMALE	TOTAL	LAGOS STATE INDIGENES
2011	6,111	7,892	14,003	3,716
2012	5,597	7,210	12,807	3,819
2013	4,673	6,103	10,776	3,749

Table 3.16: Graduate output by Gender

TOTAL NO OF STUDENTS ENROLLED FOR EXAM			TOTAL NO OF GRADUATES			NO OF GRADUATES WHO ARE LAGOS INDIGENES		
MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
2,165	3,114	5,279	1,458	2,014	3,472			1,250

Goal 6: Eradicate illiteracy and improve reading culture in Lagos State.

Table 3.2.18: Enrolment and completion figures for Adult Learners

Table 3.2.18 shows the enrolment figures continued to increase from Y2011 to Y2013. The same is applicable to completion figures.

YEAR	NO OF LITERACY CENTRES	ENROLMENT / COMPLETERS	NO OF ADULT LEARNERS		
			MALE	FEMALE	TOTAL
2011	466	Enrolment	4,071	6,987	11,058
		Completers	3,332	5,255	8,587
2012	492	Enrolment	4,128	5,953	11,081
		Completers	2,899	5,387	8,286
2013	543	Enrolment	5,027	7,584	12,611
		Completers	3,667	5,886	9,553

IMPACT ANALYSIS OF STRATEGIES AND PROGRAMMES ON RELEVANT KPIS

The Annual School Census was carried out in public schools while the exercise could not be conducted in private schools for the third year running due to paucity of funds. Therefore, the Gross Enrolment Rate for each level of education in the State could not be adequately determined in the year under review without information on private schools and accurate data/information on the total population numbers.

The following table presents trends of selected indicators to inform relevant interventions at the primary, junior secondary and senior secondary levels respectively.

Indicators	Primary Schools			Junior Secondary Schools			Senior Secondary Schools		
	Y201	Y201	Y201	Y201	Y201	Y201	Y201	Y201	Y201
	1/20	2/20	3/20	1/20	2/20	3/20	1/20	2/20	3/20
	12	13	14	12	13	14	12	13	14
Gross Enrolment Rate (%)	82	92	N/A	79	84	N/A	66	64	N/A
Net Enrolment Rate (%)	66	31	N/A	51	36	N/A	43	28	N/A
GPI on Pupil Enrolment	1.0	1.04	1.04	1.04	1.06	1.03	1.04	1.03	1.15
Percentage of Qualified Teachers	95	98	88	97	81	94	92	92	90
Pupil/Teacher Ratio	40	43	31	32	37	29	28	26	17
Pupil/Qualified Teacher Ratio	31	43	36	36	25	34	29	28	19
GPI on Teachers	4.98	4.71	5.06	2.4	2.5	2.4	1.3	1.3	1.3
Pupil/Total Classroom Ratio	42	46	47	78	86	96	63	63	41

Teacher-pupil ratio in Public Primary Schools decreased marginally from ratio 1:40 in Y2011/12 to 1:31 in Y2013/14 while pupil - qualified teacher ratio increased from 1:31 in Y2011/12 to 1:36 in Y2013/14. These ratios are still within the recommended ratio of 1:45 for the State.

In the Junior Secondary School, teacher - student ratio decreased from 1:32 in Y2011/2012 to 1:29 in Y2013/14 while student - qualified teacher similarly decreased from 1:36 to 1:34, in the Senior Secondary Schools, the student - teacher ratio reduced from

1:28 in Y2011/12 to 1:17 in Y2013/14, while pupil - qualified teacher ratio also decreased in the same period.

The decrease in the ratio in the Junior Secondary and Senior Secondary Schools respectively was probably due to the recruitment of teachers carried out at the various Education Districts in the State during the period under review.

Statistics also shows consistent improvement in girl - child enrolment over that of the boys across all the levels in the State in the last five years. A drop in enrolment may be due to the adherence of heads of schools to the warnings against data falsification issued by the Honourable Commissioner for Education during the Flag Off ceremony of the Y2013/14 School Census. Student achievement in WASSCE has steadily improved from 2011 to 2013. This was in response to Government crave to improve and sustain performance in WASSCE due to the abysmal students performance of 2011.

This positive trend is attributable to the continuity of several reforms in the Sector especially as they pertain to the enforcement of a minimum pass mark before promotion to SS3, strategies for increasing attendance, increased participation of parents at school level and strengthened competence of teachers and improved funding for infrastructural development/facility provision.

Conclusion and Recommendations

1. Total enrolment at ECCDE level increased by 21.7% from 45,747 in Y2012 to 55,674 in 2013. This substantial growth may be attributed to sustained advocacy and sensitization and improvement in facilities for ECCDE including specialised trainings for teachers during the year. It is therefore recommended that these efforts should be intensified.
2. It is observed that a recommendation in Y2012 to consider unbundling ECCDE from Management of Challenges in Children is yet to be implemented. It is again recommended that a separate goal structured around challenges in children is either formulated, or objectives and targets developed to cater to this important issue.
3. Total enrolment in public primary schools shows a significant 25% decrease from 500,618 in Y2012 to 400,277 in Y2013. At the Public JSS level, there was an 8% drop in enrolment from 329,395 in Y2012 to 303,659 in Y2013. There is therefore the need to investigate this with a view to finding the reason(s) for this drop. However, Male and Female enrolment in both Public Primary and Junior Secondary School shows relative parity, which represents a positive development for the education of girls.
4. Enrolment in public senior secondary schools decreased from 263,663 in Y2012 to 247,769 in Y2013 which is a 6% drop in total enrolment, with female enrolment

significantly greater than male enrolment. There is therefore the need to investigate this with a view to finding the reason(s) for this drop, whilst continuing to encourage girls to embrace senior secondary education.

