



**FEDERAL REPUBLIC OF NIGERIA**

**KADUNA STATE**

**MINISTRY OF EDUCATION**

**2012 ANNUAL EDUCATION SECTOR  
PERFORMANCE REPORT**

September 2013

of the Education Sector Support Programme In Nigeria  
Education has embarked on the production of Annual  
Education Sector Performance Review (AESPR) reports. The aim is to complement the  
budget process such that informed decisions can be taken prior to budget preparation.

Consequently in 2009, the first Kaduna Annual Education Sector Performance Report was produced as a follow up to the 2010 MTSS and the 2009/2010 Annual School Census (ASC). The key areas of emphasis were evidence of education outputs and outcomes with particular reference to the indicators specified in the MTSS; observed trends in relation to expectations in the light of current or existing policies; suggestions about changes that should be made to these policies based on evidence and observed data gaps and further suggestions on the additional data that should be collected and how on-going processes could be improved.

It is therefore gratifying to note that tremendous achievements have been recorded despite limited resources by Government within the period under review. However, in spite of government effort to improve the standard of education there are still challenges most of which were identified in the 2010-2012 and 2014-2016 MTSS. Government is nevertheless committed to fulfilling its promises to the education sector.

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

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



*Permanent Secretary, Ministry of Education,  
Kaduna State.*

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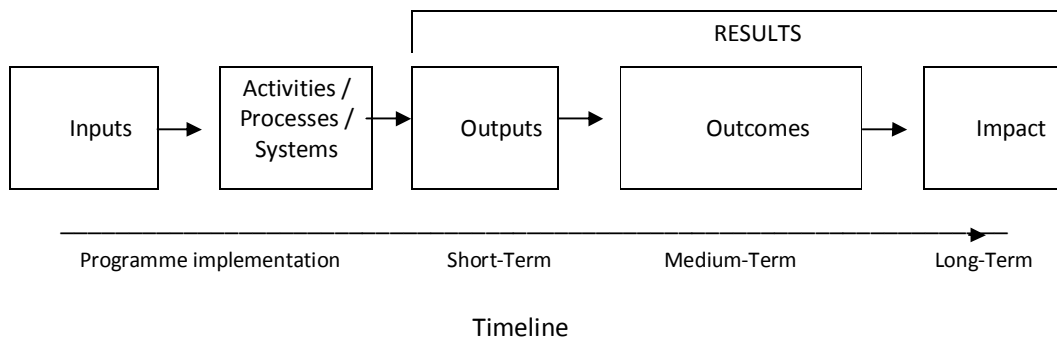


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1. The Annual Education Sector Performance Report (AESPR) is a feature of the **annual budget calendar** aimed at assisting budget planning. It is an assessment of the school year performance aimed at complementing the budgetary cycle so that informed decisions can be taken prior to budget preparation.
  
2. The 2012 Kaduna AESPR is the fourth edition to be produced as a performance assessment of the 2012-2014 Medium Term Sector Strategy (MTSS) based on the 2012 annual budget and Departmental Work Plans (DWP) using 2012/2013 Annual School Census (ASC) data. The following consistently remain the key areas of focus:
  - Evidence of key education **outputs and outcomes**, with particular reference to the indicators specified in the MTSS.
  - Observed trends in relation to expectations/targets in the light of current policies.
  - Suggestions about changes that should be made to these policies supported by evidence.
  - Observed data gaps and suggestions on the additional data that should be collected and how ongoing processes can be improved.
  
3. The present report focuses on the implementation of the 2012-2014 MTSS as well as the school analysis using the 2010/2011, 2011/2012 and 2012/2013 Annual School Census reports. As in the previous AESPRs, the information contained in this report is organised from a results-based management perspective: indicators describe resources used and measures taken (**inputs and activities**; e.g. teacher training reforms) in order to produce short to medium term results (**outputs**; e.g. number of trained teachers and improved teacher quality), which in turn leads to achieving medium to long term results to beneficiaries (**outcomes and impact**; e.g. learning outcomes). The analysis focuses on what factors influence the relationship between inputs and results. Evidence on whether or not **outcomes are achieved** – and why – should provide the planner with a reasonable basis to adjust activities and policies to achieve desired outcome.





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Implementation (inputs – activities - outputs) with sector  
through the use of sector performance information and

- Chapter 1 determines the key expected results, based on the ESP and the MTSS
- Chapter 2 discusses the progress on budgets and expenditure
- Chapter 3 discusses the education sector systems and processes
- Chapter 4 presents the evidence on outputs
- Chapter 5 presents the evidence on outcomes and impact
- Chapter 6 presents key findings that can be used for strategic planning purposes

### Education Sector Plan (ESP) 2009 – 2020

5. The Kaduna State Education Plan (ESP) is a long term strategic plan intended to inform the State's commitment to achieving the Education for All (EFA) provisions of the Millennium Development Goals (MDGs). This sector-wide plan constitutes the base document which guides the Ministry's strategy formulation to assist in delivering the state's reform agenda for social development and poverty reduction through functional and efficient education system. The six key priorities areas of the ESP are as follows;

- Basic education
- Secondary education
- Adult and non-formal education
- Higher education
- Policy, planning and resource management
- Monitoring and Evaluation

6. The main policy objectives of the ESP are as stated below:

- Improve the quality and relevance of basic, secondary and tertiary education
- Expand basic education coverage, especially for disadvantaged groups
- Provide appropriate non-formal learning opportunities, particularly for illiterate and hard-to-reach children and youth.
- Strengthen Government's capacity to manage, plan, and monitor the delivery of education services more effectively and efficiently.

### Medium Term Sector Strategy (MTSS) 2012-2014

7. MTSS is a strategic planning process aimed at achieving the sector goals and objectives over a multi- years rolling period. This involves strategic sessions where sector goals, objective and activities are identified with initiative to deliver the medium-term expenditure within the limitation of resources available within a three year framework.

8. The following goals, alongside the corresponding objectives and targets, were set in the 2012-2014 MTSS.

- **Provide free quality basic education to all children and young persons irrespective of gender, faith, social background and special needs.**
  - Increase Pre-primary education: increase intake into public pre-primary schools by 4,000 children annually.



- Increase the transition rate from primary to junior secondary education to 75%
- Support 35 qur'anic schools to teach 4 core subjects
- **Provide quality senior secondary, technical and vocational education**
  - Expand access to science education at the senior secondary level
  - Upgrade 57 public senior secondary and technical schools to attain specified minimum quality standards
  - Increase in girls' enrolment in technical and vocational institutions by 30%
  - Improve learning conditions in 30 senior secondary and technical and vocational education institutions
  - Expand and improve educational opportunities for children with special needs
- **Expand and improve adult literacy and continuing education programmes for youths and adults**
  - Increase the literacy rate from 48.5% to 62.5%
  - Increase the number of continuing education learners by 15% for males and by 20% for females
  - Improve governance and stewardship role on educational support programmes
  - Enhance the carrying capacity of State tertiary educational institutions by 10% (College of Education, Nuhu Bamali Polytechnic and Kaduna State University)
  - Improve academic performance of academia in higher education
  - Award 36,394 State scholarships to deserving students in tertiary institutions.
- **Enhance the state's policy, planning and resource management capacity for quality education service delivery at all levels**
  - Review the legal framework to clarify mandates and functions of the Ministry, SUBEB, LGEAs and other education Departments and Agencies
  - Planning, management and administration: carry out capacity building programmes in educational planning and management; financial management.
  - Develop and implement three-year MTSS and annual implementation work plans
  - Ensure 700 public schools have functional SBMCs and implement standard school development plans
  - Register and regulate ALL of private schools in the state
  - 80% of departments and units of the Ministry and its Parastatals meet facility and office equipment requirements
- **Establish and sustain effective quality assurance, monitoring and evaluation**

census cycle effectively and efficiently, including reporting

ata for education planning and management  
ement system

- Inspect and report on 700 schools using the new quality assurance approach
- **Ensure timely availability of complete and accurate data for evidence - based policy making including M & E purposes**
  - Conduct and complete the Annual School Census (ASC) cycle effectively and efficiently
  - Build staff capacity and use SEMIS data for educational planning and management
  - Monitor, assess against set targets and report on sector performance

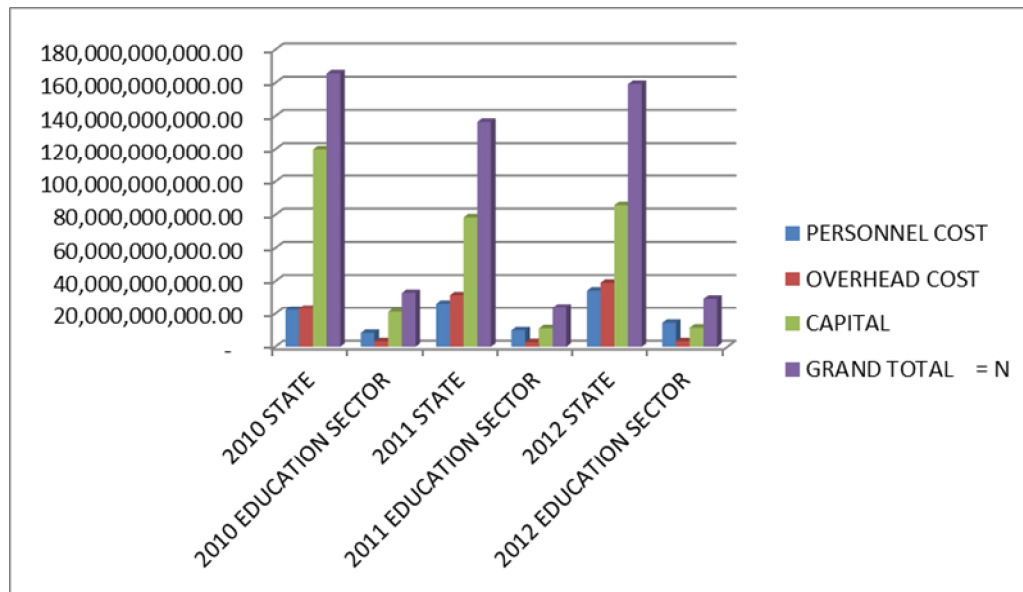
## Data on the education system

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

10. This chapter describes the resources allocated (by the State and Federal Governments) which are released and spent in the education sector and broader public financial management issues affecting the education sector in Kaduna State.