5. The Gross Enrolment Rate (GER) and the Net Enrolment Rate (NER) could not be accurately calculated due to the inability to include Private Schools in the conduct of the ASC for 3 years running. It must be understood that no proper planning is possible without complete and adequate data. It is strongly recommended that urgent action be taken for the inclusion of Private Schools in the Annual Schools Census.
6. The results of Y2013 NABTEB examination show that only 12.34% of candidates passed with 5 credits including English, Mathematics, two trade related and one core subjects. This is a setback when compared to Y2012 where 15% of candidates passed. The cause(s) for the decline requires investigation.
7. Monitoring and Evaluation (M&E) Units have been established at the Ministry of Education (MOE) and the State Universal Basic Education Board (SUBEB). M&E Desk Officers have also been appointed at the 20 LGEAs, but there is the need to establish the M&E unit at the (six Districts, LASTVEB and OSAE).
8. Quality Assurance Directorate at LASTVEB and tertiary institution level needs to be strengthened for better performance and internal monitoring and evaluation of activities.
9. The M&E Officers capacity should be strengthened to ensure timely collection of relevant data for quarterly reports and strategic planning especially for the MTSS. There is also the need to strengthen the M&E Units in the MoE and at SUBEB with the deployment of more capable officers to meet up with the demands of the job.
10. The need to compile credible and reliable data for planning cannot be overemphasised. Issues raised around the existence of a significant number of Out-of-School Children in Lagos State should be systematically investigated. Financial provision should be made for the conduct of a State-wide survey of Out-of-School Children.
11. Efforts should be made to synergise the activities of Project Unit of MoE and other relevant Agencies such as SCRPS, LMDGP, OFMM, EKO Project, SUBEB, LGAs, e.t.c in carrying out project activities to avoid observed duplication of efforts.
12. To ensure compliance with the Special People's Law (2011), financial provision should be made for the recruitment and training of special education teachers with necessary arrangements made for the provision of instructional materials, media and physical facilities to ensure unhindered access to education for all.
13. There is the need to comprehensively evaluate the Free Mid-day Meal Policy of the State Government with a view to ascertaining its actual impact on student attendance, motivation, wellbeing and learning.

14. The Educational Management and Information System (EMIS) Unit at the MoE, Districts, SUBEB and LGEAs should be strengthened by the deployment of professionally qualified staff and provision of facilities to ensure effectiveness.
15. Employment and posting of all categories of special education teachers to all inclusive units must be given utmost priority. All categories of special education teachers must be available in all units, with at least 2 in every area of special needs. The deployment should be based on the available population and class level.

Chapter 4

Sector Financial Performance

Sector Budget Appropriation, Disbursement and Expenditure Trends

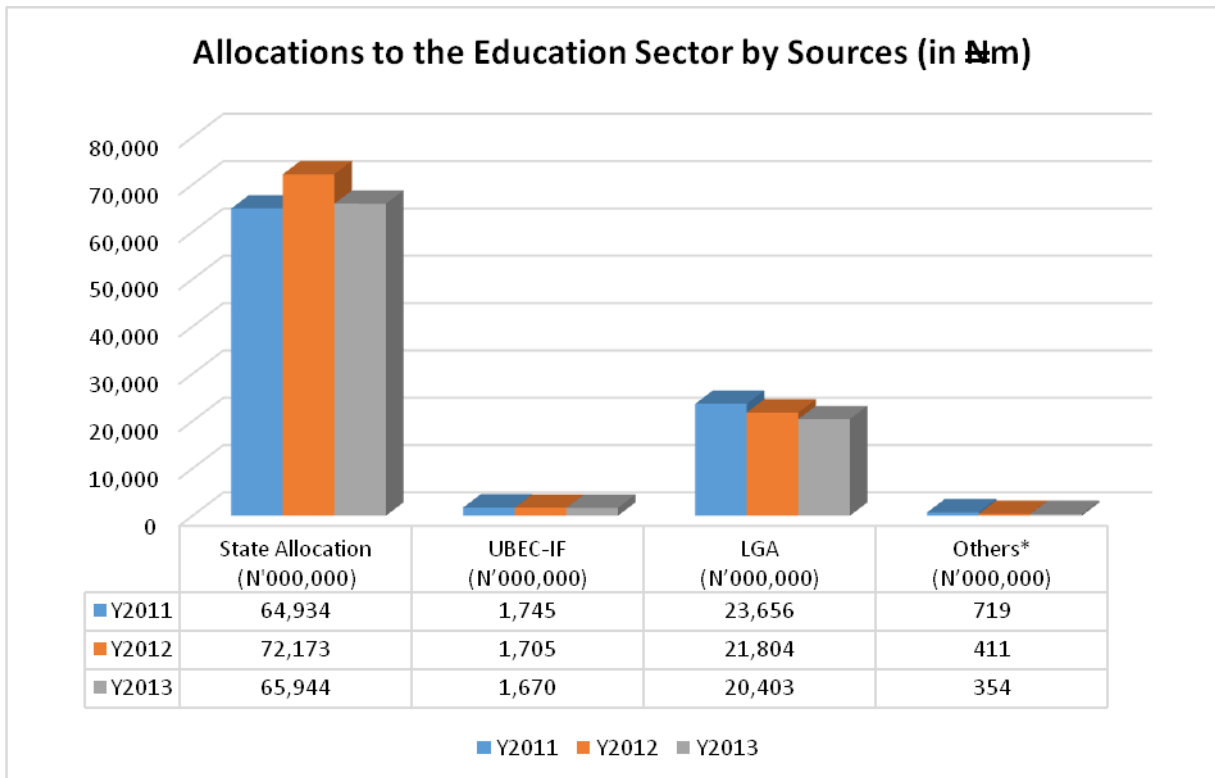
The Education Sector is being financed principally by the State Government allocations to meet recurrent and capital expenditures. Other sources of funds include Universal Basic Education Commission Intervention Fund (UBEC-IF), Tertiary Education Trust Fund (TETFund), Millennium Development Goals (MDGs) and the Local Government Areas (LGAs). The UBEC fund is for infrastructure, instructional materials, Teachers' Professional Development, and self-help projects at the Basic Education level. The funding is split among pre-primary (5%), primary (60%) and junior secondary education (35%). Statutorily, UBEC requires that the Sector must allocate 70% to infrastructure, 15% to textbooks and working materials and 15% to Teachers' Professional Development. The Local Government Areas (LGAs) contribute to funding through payment of primary school teachers' salaries and other capital commitments. Table 4.1 shows trends in funding and expenditure for the last three years - 2011, 2012 and 2013.