11. Most departments and agencies in the education sector enjoy funding from the State Government (for recurrent and capital expenditure), Federal Government (through Universal Basic Education Commission’s intervention fund (UBE-IF) for basic education), Local Government Council (through payment of primary school teachers’ salaries and overheads). Other sources of funding include Tertiary Education Trust Fund, outstanding allocations from the defunct Education Trust Fund (ETF), Federal Teachers’ Scheme (FTS), Millennium Development Goals (MDGs), Donor Agencies, etc. Chart 2.1 below shows approved estimate as well as the actual allocation to the education sector for the year under review as well as comparative figures for two previous years

**Chart 2.1: Summary of Kaduna State Approved Estimate and Education Sector Allocations**

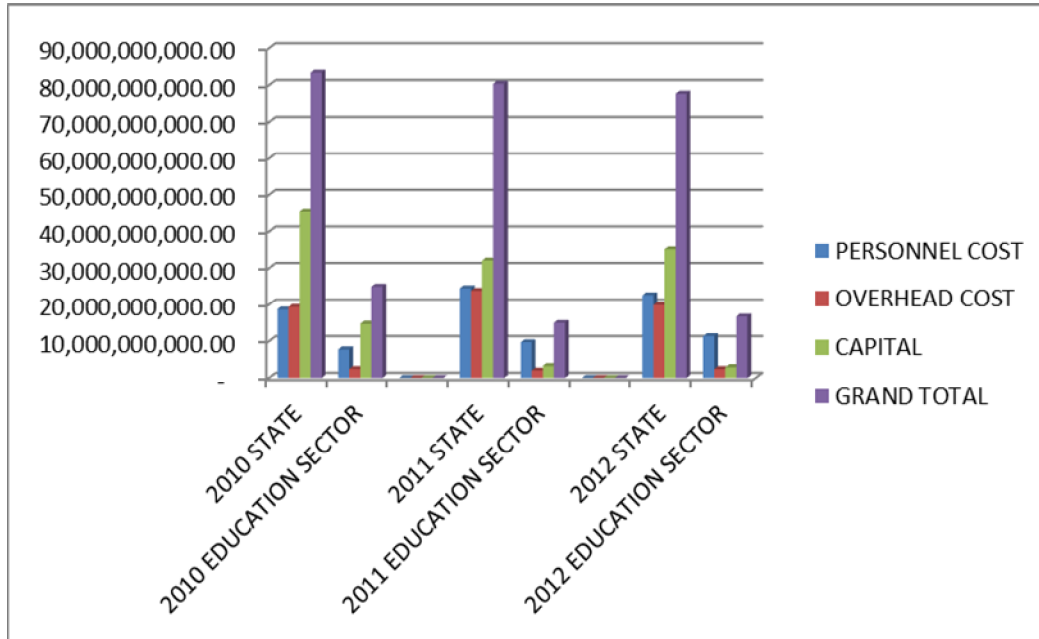


Source: Kaduna State approved Budget Estimate 2010 - 2012

12. The total education sector allocation as a proportion of the total state allocation was 18.45% in 2012 and 17.6% in 2011, representing an increase of 0.9% budget allocations from 2011 to 2012. However, the 2012 proportional budget allocations to the educations sector is less than 19.92% allocations recorded in 2010. This suggests that for the sector to achieve the EFA goals and other state educational objectives there is the need for increased funding in the forth coming years.

from the state government is to meet recurrent and capital provide counterpart fund for the UBE-IF. Chart 2.2 below shows a trend analysis of the state education sector expenditures compared to the total state expenditures over a three year (2010-2012) period.

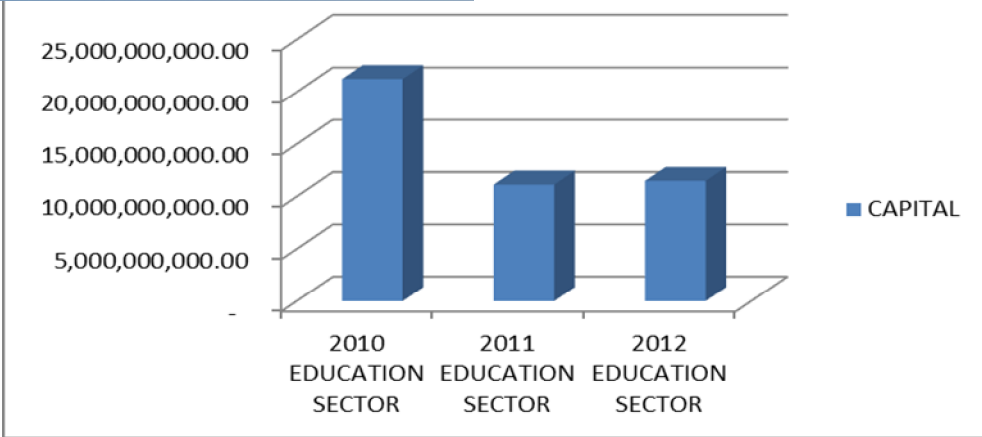
**Chart 2.2: Summary of Kaduna Total State Actual and Education Sector Expenditures (₦)**



Source: Auditor General’s Report 2010 - 2012

- The total Kaduna State expenditure on education sector decreases from 30.28% (₦ 25b) in 2010 to 18.7% (₦ 15b) in 2011 and increased to 21.6% (₦17b) in 2012. In 2012, the actual expenditure of Ministry of education in Kaduna State was personnel cost (₦8b) and overhead (₦0.4b). Recurrent expenditure for other parastatals was not captured in the report. In 2011, (65%), (22%) and (13%) of the actual expenditure on education goes personnel, capital and overhead cost except in 2010 when the percentage of capital cost stood as 59%, personnel cost (31%) and overhead (10%). This period coincided with the period when the state government paid off contractors on capital project. The Ministry of Education have the largest workforce in the state as reflected in Chart 2.2, which shows that about 54.7% of Kaduna State personnel cost goes to Education Sector.
- Total State capital expenditure on education** declined significantly from **₦21.2bn in 2010 to ₦11.1bn in 2011**, and increased marginally to ₦11.5bn in 2012 as indicated in Chart 2.3 below. This decline can be attributed to the inability of the state to access the UBEC - Intervention Funds, and withdrawal of ETF support to basic and secondary education.

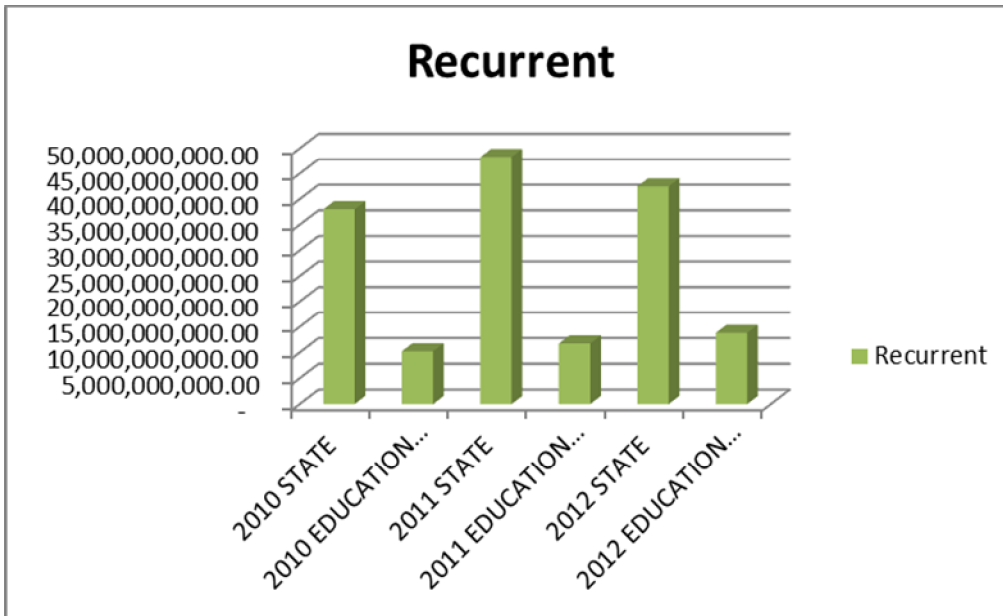
**PITAL**



Source: Auditor Generals' Report 2010 - 2012

16. Education sector *recurrent* expenditure as a proportion of total state recurrent expenditure was 26.86% (=N10.2b/N37.9b) in 2010 decreased to 24.26% (=N11.7b/N48.3b) in 2011 and recorded a sharp increase of 8.26% to 32.5% (=N13.8b/N42.5b) in 2012.

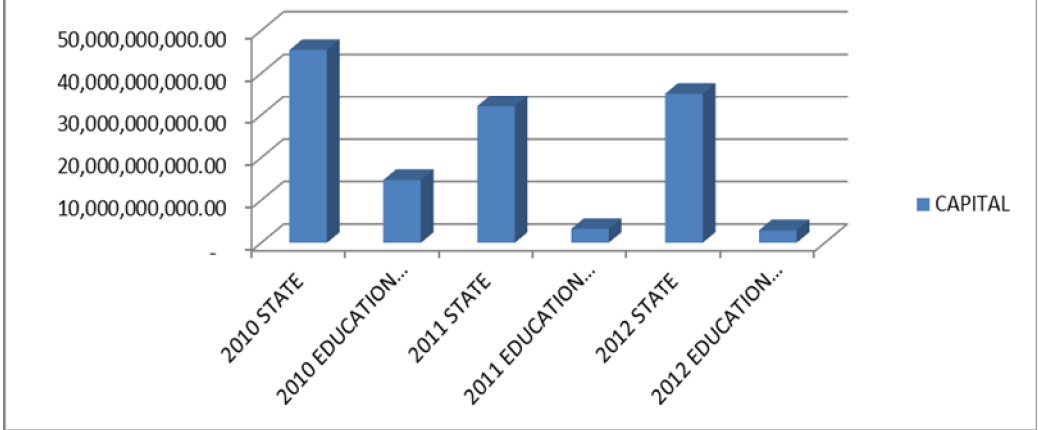
**Chart 2.4: Total State and Education sector recurrent expenditures (N#)**



Source: Auditor General's Report 2010 - 2012

17. State education *capital* expenditure as a proportion of total State capital expenditure decreased from 32.45% (=N14.7b/N45.4b) in 2010 to 10.19% (=N3.2b/N32.0b) in 2011, and a further decrease to 8.3% (=N2.9b/N35.2b) in 2012.

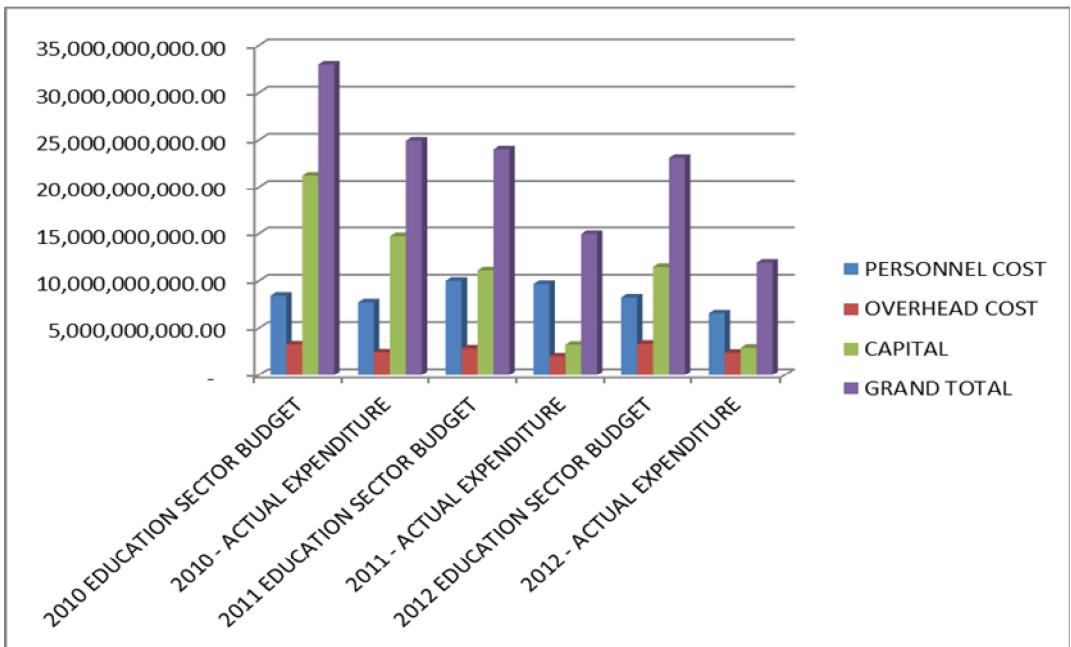
**CAPITAL**



Source: Auditor General’s Report 2010 - 2012

18. Education expenditure as a proportion of total education sector budget was 75.6% in 2010 (= N24.95b/N33.0b) decreased to 62.3% in 2011 (= N14.99b/N24.0b), and decreased further to 56.9% in 2012 (= N16.74b/N29.39b). The decrease in expenditure of personnel cost in 2012 is attributed to policy on tenure thus, 64 directors were retired, 245 retirement (35years in service), 62 deaths, 86 voluntary retirement, 35 withdrawal and transfers of service without recruitment as indicated in chart 2.6.