Table 4.1: Allocations to the Education Sector (in Million Naira)

YEA R	State Allocation Million	%age of Total Allocation	UBEC-IF Million	%age of Total Allocation	LGA Million	%age of Total Allocation	Other s* Million	%age of Total Allocation
2011	64,934	71.5	872	1.0	23,656	26.7	719	0.8
2012	72,173	75.5	1,176	1.2	21,804	22.9	411	0.4
2013	65,944	72.8	1,030	1.1	23,228	25.7	354	0.4

Sources: Y2012 Abridged Annual Budget LASG MEPB; UBEC, TETFund, ESSPIN etc

Figure 4.1: Allocations to the Education Sector by Sources (in Million Naira)



Sources: Y2012 Abridged Annual Budget LASG MEPB; UBEC, TETFund, ESSPIN etc

Figure 4.2: Percentage Allocations to the Education Sector by Sources (in Million Naira)

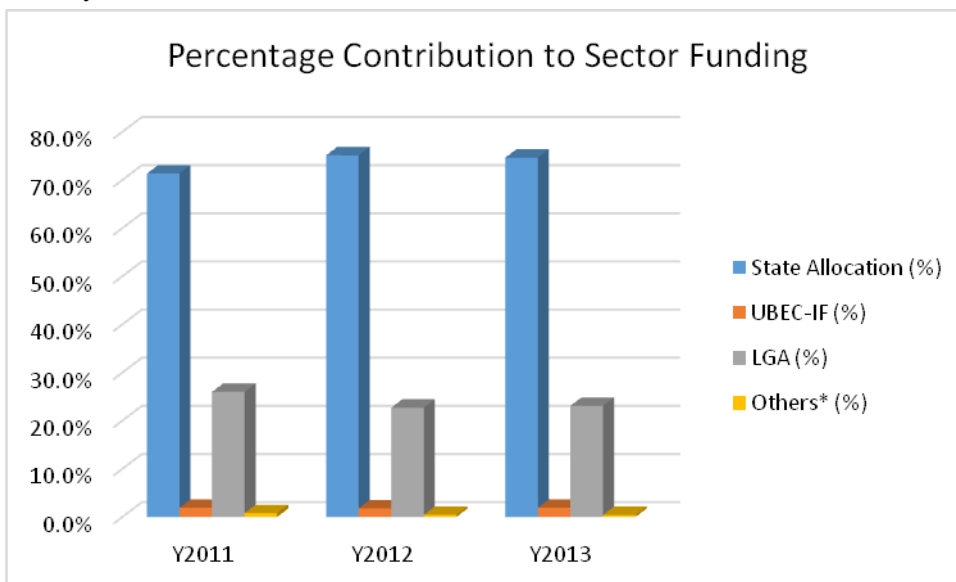


Table 4.2: Recurrent and capital expenditures by type and level (in million Naira - excluding UBEC, TETFund and LGA allocations), Y2013

Level	% Distribution of Budget Allocation	Expenditure		
		Recurrent	Capital	Total
<i>Primary, including pre-primary</i>	3	1,210	786	1,996
<i>Secondary, including technical and vocational</i>	64	35,058	7,529	42,587
<i>Tertiary</i>	24	11,530	3,170	14,700
<i>Central Administration</i>	3	2,094	308	2,402
<i>Other Programmes</i>	6	4,259	-	4,259
TOTAL	100	54,151	11,793	65,944

Source: 2012 Annual Budget Brochure (MEPB)

Table 4.2 shows how the Y2012 budget allocation to the Sector was distributed to run its programmes. Allocation to the Education Sector from the State is to meet recurrent and capital expenditures. Noting the fact that recurrent and capital expenditure trends in Y2012 presented in Table 4.2 exclude interventions from the UBEC-IF, TETFund and LGA, it could be observed that secondary education including Technical and Vocational Education, had the largest share (64%) of the allocation. When compared with Y2011 allocations, it is a reflection of a similar trend.