**Chart 2.6: Education sector budget and expenditure, 2010 - 2012**

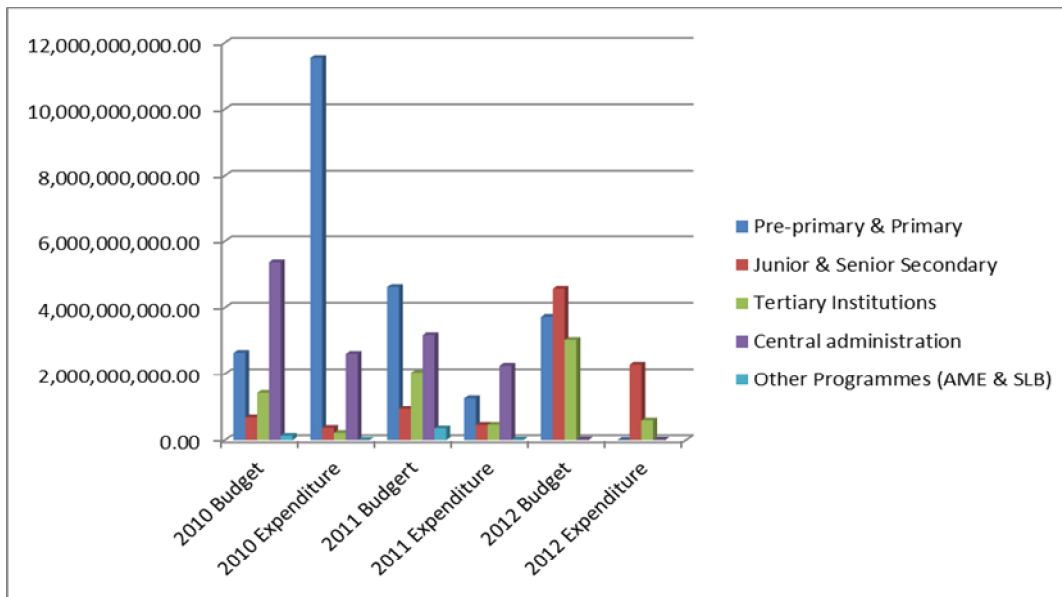


Source; Auditor General’s Report 2010 - 2012

\*Note: In 2012, only the Ministry of education recurrent cost was captured by the AG’s report

19. Capital expenditure as a proportion of total capital budget was **69.4%** in 2010, decreased to **29.3%** in 2011 and further dropped to **25.5%** in 2012. Chart 2.8 shows a further breakdown of capital expenditure by level as indicated below.

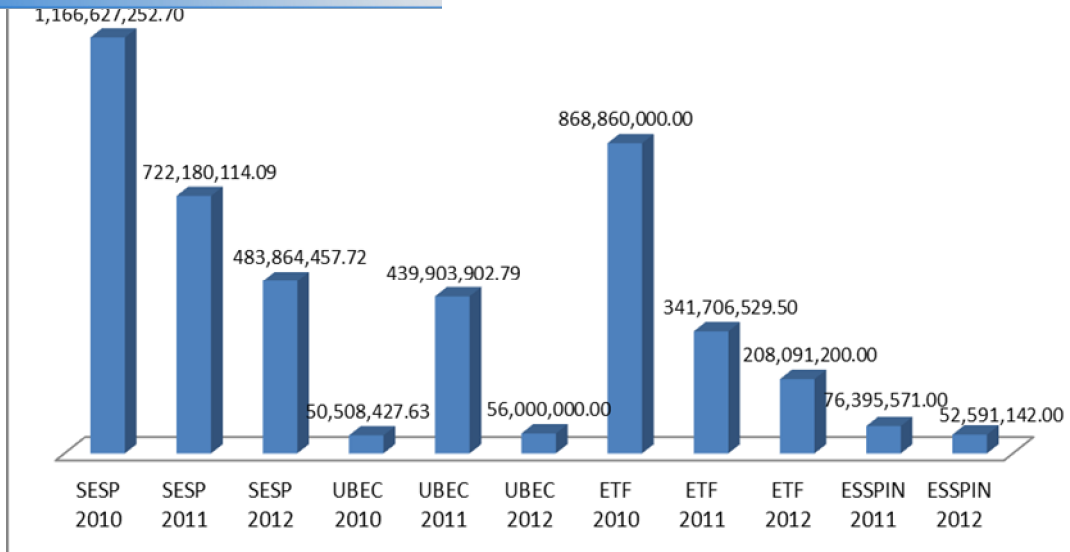
**Chart 2.7: Capital Budget and Expenditure by type and level, 2010 – 2012**



Source: Auditor General’s Report 2010 - 2012

20. Basic education received and expended **N56, 000,000.00** in 2012 UBE-IF, **N439, 903,902.79** in 2011 under UBE-IF from the federal government and state government counterpart fund through SUBEB. This represents an increase of 771% in revenue when compared with 2010 receipt of **N50, 508,427.63**. The 2011 expenditure includes the balance fund from the previous years that was used to implement 2009 and 2010 UBE-IF plans. There was no record of the breakdown of the intervention funds by level. Chart 2.9 below summarises the Intervention for actual expenditure for basic education

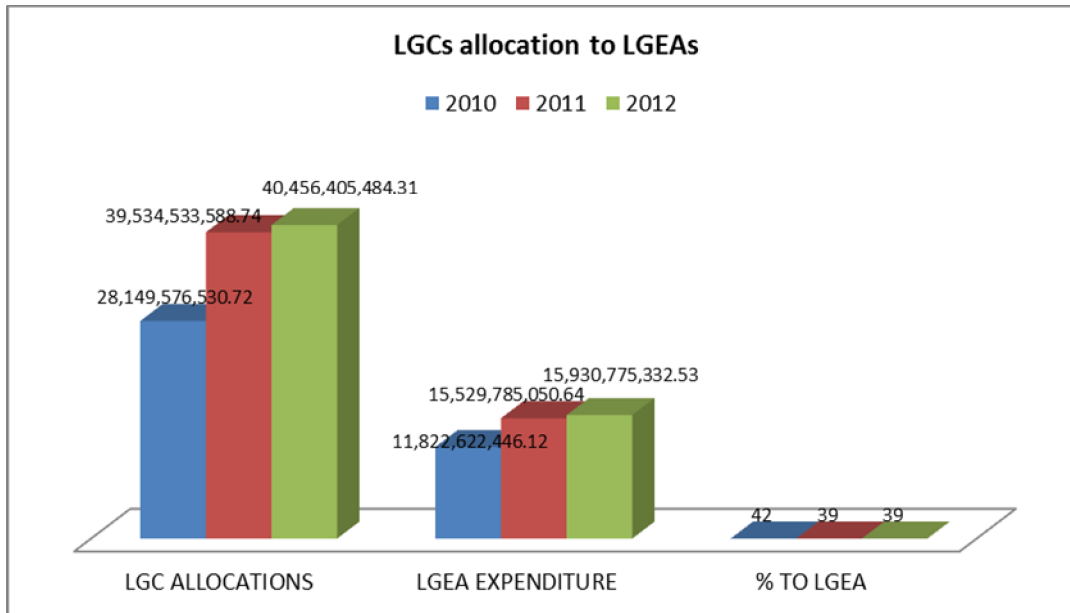
**INTERVENTION FUNDS**



Source: Ministry of Education

21. Information on total Local Governments’ expenditure on education was difficult to obtain for this review, thus available information is limited to contributions for paying the salaries of primary school teachers. This accounted for N11,822,622,446.12 (51.6%) in 2010 of total recurrent expenditure on education, N15,529,785,050.64 (53.5%) in 2011 and N15,930,775,332.53 (39.4%) in 2012.

**Chart 2.9: Local Government Council’s allocation to LGEAs**





2010 was **N28.150b**, **N39.535b** in 2011 and **N40.456b** in 2012. The increase of 40.44% in 2011 and a marginal increase of 2.33% in 2012. 95% of the total allocations to LGAs was expended by the LGEA in 2010, and 39% in both 2011 and 2012

**Table 2.1 Recurrent Budget and Expenditure on Education by Type and LGA, 2012**

LGEA	PERSONNEL		OVERHEAD	
	BUDGET	EXPENDITURE	BUDGET	EXPENDITURE
B/GWARI	422,818,865.36	418,218,462.28	1,451,630.52	1,451,630.52
CHIKUN	930,126,374.80	920,006,305.45	3,000,000.00	3,000,000.00
GIWA	522,748,885.23	517,061,211.91	3,120,000.00	3,120,000.00
IGABI	707,158,070.26	699,463,966.63	4,999,999.92	4,999,999.92
IKARA	422,824,234.76	418,223,773.26	1,596,313.56	1,596,313.56
JABA	493,221,945.33	487,855,534.46	2,791,272.36	2,791,272.36
JAMA'A	841,899,787.04	832,739,650.89	3,600,000.00	3,600,000.00
KACHIA	709,030,878.41	701,316,398.04	3,684,926.40	3,684,926.40
K/NORTH	1,142,168,243.08	1,129,741,091.08	5,383,302.72	5,383,302.72
K/SOUTH	1,123,823,484.69	1,111,595,929.47	5,014,822.28	5,014,822.28
KAGARKO	644,589,254.73	637,575,919.62	2,448,205.92	2,448,205.92
KAJURU	504,400,387.01	498,912,351.15	3,120,000.00	3,120,000.00
KAURA	863,243,987.77	853,851,619.96	3,003,665.16	3,003,665.16
KAURU	669,307,783.24	662,025,502.72	2,800,518.84	2,800,518.84
KUBAU	713,917,918.85	706,150,265.93	1,999,999.92	1,999,999.9/2
KUDAN	424,273,707.75	419,657,475.52	4,399,999.92	4,399,999.92
LERE	888,041,230.13	878,379,060.47	3,000,000.00	3,000,000.00
MAKARFI	492,075,695.06	486,721,755.75	5,400,000.00	5,400,000.00
S/GARI	766,505,952.14	758,166,124.77	2,657,690.04	2,657,690.04
SANGA	542,862,295.88	536,955,782.28	2,497,997.52	2,497,997.52
SOBA	508,765,883.48	503,230,349.64	1,999,999.92	1,999,999.92
Z/KATAF	895,232,345.93	885,491,934.65	2,000,007.16	2,000,007.16
ZARIA	800,170,624.09	791,464,514.44	6,000,000.00	6,000,000.00
<b>TOTAL</b>	<b>16,029,207,835.02</b>	<b>15,854,804,980.37</b>	<b>75,970,352.16</b>	<b>75,970,352.16</b>

**Note** that the budget figures are equal to expenditure figures in overhead cost. This is because LGAs do not have an approved budget

programmes and activities in governance and management that were undertaken to improve the effectiveness and efficiency of education service delivery. These are contained in the 2012 – 2014 MTSS documents. Numbers in brackets refer to objectives identified in the Education Sector Plan (ESP).

## Policy and strategy

**Goal 1: Basic Education** – Free and compulsory quality basic education provided to all children and young persons’ irrespective of gender, faith, social background and special needs.

24. This section presents activities carried out to implement the strategic plan in the state basic education sub-sector.

### Pre-primary education policy [ESP BE1.1 SUBEB 4.1a]

25. One of the objectives of goal one of the MTSS is to *provide free pre-primary education of good quality in public schools targeting increased intake by 5% (4,000 new intakes annually)*. In order to achieve the set target, the following activities were carried out;

- A total of 200 out of 3000 care givers were trained
- All the 46 School support Officers and 23 ECCDE LGEA Desk Officers were trained on the use of locally source materials to improvise instructional materials.
- 20 additional blocks of two classrooms were constructed and furnished, 10 games villages created, 320 pupils’ chairs, 20 teachers’ chairs, 20 pupils’ tables and 100 teachers’ tables were procured.
- 1,009 additional ECCDE centres were opened. There are now 3,125 centres out of 4,034 public primary schools in the State.
- UNICEF provided 60 sets of the Integrated Early Child Care Development (IECCD) Curriculum materials to 5 LGEAs in the State to guide caregivers towards effective service delivery in Igabi, Giwa, Kachia, Z/Kataf and Jema’a.
- The following IECCD curriculum materials were procured and distributed to 2,500 schools in the state
  - National policy on ECCDE in Nigeria - 2,500 copies
  - National Minimum Standard for ECCDE – 2,500 copies
  - National IECCD Curriculum for 0-5 years – 2,500 copies
  - Nigerian National Manual for toy making – 2,500 copies
  - National ECCDE Caregivers’ Manual – 2,500 copies

### Basic education policy [BE 1.2 and PPRM 5.4 SUBEB 4.1a]

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

26. The targets set to deliver this goal include;

- *Provide 50% of pupils with adequate learning support and quality teaching.* Activities carried out to achieve the stated target are presented below:



- To allow public participation on the national competitive bidding in order to get competent contractors and value for money
  - To produce contract documents and get approval for processing of contract award
  - Effective execution and monitoring of projects
  - Provide adequate offices for effective work
  - Conduct quarterly interactive dialogue for 6 zonal auditors, internal auditors with chief internal auditor
  - Yearly stock taking for Headquarters and 23 LGEAs
  - Yearly audit verification of LGEAs books of account for 23 LGEAs
- Conduct quarterly departmental meetings with 23 LGEAs Head of Finance and Accounts
  - 3 days training for 35 staff of finance and accounts departments from the 23 LGEAs and Headquarters on Budget and treasury management information system (BATMIS)
  - Annual monitoring and verification of 23 LGEAs books of accounts by 9 staff of the finance and accounts departments
  - Pay monthly overhead to 23 LGEAs
  - Sponsor 4 audit staff for 3 days manpower development training organized by ICAN/ANAN
  - Procurement of 46 Science kits for 46 Primary schools in the State (2 schools per LGEA)
  - Digitization of Bio data of 23 LGEAs for teaching and non-teaching staff
  - Print administrative procedures documents

### Access (2): Community and School-Based Mechanisms to reduce dropout rate [BE 1.3]

27. To achieve this objective, the social mobilization department implemented the following activities:

- Oando Foundation supported 10 Students with scholarship programme from LGEA Primary school Rido in Chikun LGA
- Tricycles were procured and distributed to 16 beneficiaries from Kajuru, Kudan and Makarfi LGEAs with ESSPIN Support

### IQTE policy

#### *Provide basic education to learners in qur'anic schools*

- Mobilised 167 tsangayya schools/Alarammas and 215 volunteer teachers for take-off of ESSPIN IQTE cluster programme in Kachia, Kagarko, Jema'a, Kaduna North, Kaduna South and Igabi LGEAs with a total enrolment of 8,481 as shown in the table below.

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

28. Two model integrated qur'anic boarding primary schools have been established in Northern (functional with an enrolment of 186 almajiri) and Central senatorial zones. However, with

onal semi-boarding integrated qur’anic shools have been a and Soba LGAs. A day integrated qur’anic shool was TF.

**Table 3.1: Enrolment in Tsangayya Schools/Alarammas in 6 LGEAs**

Number of Schools	Pupils Enrolment		Volunteer Teachers		Alarammas	
	Male	Female	Male	Female	Male	Female
167	7,299	1,182	159	56	167	0

*Renovate, equip and provide teaching aids to 35 pilot qur’anic schools*

- All the 35 pilot qur’anic schools were provided with teaching aids
- The Almajiri Boarding school in Zaria was renovated.
- Conducted a review meeting with the Alarammas from 9 LGEAs on the utilization of farming scheme for sustainability
- School feeding of 186 students of the Almajiri Boarding School, Zaria was successfully executed.
- Developed the Kaduna State Almajiri Education and Inclusive Education policy framework in SUBEB.

**Future Focus**

- Procure and distribute support materials to Pupils of the Almajirai/Tsangaya schools (bags, uniforms and shoes to 48 schools)
- Monitor the enrolment, retention and completion of pupils of Nomadic schools in 21 LGEAs
- Sensitize 200 alarammas in 9 LGEAs on importance of enrolment, retention of pupils in the IQTE schools
- Purchase item for IQTE Almajirai for 3 boarding and 6 day primary schools

**Goal 2 - Post Basic Education:** *Provide Quality Senior Secondary, Science, Technical and Vocational Education (STVE)*

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

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

30. Several activities were carried out to achieve the set target by responsible MDAs;

**Science and Technical Schools Management Board**

- Conducted Inter Schools debate and science quiz completion for the 14 Board Schools
- Sponsored 18 members staff from Board schools and Headquarters in seminars, conferences and workshops

ard schools

mentation fees for 14 Board schools

B and NECO examination fees for the 14 Board schools

al examination with 5 credits and above including English

Language and Mathematics (University qualification) in all 14 Board schools in 2012 was 21% compared to 12% in 2011

- Conducted promotion exercise for 205 staff across all Board out of which 199 were promoted to next levels

#### **Future Focus**

- Renovate 5 building structures at STSMB Schools
- Construct 3 building structures at STSMB Schools
- Conduct of extra – lessons for students in STSMB Schools
- Quality assurance evaluation for all STSMB Schools
- Organize Directors cup inter schools sport competition for 14 STSMB schools
- Conduct inter schools debate and science quiz competition for all STSMB schools
- Construct and renovate of 30 building structures at all STSMB Schools
- Conduct Annual promotion exercise for staff of STSMB in the Board Headquarters
- Conduct in-house computer training for staff of STSMB Headquarters
- Procure and supply 2,000 furniture to all STSMB Schools
- Procure and supply Science and Technical equipment to all STSMB Schools
- Supply textbooks to all STSMB schools
- Organise Award for excellence

#### **Ministry of Education**

- Science, Technical, Vocational and Computer equipment were purchased and supplied to all the 94 science secondary schools in the State
- 8,880 furniture were supplied to schools across the State
- Constructed 150 Classrooms
- Renovated and rehabilitated 14 secondary schools
- Construction of Mathematics Improvement Centre on-going at Rimi College Kaduna
- 6 libraries were constructed
- 5 boreholes were drilled
- Kaduna State students represented Nigeria in the World Schools Debate Championship (WSDC) in South Africa, 2012
- Students in the State attended Nestle Milo Basketball competition, Shell football tournament and Calabar Sport Festival in 2012.
- Capacity building was conducted for 312 staff out of 345 staff.
- The Government paid 9,838 students NECO examination fee

#### **Kaduna State Teachers Service Board**

- Supply of portable water to the Board premises

Promotion of 1,821 teachers in the State Post Primary Schools  
Confirmation of appointments of 1,527 teachers

- Promotion of 2,226 teachers under consideration
- Confirmation of of 1,400 under consideration
- Recruitment of 1,800 teachers under consideration.
- Conversion of 90 teachers under consideration
- Conduct of promotion exams and interview for teachers who would be due with effect from 1<sup>st</sup> January, 2014
- Verification of Certificates of newly recruited teachers
- Introduce quarterly performance evaluation of Evaluators, Principals and Teachers
- Conduct professional development workshops for teachers and zonal directors
- Review of the Board Edict
- Reorganization of the Board for efficiency and effectiveness
- Implementation of Service Charter

31. Another objective of goal 2 is *to provide feeding subsidy for 27,600 students in 23 boarding JSS and 24,000 students in boarding SSS and TVE schools.*

- Feeding subsidy for students in boarding schools across the state is an annual activity that is provided for in the budget and like previous years fund was disbursed in 2012 to provide feeding subsidy and in addition, 1,080 students of exchange programme were provided feeding subsidy.

**Goal 3: Higher Education Policy** - *Improved quality, affordable, efficient higher education that will be sustainable to individual and global development.*

32. Target set to achieve this goal includes:

- *Award 36,394 State Scholarships to deserving students in tertiary institutions*

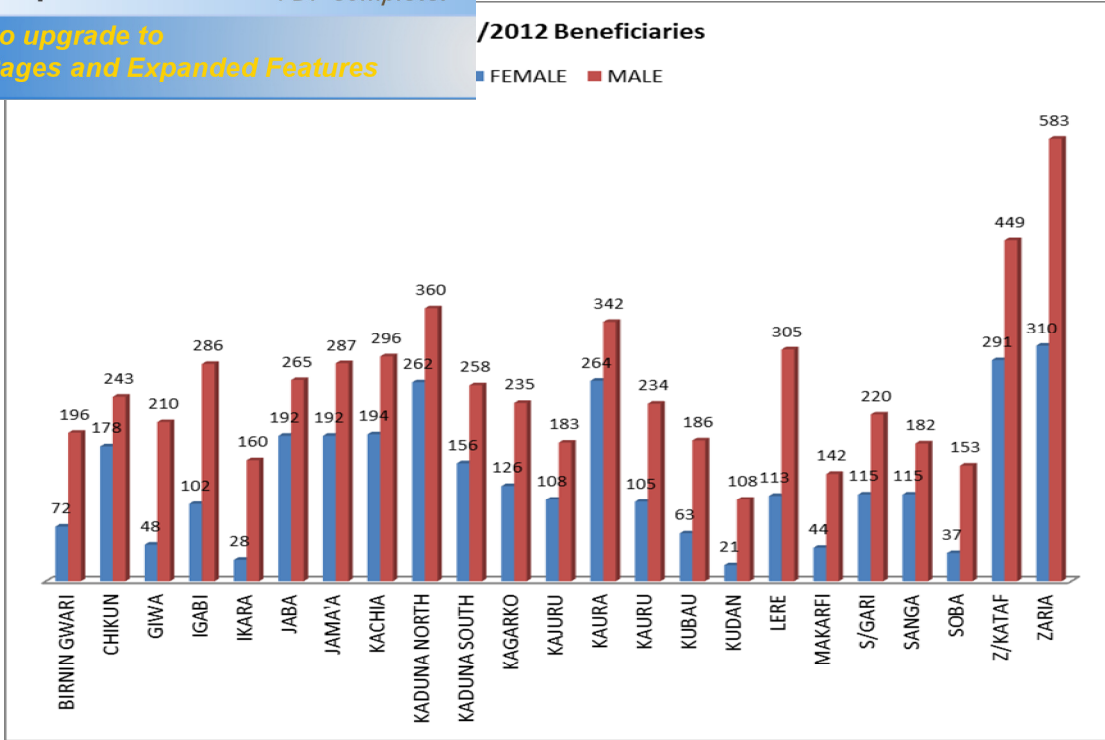
**Kaduna State Scholarship Board;** the board has the responsibility for identifying and awarding scholarships to deserving students of Kaduna state origin.

#### **Achievements for 2012**

- The Board paid the total of 16,532 continuing students' scholarship.
- Conducted interview for the 9,282 new and extension students for the award of 2011/2012 scholarship
- New Board members were constituted and inaugurated

**Scholarship Beneficiaries by LGA**

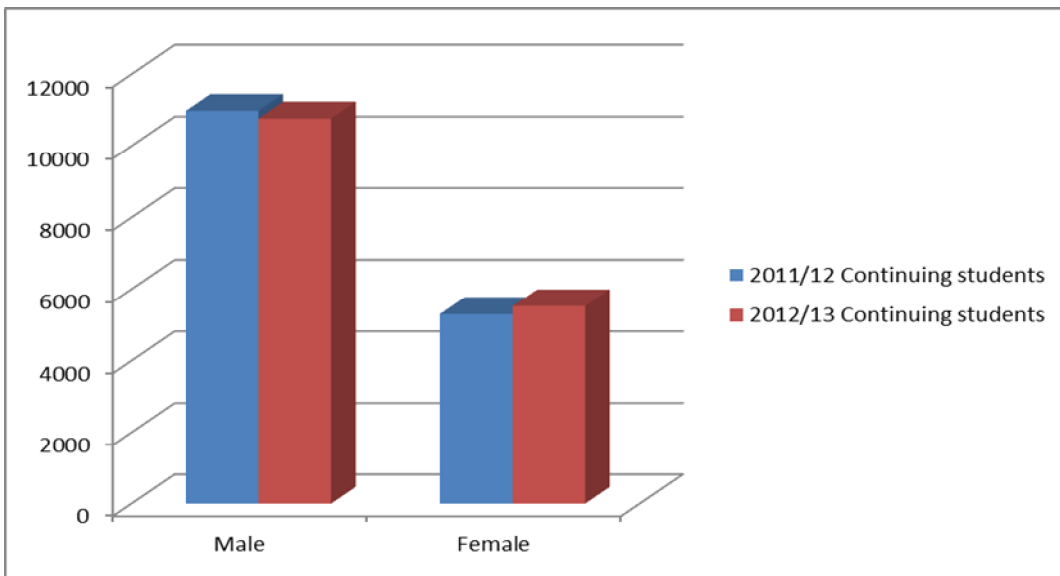
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Source: Kaduna State Scholarship Board

33. Chart 3.1 shows the distribution of award of scholarship in the 23 LGAs across the state.

**Chart 3.2: Continuing Students Scholarship Beneficiaries**



Source: Kaduna State Scholarship Board

34. Chart 3.2 shows gender parity was achieved in the award of scholarship in the last 2 years.



orded by the Kaduna State Library Board in 2012

started in 2010, completed in 2011 and became operational  
in 2012.