Table 4.3 shows trends in Lagos State total expenditure against expenditure on education for the years 2011-2013 excluding other sources such as federal allocation through UBEC, TETFund and share of Local Government financing of primary school teachers' salaries.

Table 4.3: Lagos State Total Expenditure and Expenditure on the Education Sector (in million Naira)

Year	State Total Expenditure		State Expenditure on Education		State Expenditure on Education as % of State Total Expenditure	
	Recurrent	Capital	Recurrent	Capital	Recurrent	Capital
2011	198,182	252,593	23,967	16,582	12	7
2012	207,366	232,098	58,749	13,424	28	5
2013	229,729	269,876	52,550	13,394	23	5

Source: 2013 Lagos State Abridged Annual Budget

The share of total State recurrent and capital expenditure was 23% and 5% respectively.

Table 4.4: Sectoral Allocation /Actual for the Y2013

		Recurrent	Capital	Total	% Performance
2011	Actual				
	Approved				
2012	Actual	42,366,867,408	7,846,753,357	50,213,620,765	78.15%
	Approved	58,748,743,473	13,424,696,851	72,173,440,324	
2013	Actual	50,996,980,243	9,306,510,194	60,303,490,437	91.4%
	Approved	52,549,742,255	13,393,764,643	65,943,506,898	

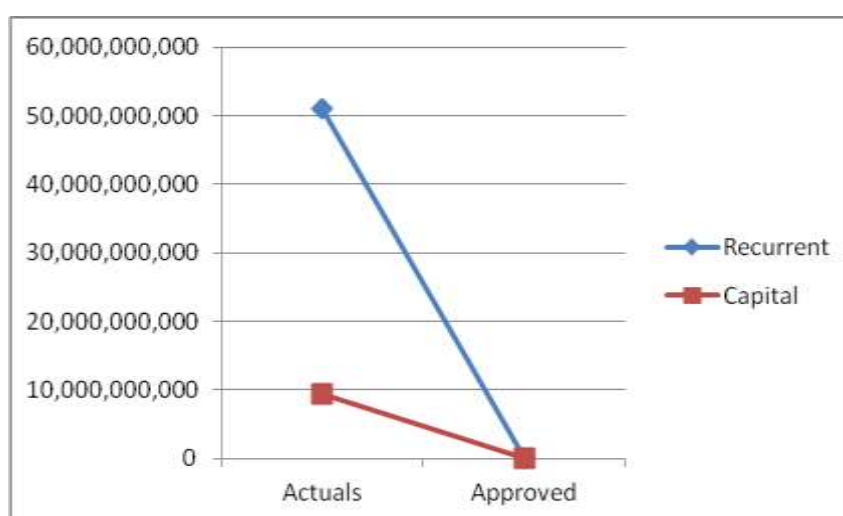


Figure 4.3: Recurrent and Capital Sectoral Allocation Vs Actual for Y2013

Table 4.4 presents the actual expenditure against the approved budget for Y2013. An increase in both the actual recurrent and capital fund (vote) releases was noticed in the Year 2013. This is a reflection of significant increase in the actual funds to the Education Sector compared to actual of Y2013. A significant improvement (91.4%) was therefore noticed in the budget performance of Y2013. Fig. 4.1 further illustrates this deduction.

4.2: Overview of Donor and NGO External Assistance Trends

To achieve the policy of Education for All (EFA), the State Government, through the Education Sector, is in partnership with International Development Partners (IDPs) such as United Nations Educational Scientific and Cultural Organisation (UNESCO), United Nations International Children Education Fund, (UNICEF), United Nations Fund for Population Activities (UNFPA), Education Sector Support Programme in Nigeria (ESSPIN), The World Bank. Faith Based Organisations and Corporate bodies also assisted the Education Sector in Y2013.

Table 4.5: Donors and NGOs in the Sector

DONOR	TYPE OF SUPPORT	SUB SECTOR SUPPORTED
ESSPIN	Grants & Technical Support	Basic Education
SAVI	Baseline Study	Basic Education & Senior Secondary Education
UNICEF	Grants	Primary Education
World Bank	Financial Support/Loans	Secondary Education
Faith Based Organisations	Donations	Basic Education & Senior Secondary Education
Corporate Organisations	Donations	Basic Education & Senior Secondary Education

The nature of support received from these IDPs, Faith-Based Organisations, NGOs, and Corporate bodies has been highly beneficial and fruitful, particularly in the areas of promoting access to education, and production of skilled manpower in the Education Sector. The establishment of the Support Our Schools (SOS) Unit in the MoE and the Social Mobilization Department at SUBEB and LGEAs will further enhance better coordination of the various activities geared towards supporting the Sector by these donors. The list of donor agencies supporting the Education Sector in the State is however not exhaustive.