- Activities conducted include talk show to 60 schools on use of library as well as reading session by authors and students.

#### Future focus

- Carryout readership promotion campaign
- Opening of more branch libraries
- Talk to more schools on the use of libraries
- Acquisition of new library materials and books to update our library services throughout the state
- Making preparations for second phase of e – library
- Preparation for a refresher course on e – library for staff of staff of Ministry of Education and library board

36. Another objective/target of the tertiary education policy is *to enhance the carrying capacity of State Tertiary Educational Institutions by 10%*. The responsibility for delivering this target lies with the tertiary institutions in the state.

### Kaduna State University

**Achievements for 2012:** the under listed activities were undertaken out of the capital projects proposed

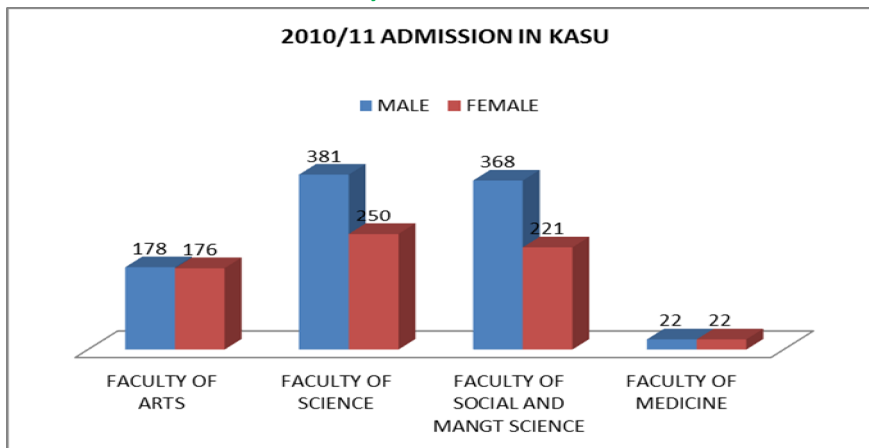
- Completed the Construction/Expansion of Convocation square at Kaduna Campus
- Water, Electricity & Telecommunication Services have been provided at Kafanchan Campus
- Renovated existing structures at Kaduna and Kafanchan Campuses
- Renovated the existing Senior Staff Quarters - 4a, 4b, 5NR
- Renovated 4 blocks of classrooms with office, 7 blocks of laboratories, Classrooms and public toilets at Kafanchan Campus
- Constructed mosque at Kafanchan Campus

#### Future Focus:

- Construct Multipurpose Complex  
Increase & improve the output of students in Science & Technology related courses in order to promote scientific & technological development of the State and Nation
- Establish Post Graduate School at Kaduna campus
- Network the entire campus & encourage each staff, academic & non-academic to own a computer and to become computer proficient
- Improve the Central Library & develop the Faculty & Departmental Libraries
- Construct Faculty of Agriculture and Environmental Sciences at Kafanchan
- Establish an Entrepreneurship study and Consultancy centres to provide students with adequate skills for self-reliance

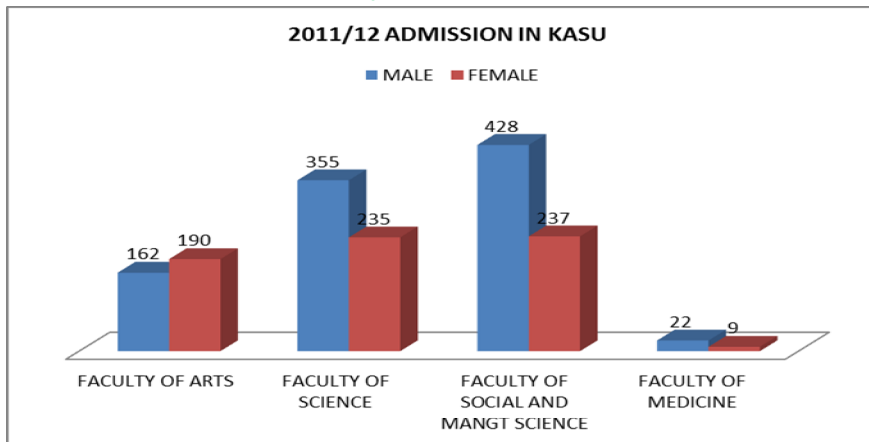
- Develop and improve facilities in the two campuses
- Pursue staff training & development through recruitment of fresh graduates & sponsor them for a Master’s degree as well as sponsor Master’s degree holders for a Doctorate degree
- Attract research grants to support teaching and research in the University
- Establish FM Station in Mass Communication
- Ensure the availability of water, electricity and intercom services throughout the campus
- Increase and improve the output of students by expansion of facilities, equipment, laboratories in science & technology related courses in order to promote scientific and technological development of the state and nation

**Chart 3.3: Students admission by Gender for 2010/2011 Academic session**



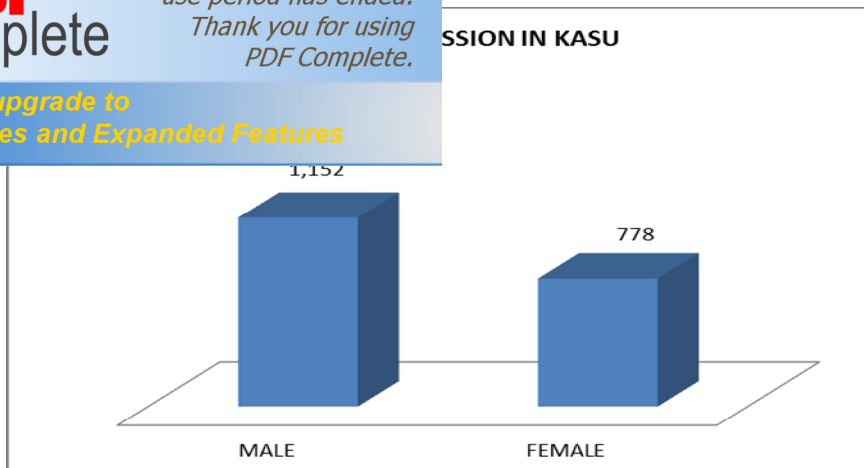
Source: KASU

**Chart 3.4: Students admission by Gender for 2011/2012 Academic session**



Source: KASU

**Chart 3.5 Students admission by Gender for 2012/2013 Academic session**



Source: KASU

A total of 1,930 students (1,152 males and 778 females) were admitted in KASU during the 2012/2013 Academic session. This represents an increase of 294 students (187 males and 107 females) in 2011/2012 and 312 students (203 males and 109 females) in 2010/2011 sessions. Admissions in KASU increased by 17.8% from 2011 to 2012. 40.3% of total admission in 2012/2013 are females.

### Nuhu Bamalli Polytechnic, Zaria

To achieve the target of *enhancing the carrying capacity of State Tertiary Educational Institutions by 10%* the following activities were carried out by the polytechnic:

- Accreditation – A total of 11 programmes assessed for accreditation across the six schools and the results are being awaited
- A total of 5,400 students from various courses graduated in the year under review. Out of this number, 2,878 are HND graduates
- The polytechnic, through the Tertiary Education Trust Fund’s (TETFUND) special intervention procured equipment in specialized fields of Engineering Technology as well as Library (book and non-book) materials
- Through State Government and TETFUND intervention, enhancement of facilities has been made as follows;
  - i. School of Environmental Studies (Offices, Classrooms and Studios)
  - ii. School of Engineering Technology (Workshops, Laboratories and Classrooms)
  - iii. School of Applied Science (Additional Block of Offices)
  - iv. School of Management Studies (Additional Block of Six Classrooms)
  - v. School of Liberal Studies (Additional Block of Offices)
  - vi. School of Agric. Technology (Agric. Engineering Equipment)
- Staff capacity building – various staff capacity building programmes were undertaken in the year under review:
  - i. Overseas Programmes: PhD – 2 staff, Masters – 5 staff
  - ii. Local Programmes: PhD – 3 staff, Masters – 10 staff
  - iii. Others (B.sc/B.A/Equivalent) – 9 staff
  - iv. In-house training – 7 staff
  - v. International Conferences – 26 staff
  - vi. Local and National Conferences – 123 staff

the platform for processing of admissions, registrations,  
favours  
with diagnostic facilities on common ailments.

### College of Education, Gidan Waya

To achieve the target of *enhancing the carrying capacity of State Tertiary Educational Institutions by 10%* the following activities were carried out by the college:

- Constructed a block of 12 Classrooms and Academic Staff Offices
- Renovated Science Laboratories Block 'H', 'J' & 'L'
- Procured 4 Vehicles out of the 12 proposed
- Extended External Electrification from administrative block to the new constructed buildings.
- Renovated 9 Classrooms in Block 'Q' and Block 'P'

### Future Focus

- Construct Administrative Block (Phase I), Clinic and Science Workshop
- Supply Office Furniture, Equipment and Laboratory Furniture
- Supply Equipment, Machines & Tools
- Construct Fine & Applied Arts Complex (Phase I)
- Construct Technical Education Complex (Phase I)
- Renovate Classrooms Block
- Construct Classrooms, Academic Staff Offices and Renovation of Administrative Block
- Supply Office, Classroom Furniture and Equipment
- Construct 5 No Science Laboratories
- Construct Hospital/Clinic
- Renovate 4 No Students Hostel
- Supply Tools and Equipment for Technical Education
- Renovate Temporary Administrative Block (Geography Department Complex)
- Renovate Computer Department Laboratory and College Main Library
- Construct Main Gate

### Public service reform and organizational development

37. **Organisational development:** the Kaduna State education sector is committed to implementing institutional reforms and organisational development strategies aimed at improving service delivery within the sector.

**Review, streamline and confirm the mandates and functions of education MDAs - Job descriptions of staff positions in LGEAs and education MDAs streamlined [PPRM 5.1]**

38. The review and streamlining of mandates and functions was fully undertaken in SUBEB/LGEAs and also reviewed at the Ministry although report is yet to be adopted. Other MDA's are yet to be reviewed.

39. **MoE Visioning:** MoE vision, mission, values, goals, objectives and key result areas were adopted by management and form strategic direction and focus of the Ministry (guides input into MTSS, AESPR and other interventions)

and values approved by Board with increased focus on support to LGEAs: To actualise this, eight step corporate

Restructuring is now operationalized. Strategic framework across SUBEB departments reflecting clearer departmental mandates is now adopted and implemented. School Advisory unit has been established to support school improvement initiatives. Social Mobilisation department has been established with greater community participation, inclusive Education and Public Private Partnership (PPP) roles.

42. **SUBEB/LGEA technical Coordination:** SUBEB assumes coordination responsibilities for LGEAs: LGEA functions and structure revised to mirror SUBEB with decentralised roles.

**Goal 4: Adult and Mass Literacy- Expand access and provide functional adult literacy and continuing education programmes for youths and adults.**

*Adult literacy policy- Expand and improve adult literacy irrespective of gender.*

43. The Agency for Mass Literacy carried out planned activities in order to achieve this objective in 2012. The following achievements were recorded:

- The Agency opened 460 Basic learning centres across the State, 20 centres in each Local Government Area with a total enrolment of 11,023 learners. 7,836 learners sat for the end of session Basic Literacy examinations, while 6,668 learners were certified.
- The Agency has opened 23 functional learning centres for skill acquisition in the State, One centre per Local Government Area with enrolment of 360 learners.
- Result of learners that sat for WAEC examination in the three Continuing Education centres is as follows:

WAEC EXAMINATION						NECO EXAMINATION					
No. Registered			No. Passed			No. Registered			No. Passed		
M	F	Total	M	F	Total	M	F	Total	M	F	Total
30	44	74	21	24	45	18	16	34	10	09	19

NB: The number passed in both WAEC and NECO refers to candidates that obtained five credit and above including Mathematics and English.

44. Other activities undertaken during the year under review include:
- Procured and distributed functional learning materials for the 23 functional centres.
  - General monitoring exercise was conducted by the management staff of the Agency in 23 Local Government Areas to ascertain the commencement of classes and general performance of teachers and learners.
  - The Agency has established 3 Continuing Education centres in the State operating in the following schools with the total enrolment of 480:- Male – 206, Female – 274
    - Government Secondary School Kawo, Kaduna
    - Rimi College, Kaduna
    - Government College, Kaduna

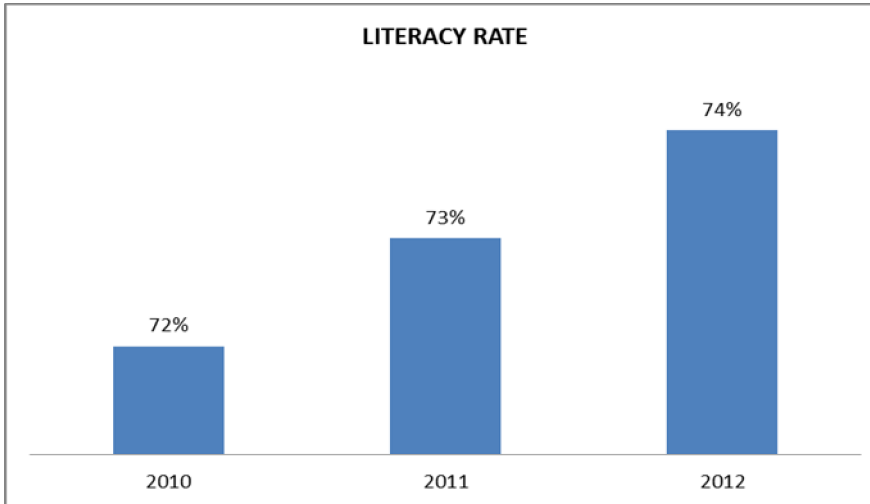
instructors/facilitators for effective teaching and learning

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g Centres from 20 to 30 per Local Government Area

- Improve facilitators/instructors allowance from N1,000 to N5,000 monthly
- Increase number of functional centers to at least 2 centres per Local Government Area
- Open 21 additional Continuing Education centres in the State
- Provide adequate instructional materials for all the programmes.

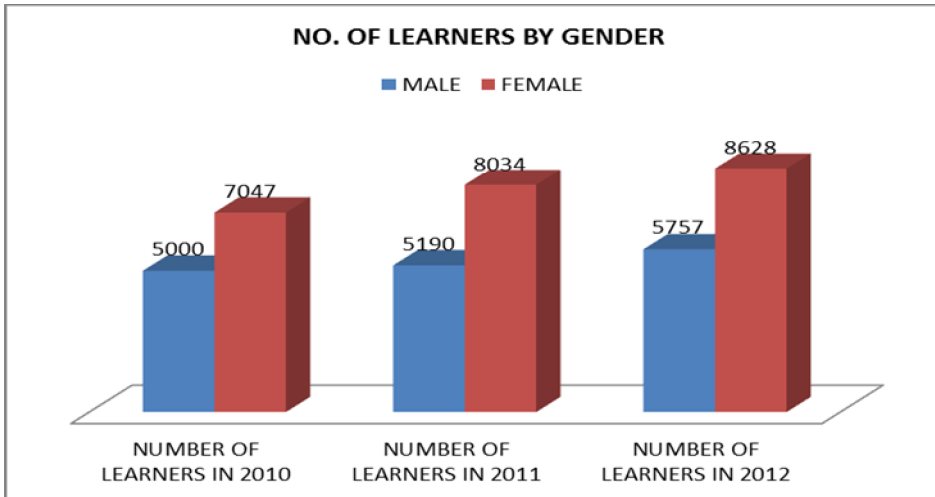
**Chart 3.6: Literacy Rate**



Source:Agency for Mass Literacy

45. Chart 3.5 shows an increase of 1% literacy rate from 2010 to 2011 and 2012 respectively

**Chart 3.7: Number of learners by Gender 2010 - 2012**

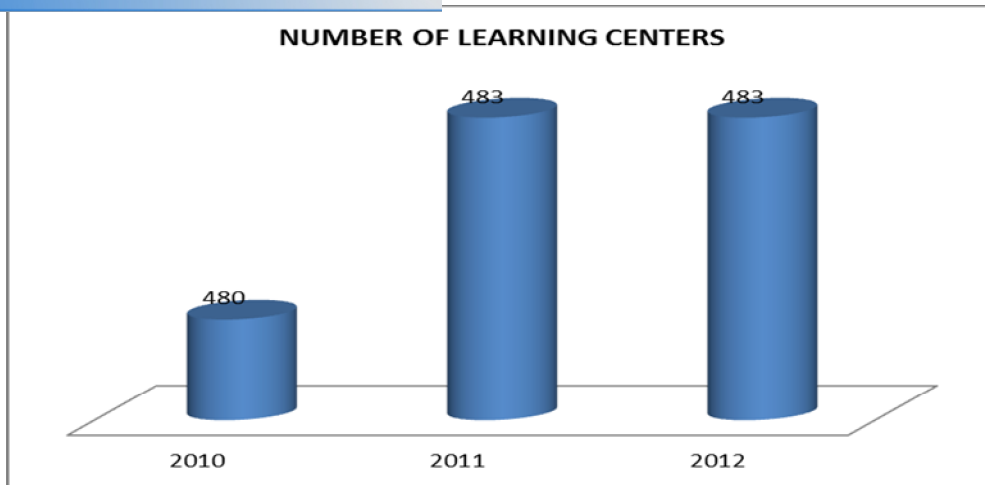


Source:Agency for Mass Literacy

46. Chart 3.6 shows that a total of 14,385 learners (5,000 males and 7047 females) were enrolled in the agency in 2012. This represents an increase of 1,161 learners (567 males and 594 females)

ales and 987 females) in 2011 from that of 2010. Enrolment 2011 to 2012. 60% of total enrolment in 2012 are females.

2010 - 2012



Source: Agency for Mass Literacy

### Goal 5: Improve Management of Education Service Delivery

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

47. To achieve this targets, the following activities were carried out:-

- Conducted community entry into 480 communities with a view to formation of SBMCs according to the State policy guidelines across the 10 additional LGEAs for the 2012 SBMC Roll-out.
- Trained 9 SBMC Master Trainers
- Conducted CGP Training of Trainers on SBMC in 3 senatorial zones
- Monitored the conduct of Local Government forum in the 7 ESSPIN pilot LGEAs to share progress and challenges among stakeholders with a view to promote community participation in basic education delivery.
- 122 SBMCs women representatives were nominated to be trained towards enhancing Mother’s Association in the State.
- Conducted stakeholders’ forum with traditional leaders, education councillors, SBMC desk officers and HODs of the 23 LGEAs on community participation.
- Mapped out CSO partners and selected 6 of them to be engaged in the 2012 SBMC Development programme
- Organised official signing of Memorandum of Understanding between SUBEB and the newly selected CSOs
- Commissioned 12 Civil Society Organizations (CSOs) who have signed the MoU for the conduct of 2012 SBMC Roll-out training.
- Monitored the SBMCs step down training for 3,840 SBMC members across the 10 new LGEAs

Teachers were supported on the implementation of Family  
(FE) curriculum.

and 210 pupils were sensitized on hand washing.

as conducted for public secondary schools

- 3 Female programme was conducted for public secondary schools

#### Future Focus

- Conduct Community sensitization and advocacy to community members on the establishment of early child development in 23 LGEAs
- Conduct annual interactive dialogue with stakeholders and communities with the Board management in the 23 LGEAs

**Private education policy - All private schools in the state registered and regulated.**

#### Register, monitor and report on private schools

48. The following activities were carried out by the Kaduna State Private Schools board;

- Data/Information was collected from 886 Private Schools for categorization, enrolment and Teachers qualification and gender. A total number of 486 Private Schools have been Re-categorized in line with the State Governments' directives of re-categorization of Private Schools in the State.
- A total of 128 Private Schools were monitored during the WAEC/NECO examination with the view to minimize examination malpractice
- A total of 138 Private Schools seeking establishment were verified of which 96 were approved to operate as learning centres.

#### Future Focus

- To ascertain the status as per enrolment, Teachers qualification, gender and facilities in Private Schools.
- Enrol senior staff of the Board in computer training for capacity building.
- The Board will carry out a task force exercise of reaching out to all Private Schools in the State to ensure they maintain the standard required by the State Government.
- Amend the Kaduna State Private Schools Law of 2007 to give it the authority to close down Private Schools that have not met the approved requirement to operate.
- The Board intends to train its senior staff through seminars, workshops and ICT for capacity building to meet up with the present challenges
- Constant monitoring to Private Schools to ensure strict adherence to laid down policies on education.

**Goal 6: Quality Assurance and Monitoring: Quality Assurances Services and M & E Systems established and sustained**

*Ensure the use of quality assurance instruments in the evaluation of school.*

49. The target set for this objective is *to evaluate and report on 700 schools using the new QA approach.* Activities implemented towards attaining the set target include;



Quality Assurance Board was passed into law. Quality Assurance Law was signed into law on 1<sup>st</sup> of August 2011. Quality Assurance Law is a permanent site. Three hundred and thirty three (333) Private, Public and Government schools have been evaluated using the new instrument for

- The Coordinating Deputy Directors (CDD's) monitored zonal evaluators in all the twelve (12) zonal offices during the first, second and third (1<sup>st</sup>, 2<sup>nd</sup>, & 3<sup>rd</sup>) circle of Quality Assurance Evaluation of both public and private schools in the state.
- Quality Assurance stakeholders meeting was conducted on the dissemination of the operationalizing the Quality Assurance operational framework and Quality Assurance Law.
- Full general inspection of thirty eight (38) Students Exchange Programme schools of the Nineteen (19) Northern states was conducted by the monitoring inspectors.
- Principals, monitoring inspectors and schedule officers workshop/ conference was conducted by the MIU National Secretariat of Student Exchange Programme (SEP) in Kaduna, Kaduna State.
- WEAC/NECO recognition evaluation was conducted in fourteen (14) public schools and reports submitted to WAEC/NECO for examination centres.
- Quality Assurance Evaluation
  - Conducted Quality Assurance resumption of schools evaluation exercise in 60 public primary schools.
  - Conducted Routine end of term evaluation of 45 public primary schools.
  - Conducted UBEC Quality Assurance Evaluation in 16 public primary and 4 junior secondary schools.
  - Developed Quality Assurance Evaluation Action Plan in SUBEB.