Conclusions and Recommendations

Accessing information with regards to other sources of funding apart from State Government and specific interventions (UBEC-IF, ESSPIN, TETFund) has continued to be relatively challenging in the Education Sector. It is recommended that conscious effort is made by all Departments, Agencies and interventions to ensure prompt and timely sharing of information on all sources of funding and corresponding activities especially with the M&E Unit of the Ministry.

Chapter 5

5.1 Institutional and Organisational Capacity Development Progress

The Education Sector has put in place different training programmes to develop human capacity to achieve the set goals.

The project completion period of the EKO Project which is responsible for building institutional and organisational capacity of the Education Sector was extended by 2 years to ensure its sustainability. The project will now be concluded in 2016.

SUBEB in collaboration with ESSPIN, trained 120 Evaluators on Quality Assurance while 500 officers including QA Evaluators, Principals and Head teachers of public schools were trained by the Federal Inspectorate Service (FIS) of the Federal Ministry of Education in collaboration with the SMOE. With these training programmes, Evaluators are in better stead to perform their duties as they are now more able to capture and report on all schools activities for evaluation and improvement.

SMoE, SUBEB and LGAs continued to benefit from the technical support of ESSPIN in capacity building of teaching and non-teaching staff. The School Improvement programme at the Primary School level was further scaled up from 600 to cover the remaining 404 primary schools. Teachers in Primary 1-3 and their head teachers were trained in school governance, literacy and numeracy related subjects. TEPO also trained 2,314 Secondary School teachers in all the six Education Districts on various competency and enhancing skills.

As part of capacity development, tertiary institution in Lagos State had different training programme for their different categories of staffers. For example,

- AOCOED trained its Administrative Officers in minutes writing skill and safe driving skills
- LASPOTEC, organised a retreat programme for its management staff purposely to chart a new course for improving the management of human & material resources
- MOCPED, organised in- house capacity development skills for security personnel as a conscious effort at improving security on campus, thereby reducing incidence of cultism on campus

Chapter 6

Human Resources Management Performance (Factors in the Success/ Failure of Performance Management)

SUBEB, in collaboration with ESSPIN, conducted a review of previous work done on individual performance target setting and the development of SUBEB performance management policy in Y2013. The following are the results of the training programmes:

- 73% of teachers in Phases 1 & 2 of the schools improvement programme (SIP) were able to deliver competent lessons and organise children in different ways for learning purposes.
- 87% of Head teachers observed lessons and gave feedback effectively.
- 87% of Head teachers developed School Development Plans (SDPs) with 32% implementing some of the activities drawn up in their SDPs.

In Phase 3 schools, 64% of class teachers were able to deliver competent lessons while 86% of the Head teachers observed lessons and gave effective feedback.

It is important to note that:

Phase 1: provide opportunity for 5914 pry 1-3 teachers to be trained in literacy and numeracy skills

Phase 2: 5789 pry 1-3 teachers were trained on similar theme.

Phase 3: 5754 pry 1-3 teachers were also trained on the same theme across the State

Lagos State SBMCs are working in partnership with State and school authorities to improve the quality of education for all children in the State. The estimated cost of SBMCs' support to schools in Lagos State, between January and December 2013 was N271, 209,890.00 (Source: SBMC Report, 4th Quarter, 2013).

Sixty four (64) Quality Assurance Evaluators and Seven (7) Monitoring and Evaluation Officers from SMOE were trained by ESSPIN in the Y2013. The technical support and logistics provided by ESSPIN actually facilitated the successful running of these programmes.

TEPO also organised structured training programmes for three thousand, three hundred and eighty four (3,384) school staff including principals, vice-principals and classroom teachers, in tandem with current effective teaching and school management strategies.

These interventions continued to yield positive impact on learning outcomes and quality of education at all levels in the Sector. The percentage pass at the secondary school level of candidate with 5 credit pass and above including English and Mathematics rose from 38.5% in Y2012 to 43% in Y2013.

6. 1: Conclusions and Recommendations

In Y2013, the capacity building effort of the MDAs was found to have improved with a resultant effect on teachers' quality, in instructional delivery, school governance, learners' academic performance and monitoring skills of QA Officers.

Despite this noticed improvement, there is still the need to intensify capacity development efforts of the government for more stakeholders in the Education Sector.

Chapter 7

Forward Look: Review and Adjustment of Sector Policy & Strategy

The Y2013 AESP review exercise provided opportunity for key stakeholders in the Education Sector to assess how well they fared in the reporting period. Specifically, while a number of achievements have been recorded, some gaps that need to be addressed have also been identified. A conscious link between the desire to attend to or close these gaps will go a long way in the improvement of the policy making business of the Sector and consequently improve the strategies to be considered for driving the policies. To achieve this, key recommendations are made.

7.1: Recommendations for Policy, Strategy and Programme Adjustments

These recommendations include:

- MDAs that are yet to establish M&E Units should do so and embark on capacity development of the Officers.
- Capturing of private school data in the ASC should be made an urgent priority so as to put to rest the contentious issue of the actual population of Out-of-School children in the State. The Local Government Education Authorities and Education Districts could be made to collaborate with the Ministry of Education on this issue.
- Observations from activities carried out under Goal 1 in recent years shows that challenges in children was neglected. In order to properly attend to this important aspect, it is recommended that the stand -alone Sector goal or additional objectives are incorporated into the existing goal to address this.
- There is the need for the establishment and strengthening of functional EMIS Units in all the MDAs in the Education Sector for effectiveness of planning and policy implementation. This should involve the procurement of appropriate equipment, training of personnel and creation of such units where they are currently non-existent.

In addition, the following recommendations will help improve education service delivery in the State:-

- There should be streamlining of the role of SUBEB on matters pertaining to Basic Education which is currently under the purview of the Education Districts;
- Ensure continued use of the Integrated School Development (ISD) model as a tool to determine physical, material and human needs of schools in the State.

It was also observed that accessing information with regards to other sources of funding apart from State Government and specific interventions (UBEC-IF, ESSPIN, TETFund, e.t.c.) has always been relatively challenging in the Education Sector. It is recommended that conscious effort be made by all Departments, Agencies and interventions to ensure prompt and timely sharing of information on all sources of funding and corresponding activities especially with the M&E Unit of the Ministry.

Government would need to equally intensify its publicity drive to attract more interest and increase the commitment of the Private Sector towards infrastructure and facilities support in the Education Sector.

7.2: Recommendations for Medium-Term Budget Adjustments

In order to attain the goals of the Sector within the State Development Plan, the Medium-Term Budget can be adjusted to accommodate the following:

Goal 1: ECCDE -To ensure compliance with the Special People's Law (2011), provision should be made for the recruitment and training of special teachers with necessary arrangements made for the provision of instructional materials and physical facilities to ensure unhindered access to education.

Goal 2: Basic Education - In order to ensure access to basic education for all school age children, the need to conduct a state-wide survey of Out-of-School children is again being emphasised. There is also the need to review Mid-day Meal policy to cover more pupils in the State, extend water and sanitation projects to schools in rural and disadvantaged communities. Schools that do not have sufficient furniture and adequate toilet facilities for pupils should be provided for as a matter of priority. A ratio of forty pupils to one toilet (40:1) is recommended. The State Government will need to intensify her effort in the provision of safe water supply in schools as this will increase enrolment rate and reduce the likely spread of epidemic.

Goal 3: Senior Secondary Education -

- Provision of more facilities and equipment for vocational subjects in the Inclusive Units/schools in the State.

- Deliberate action should be initiated to accommodate learners with special needs transiting from the Junior Schools to the Senior Schools by providing facilities to support their learning needs.
- In order to strengthen institutional and organisational capacity development, there is the need to build more classrooms, institutionalise a maintenance culture for the schools' physical infrastructure and facilities, recruit and train more teachers, provide perimeter fences and security guards for the schools, provide alternative power supply for practical work in schools, and raise awareness of parents on the benefits of educating their children.
- There is the need to establish more schools especially in Alimosho, Eti Osa, Ibeju - Lekki, , Ojo, Badagry and Ikorodu axes

Goal 4: Technical and Vocational Education - There is the need to increase the subvention to technical colleges and engagement of more specialised teachers to handle the new industrial curriculum

Goal 5: Tertiary Education - In order to supplement budgetary provision by the government to Tertiary Institutions, Public-Private Partnership initiative needs to be further encouraged and strategic planning engaged as a way of improving their IGR. There is also the need to increase subvention to State owned Tertiary Institutions.

Goal 6: Adult and Mass Literacy - To further reduce illiteracy rate, more Continuous Education Centres should be established, well equipped and more people sensitized to enrol for the literacy programmes.

7.3: Strengthening Partnerships in the Sector

To strengthen partnerships in the Education Sector:

- Lagos State Government urgently needs to create consortium of business corporations, government agencies, Faith-Based Organizations (FBOs), philanthropists, NGOs and SBMCs to raise resources for the attainment of education targets. The annual "Breakfast Meeting with the Governor" programme should be maintained and sustained to encourage more Private Sector support for education in view of its noticed significant impact.
- Encourage Public Private Partnership (PPP) to sustain school adoption efforts so as to raise resources such as IT equipment and training support and to provide managerial and pedagogic support to school development.
- Strengthen the School Based Management Committees (SBMCs) in Lagos State by institutionalizing Community Based Performance Monitoring (CBPM) to achieve reforms and the attainment of targets in the Education Sector.

- Review the laws establishing SUBEB and the Education Districts so as to avoid overlap of their functions, particularly on the issues concerning teachers' recruitment, transfer, discipline, promotion and payment of salaries at JSS level.

Annex 1: Data Sources and Methodology

Goal / Objective	Information / KPI	Source(s) of Data	Methodology
Expand and Improve Comprehensive early childhood care and the management of challenges in children	Gross Enrolment Rate	Lagos Bureau of Statistics; Annual School Census	(Total number of children enrolled at ECCDE level - private and public/Population of 0-5 year old) x 100
Make basic education accessible, free and compulsory to all children of school age in a conducive environment for self reliance, economic and social stability	Gross Enrolment Rate	Lagos Bureau of Statistics; Annual School Census	(Total number of children enrolled at primary school level - private and public/Population of 6-11 year old) x 100
	Pupil-Classroom Ratio		(Total number of children enrolled at JSS school level - private and public/Population of 12-14 year old) x 100
	Pupil-Toilet Ratio		Total number of children enrolled /number of available water system toilet.
Make senior secondary school education accessible, relevant, practical and goal oriented in a conducive environment in Lagos state	Gross Enrolment Rate	Lagos Bureau of Statistics; Annual school census	(Total number of children enrolled at SSS level - private and public/Population of 15-17 year old) x 100
	WASSCE enrolment figure per year	Basic education services	Figures extracted from documents
	Number of persons passing with minimum credit in WASSCE per year	Basic education services	Figures extracted from documents