#### Future Focus

- School monitoring by the management and quality assurance evaluation staff
- Annual training of quality assurance evaluators on whole schools evaluation (WSE)
- Termly resumption of schools monitoring by the management and Quality Assurance evaluators

50. Another target is **Sector Performance Monitored and assessed against set targets; and reported on.** To achieve this, the following activity was carried out;

- Trained 12 PRS staff and 23 LGEAs M & E desk officers on Monitoring, Evaluation and Quarterly Reporting

#### Future Focus

- Train 50 M&E LGEAs desk officers for 2 days
- Train 23 Education Secretaries on M&E for 3 days

51. **Ensure timely availability of complete and accurate data for evidence - based policy making.** To achieve these objectives, activities for 2012 were;

- School Mapping was conducted with support from UBEC

2013 Annual School Census was conducted in 1,134 pre-1 junior secondary and 270 senior public secondary

data analysis and reporting of the 2012/2013 Annual School Census

Census

Annual School Census (ASC) validation of 5% (200) of 3,976 schools

- **Future Focus**Build Capacity of 6 EMIS officers
- Meet with 35 PRS officers (23 LGEAs HOD and 12 Headquarters officers)
- Support visit to 23 LGEAs for the development work plan
- Establish ICT centres in 23 LGEAs
- Carry out school condition survey and need analysis in 11 LGEAs (1,978 schools)

### Composite Survey

52. 1,620 pupils in Kaduna were assessed on literacy and numeracy learning outcomes at Primary 2 or Primary 4 level. 687 lessons were observed to assess teacher competence in 103 public primary schools, where head teacher leadership and School Based Management Committee functionality were also assessed. The results of the 2012 Composite survey are summarised in table 3.3 below.

**Table 3.3: 2012 Composite Survey**

Indicator, Kaduna State	Phase 1 schools	Phase 2 schools	Control schools	All schools
<b>Output indicators:</b>				
% competent teachers	81.5%	84.4%*	73.4%	76.2%
% schools with competent teachers	91.8%*	86.0%	62.1%	65.1%
% schools with effective head teacher	9.4%	10.6%	9.3%	9.4%
% schools with effective school development planning	8.2%	13.2%*	0.0%	1.4%
% schools that meet needs of all children (inclusive)	15.9%	11.9%	26.6%	25.0%
% schools with functioning SBMC	55.4%*	7.1%	19.4%	20.0%
% schools where SBMC reflects women's concerns	32.8%*	9.1%	0.6%	2.6%
% schools where SBMC reflects children's concerns	9.6%	2.6%	0.0%	0.6%
<b>Output indicator:</b>				
School quality	8.7%	12.1%	0.0%	1.3%
<b>Impact indicators:</b>				
% p2 pupils with skills for reading comprehension				3.1%



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comprehension	1.4%
hmetic	13.2%
hmetic	12.1%

Estimates marked \* are significantly different between Phase 1 and Control Schools at the 0.05 level, ie, there is a high degree of certainty that ESSPIN intervention schools are significantly different from non-intervention schools. The Kaduna Impact indicators on learning outcomes cannot be reported by phase, due to statistical issues (a high 'design effect').

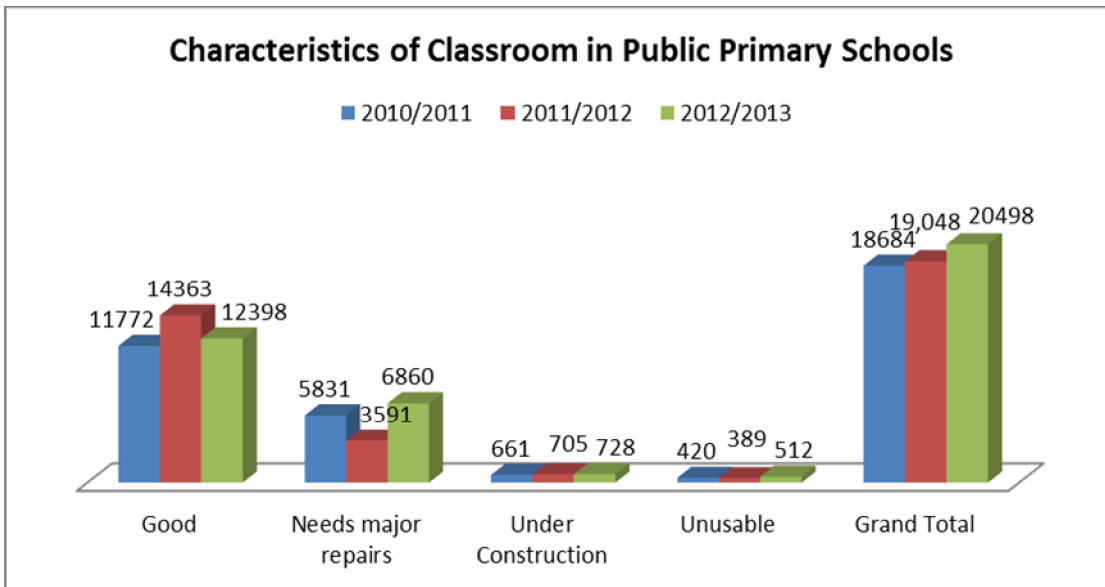
outcome of the yield produced from budgetary allocations to the sector. It is meant to dissect the quantum of the performance of MDAs in the education sector against set targets. This chapter gives an evidence of outputs (immediate results) from resources in chapter 1 and processes in chapter 2.

## Facilities

### Classrooms

- 54. The total number of classrooms in public primary schools in 2012 is 20,498, of which 5,746 are usable. In addition, there are 728 classrooms under construction, 512 unusable, 6,860 classrooms are in need of major repairs and 6,652 are in need of minor repairs as indicated in Chart 4.1.
- 55. The percentage of classrooms with a good blackboard increased to 48% in 2012 from 44% of 2011 and 2010

**Chart 4.1: Characteristics of Classrooms in Primary Schools, 2010 - 2012**

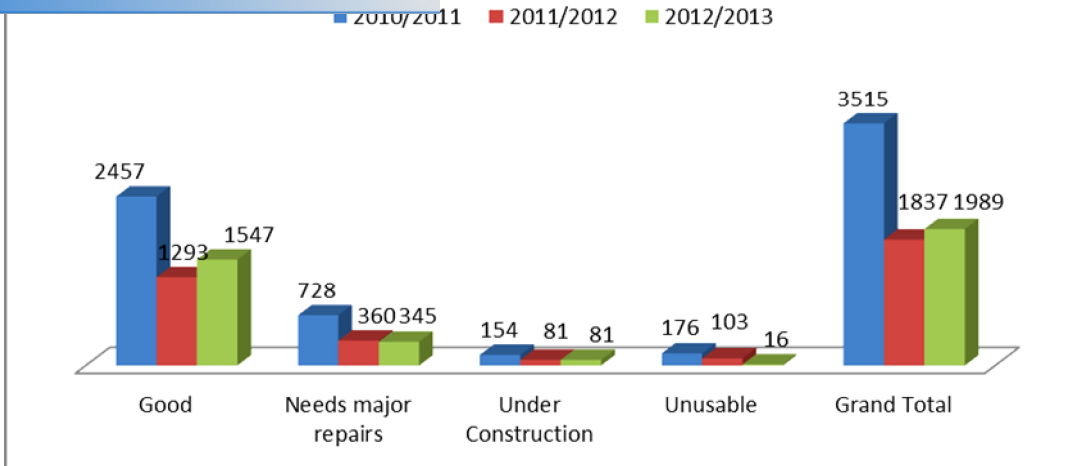


Source: 2010/2011, 2011/2012 & 2012/2013 Annual School Census Reports

- 56. The total number of classrooms in public junior secondary schools is **1,989**, of which 882 are in good condition while there are 81 classrooms under construction. 345 and 665 are in need of major and minor repairs while 16 are unusable as indicated in figure 4.2.

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Statistics of Classroom in JSS

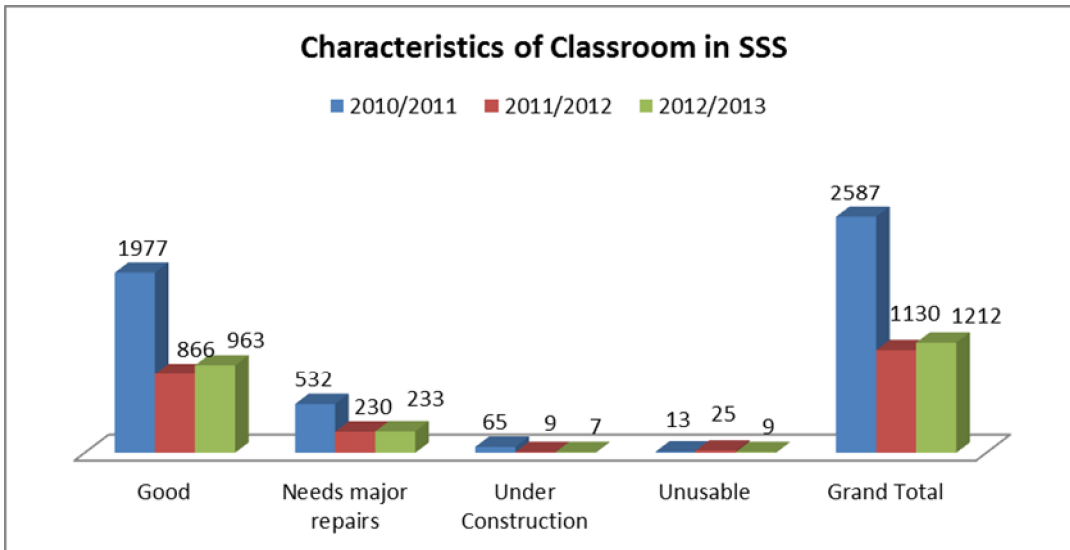


Source: 2010/2011, 2011/2012 & 2012/2013 ASC Reports

\*Note - 2010/2011 data includes rearticulated schools

57. The total number of classrooms in public senior secondary schools is **1,212** of which 472 are in good condition while there are 7 classrooms under construction. 233 and 491 are in need of major and minor repairs while 9 are unusable as indicated below.

Chart 4.3: Characteristics of Classrooms in Public Senior Secondary Schools, 2010 - 2012

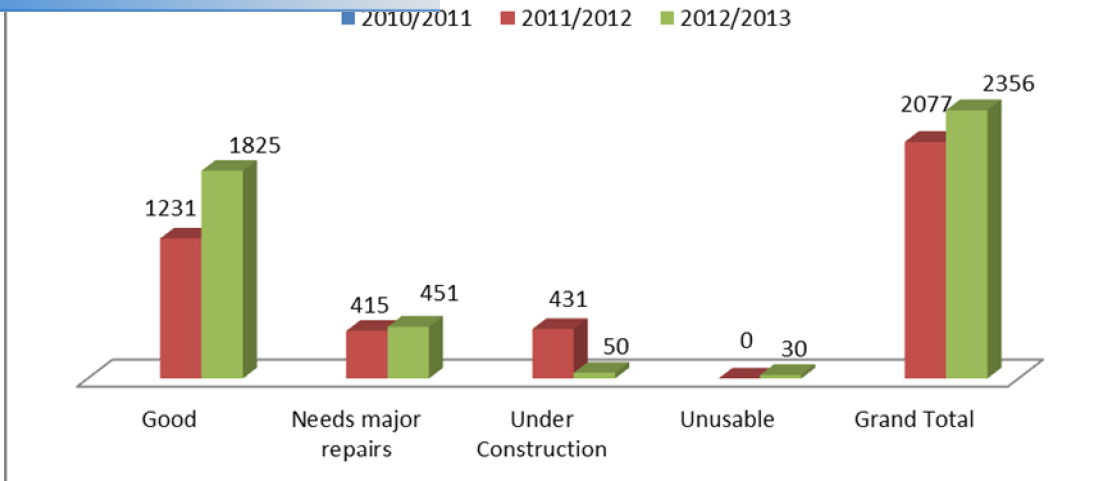


Source: 2010/2011, 2011/2012 & 2012/2013 ASC Reports\*Note - 2010/2011 data includes rearticulated schools

58. In rearticulated schools, there are a total of 2,356 classrooms in of which 1,088 are in good condition while there are 50 classrooms under construction. 451 and 737 are in need of major and minor repairs while 30 are unusable as indicated in Chart 4.4.