Goal / Objective	Information / KPI	Source(s) of Data	Methodology
Provide training and impart necessary skills to individuals who shall be self reliant economically	Total number of students that graduate from Lagos State institutions per year and proportion of persons that graduated from TVE in that year	Digest of Statistics 2012	Figures extracted from documents
Provide training and impart necessary skills to individuals who shall be self reliant economically	Total number of persons that applied for admission into Lagos state Institutions per year and proportion of persons that applied to TVE for that year	Digest of Statistics 2011	Figures extracted from documents
	Total number of students graduating from tertiary institutions in Lagos State per year (school session)	Digest of Statistics 2012	Figures extracted from documents
	Number of students graduating from the professional courses per year	Digest of Statistics 2012	Figures extracted from documents
		Lagos Bureau of Statistics 2012	Figures extracted from documents
Provide education for all adults and non-completers of formal education through acquisition of literacy, numeracy, vocational and social competencies in collaboration with global partnership	Projected population of adults in Lagos state (male and female	Lagos Bureau of Statistics. 2012, Household Survey	Figures extracted from documents
	Population of literate adults (male and female))	Lagos Bureau of Statistics. 2012, Household Survey, 2011	Figures extracted from documents

Annex 2: Key Performance Indicator Targets and Statistics

Goal / Objective	KPIs	Data/information required to measure KPI	Source(s) of Data	Frequency of data collection	Data Available	Baseline Figure	Targets/ Milestones		
							Year 1	Year 2	Year 3
Expand and Improve Comprehensive early childhood care and the management of challenges in children	Gross Enrolment Rate	Projected population of the school age (early childhood age) - male and female	Lagos Bureau of Statistics	Annually	Yes	77,712	2.5	3.5	4
		Total number of registered children per school session from private and public schools (male & female)	Annual school census	Annually	Yes	NA			
Make education accessible, free and compulsory to all children of school age in a conducive environment for self reliance, economic and social stability	Gross Enrolment Rate	Projected population of school age (primary and JSS) disaggregated by gender	Annual school census & Lagos Bureau of Statistics	Annually	Yes	M - 932,778; F - 1,023,921	2.5	3	3.5
		Number of registered children per school session from public and private schools (male and female disaggregated)	Annual school census	Annually	Yes	M - 817,639 ; F - 836,509			

Goal/Objective	KPIs	Data/information required to measure KPI	Source(s) of Data	Frequency of data	Data Available	Baseline Figure	Targets/ Milestones		
	Transition Rate	Number of persons (male & female) graduating from primary school per session (Public and private schools)	Annual school census	Annually	Yes	M- 57,287 F- 58,403			
		JSS 1 enrolment figure per session (public and private schools)	Annual school census	Annually	Yes	551,206			
	Pupil-Classroom Ratio	Percentage of classroom needing repairs	Annual school census	Annually	Yes	(Public Primary) Pupil - Classroom - 1:57			
		Percentage of classrooms with adequate seating				(Public JSS) Pupil - Classroom - 1: 101			
	Pupil-Toilet ratio	Percentage of schools with safe water and school with toilets.	Annual school census	Annually	Yes	(Public Primary) Pupil - Toilet ratio - 1:100			
						(Public JSS) Pupil - Toilet ratio			

Goal / Objective	KPIs	Data/information required to measure KPI	Source(s) of Data	Frequency of data	Data Available	Baseline Figure	Targets/ Milestones		
						- 1:131			
Make senior secondary school education accessible, relevant, practical and goal oriented in a conducive environment in Lagos state	Proportion of SSS students making minimum qualification. (five credits including Maths and English)	WASSCE enrolment figure per year	Basic education services	Annually	Yes	44,950	2.5	3	3.5
		Number of persons passing with minimum credit in WASSCE per year	Basic education services	Annually	Yes	17,323			
Produce world class professionals and entrepreneurs that will provide leadership and sustain national economic growth in relevant field	Proportion of students graduating from professional courses in tertiary institutions in Lagos State	Total number of students graduating from tertiary institutions in Lagos State per year (school session)	Digest of Statistics 2011	Annually	Y e s	???			

Goal / Objective	KPIs	Data/information required to measure KPI	Source(s) of Data	Frequency of data	Data Available	Baseline Figure	Targets/ Milestones		
Provide training and impart necessary skills to individuals who shall be self reliant economically	Percentage of people seeking admission and graduating from TVEs institutions in Lagos State	Total number of persons that applied for admission into Lagos state Technical colleges per year and proportion of candidates offered admission for that year	Digest of Statistics 2011	Annually	Yes	Nos of applicants - 3,223 Proportion offered admission - 60%	80	80	80
		Total number of students that graduate from Lagos State Technical colleges per year	Digest of Statistics 2011	Annually	Yes	???			
Provide education for all adults and non-completers of formal education through acquisition of literacy, numeracy, vocational and social competencies in collaboration with global partnership	Adult Literacy Rate	Projected population of adults in Lagos state (male and female)	Lagos Bureau of Statistics	Annually	Y e s	???	3	3.5	4
		Population of literate adults (male and female)	Lagos Bureau of Statistics. Household Survey 2011	Annually	Yes	???			

Annex 3: Projected School-Age Population

(A) Population projections by Local Government Area (LGA) - National, 2012

LGEA	6-11 years			12-14 years			15-17 years		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Agege	32,939	34,229	67,250	15,418	17,119	32,596	15,375	16,161	31,578
Ajeromi/Ifelodun	47,841	52,246	100,026	22,394	26,131	48,483	22,330	24,668	46,969
Alimosho	88,210	98,907	186,820	41,291	49,469	90,552	41,174	46,699	87,723
Amuwo Odofin	22,798	23,664	46,520	10,672	11,836	22,549	10,642	11,173	21,844
Apapa	16,238	15,398	31,781	7,601	7,701	15,405	7,580	7,270	14,923
Badagry	16,465	18,870	35,251	7,708	9,438	17,086	7,686	8,909	16,553
Epe	12,373	14,217	26,524	5,793	7,110	12,857	5,776	6,713	12,454
Eti Osa	21,785	20,054	42,078	10,198	10,030	20,395	10,169	9,469	19,758
Ibeju Lekki	8,087	9,121	17,178	3,785	4,561	8,326	3,774	4,307	8,065
Ifako/Ijaye	29,744	32,885	62,562	13,923	16,447	30,323	13,884	15,527	29,377
Ikeja	22,985	22,664	45,794	10,759	11,336	22,196	10,729	10,701	21,503
Ikorodu	37,020	41,412	78,315	17,329	20,713	37,960	17,280	19,553	36,773
Kosofe	47,553	49,633	97,290	22,259	24,825	47,157	22,196	23,435	45,683
Lagos Island	14,676	15,960	30,623	6,869	7,982	14,843	6,850	7,536	14,379
Lagos Mainland	22,568	23,860	46,455	10,564	11,934	22,517	10,534	11,266	21,814
Mushin	44,576	47,987	92,555	20,866	24,001	44,862	20,806	22,657	43,460
Ojo	42,117	45,335	87,447	19,715	22,674	42,386	19,659	21,405	41,061
Oshodi/Isolo	43,702	47,188	90,873	20,457	23,602	44,046	20,399	22,280	42,670
Shomolu	28,203	30,703	58,877	13,202	15,357	28,537	13,165	14,496	27,646
Surulere	35,484	38,210	73,688	16,610	19,111	35,717	16,563	18,040	34,602
TOTAL	635,366	682,541	1,317,906	297,412	341,380	638,792	296,573	322,265	618,836

Source: Priority Table Volume IV by National Population Commission

(B) - Population assumptions

- The population of Lagos State by LGA (see Table B) has been estimated using:
 - the 2006 Lagos Population figures: by LGA and by age group
 - 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.

(B) Population projections by LGA based on Lagos State Y2006 Population Figures

LGEA	6-11 years			12-14 years			15-17 years		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Agege	81,290	73,388	154,678	35,895	34,229	70,124	36,010	34,136	70,146
Ajeromi/Ifelodun	104,256	111,398	215,654	46,037	51,958	97,995	46,183	51,817	98,000
Alimosho	158,428	148,298	306,725	69,958	69,167	139,125	70,180	68,981	139,161
Amuwo Odofin	43,367	35,057	78,424	19,150	16,352	35,502	19,210	16,307	35,518
Apapa	38,140	40,333	78,473	16,842	18,811	35,653	16,895	18,761	35,656
B a d a g r y	27,003	30,210	57,213	11,924	14,090	26,013	11,962	14,053	26,015
Epe	22,095	26,654	48,749	9,756	12,432	22,188	9,788	12,398	22,185
Eti Osa	66,290	81,930	148,220	29,272	38,213	67,485	29,365	38,109	67,475
Ibeju Lekki	7,148	7,815	14,963	3,157	3,646	6,802	3,166	3,635	6,801
Ifako/Ijaye	54,763	57,012	111,775	24,182	26,591	50,772	24,259	26,519	50,778
Ikeja	47,367	50,083	97,450	20,916	23,359	44,275	20,983	23,296	44,279
Ikorodu	52,472	50,848	103,320	23,170	23,717	46,886	23,244	23,652	46,896
Kosofe	76,004	63,721	139,726	33,561	29,720	63,281	33,668	29,640	63,307
Lagos Island	66,536	62,305	128,840	29,380	29,059	58,439	29,474	28,981	58,455
Lagos Mainland	47,029	47,437	94,466	20,766	22,124	42,890	20,833	22,065	42,898
Mushin	98,570	99,766	198,336	43,526	46,533	90,058	43,664	46,407	90,071
Ojo	73,144	67,910	141,054	32,299	31,674	63,972	32,401	31,588	63,989
Oshodi/Isolo	74,176	97,004	171,180	32,754	45,243	77,997	32,858	45,122	77,979
Shomolu	74,515	79,507	154,022	32,903	37,083	69,986	33,009	36,983	69,992
Surulere	100,619	90,158	190,777	44,431	42,051	86,482	44,573	41,938	86,510
TOTAL	1,313,212	1,320,835	2,634,047	579,877	616,049	1,195,926	581,723	614,387	1,196,110