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**Classroom in Rearticulated Schools**

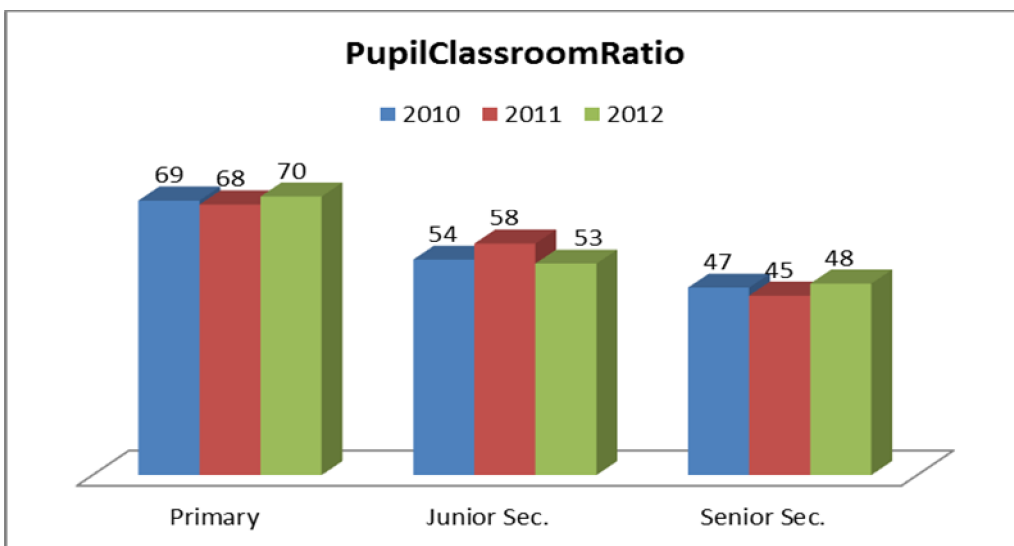


Source: 2011/2012 & 2012/2013 ASC Reports

**Pupil-Classroom Ratio**

- The average pupil-classroom ratio was 69:1 in 2010, improved marginally to 68:1 in 2011 and declined to 70:1 in 2012 in primary schools.
- The average pupil-classroom ratio in 2010 was 54:1 in junior secondary schools and 58:1 in 2011 and dropped to 53:1 in 2012.
- It was 47:1 in senior secondary schools in 2010, dropped to 45:1 in 2011 and increased to 48:1 in 2012.

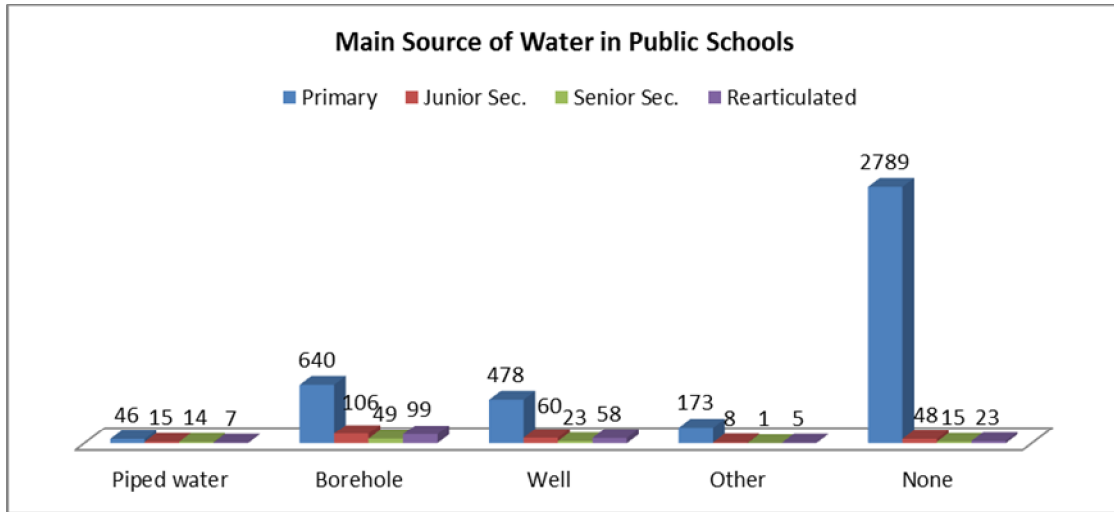
**Chart 4.5: Pupil Classroom Ratio in Public Schools, 2010 - 2012**



Source: 2010/2011, 2011/2012 & 2012/2013 ASC Reports

...e water remain 33% as it was in 2011. This is a 4% increase  
 ...lowest percentage is found in Kagarko LGEA with 10%. The  
 ...highest percentage is found in Kaduna North LGEA with 82%. The corresponding percentage also  
 remains 80% in junior secondary schools as in 2011 and was 77% in 2010, 85% in senior  
 secondary schools a decrease of 10% over 95% in 2011 and was 87% in 2010 and 88% in  
 rearticulated schools an increase of 3% over 85% in 2011.

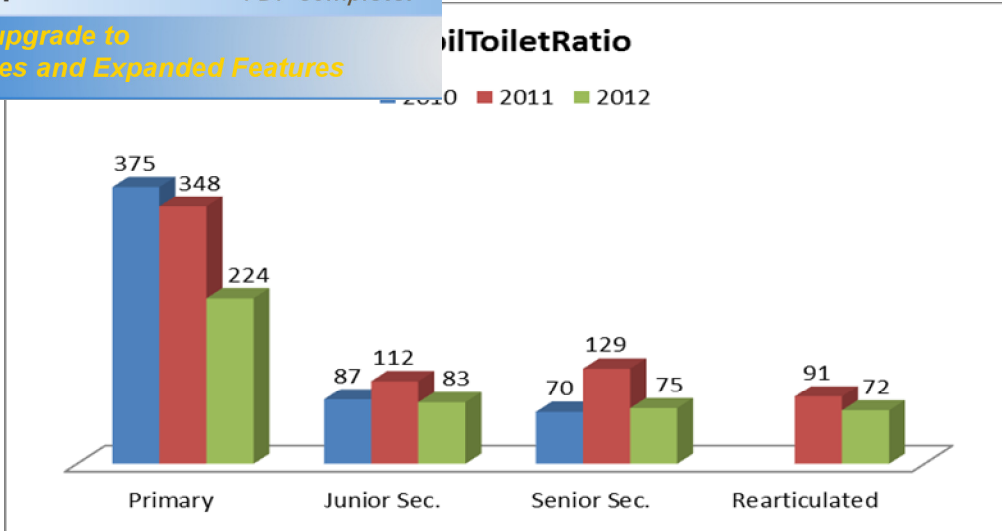
**Chart 4.6: Main source of Safe water in Public Schools, 2012**



Source: 2010/2011, 2011/2012 & 2012/2013 ASC Reports

60. The percentage of primary schools that have at least one functional toilet has increased from 20.6% in 2011 to 30% in 2012 (Kaduna North has the lowest toilet-pupil ratio of 86:1, while Kubau has the highest toilet-pupil ratio of 733:1). The corresponding percentage of schools with at least one functional toilet has improved to 83% in junior secondary schools compared to last year's 75.4%, 93% in senior secondary schools compared to last year's 89% and still remains 90% in rearticulated schools.
61. In those schools where there is at least one functional toilet that can be used by pupils, the average pupil-toilet ratio is 224:1 in primary schools, 83:1 in junior secondary schools, 75:1 in senior secondary school and 72:1 in rearticulated schools.

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Source: 2010/2011, 2011/2012 & 2012/2013 ASC Reports

### Textbooks and teaching-learning materials

#### Pupil-Textbook Ratio

- 62. There are no figures on the ratio of students per core subject textbook. Even school census follow up survey did not provide this figure.
- 63. Similarly, there are still no estimates on the availability of teacher guides per primary school teacher and subject guides per junior secondary school teacher except for the LGEAs targeted by SESP.

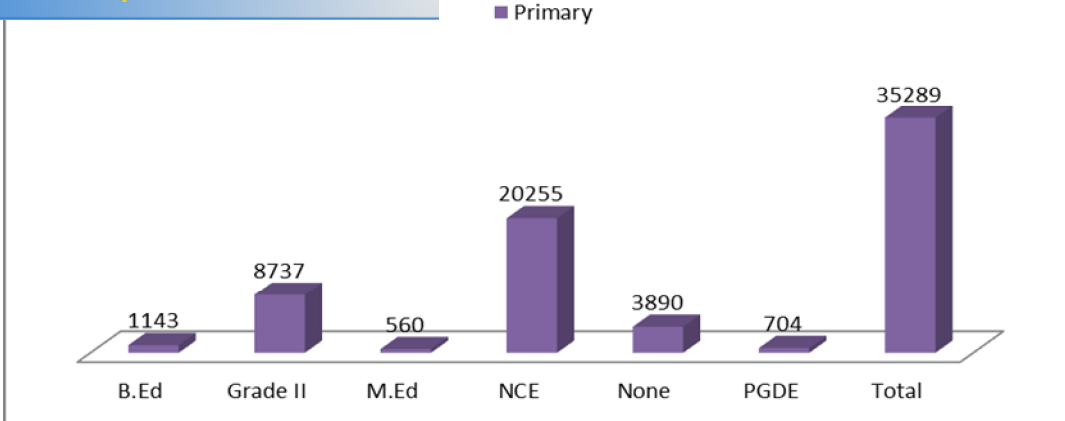
#### Teachers

- 64. The total number of teachers in primary schools in 2012 is 35,289 as shown in Chart 4.8. 57% of teachers paid by the State have at least NCE as minimum teaching qualification. On the whole, 64% of primary school teachers have at least NCE as minimum teaching qualifications, while 25% have Grade II Teachers' Certificate and 11% have no teaching qualifications at all.



**Qualification in Public Primary Schools, 2012**

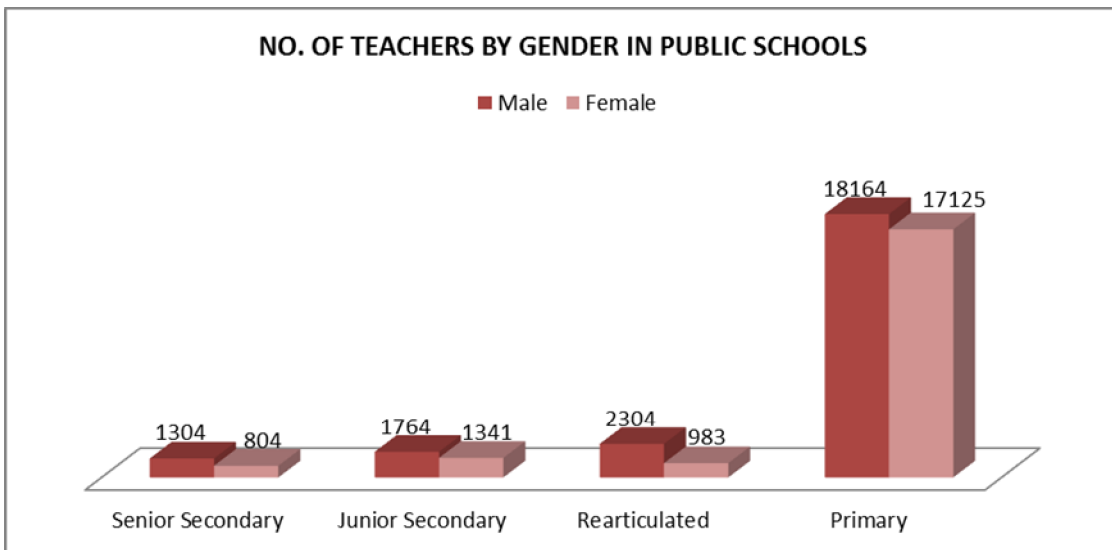
**QUALIFICATION IN PUBLIC PRIMARY SCHOOLS**



Source: 2012/2013 ASC Reports

65. In primary schools, the percentage of female teachers is 49% in 2012/2013 school year compared to 50% in 2011/2012. The percentage of teachers who attended a training workshop / seminar dropped from 45% in 2010 to 23% in 2011 and further dropped to 12% in 2012.

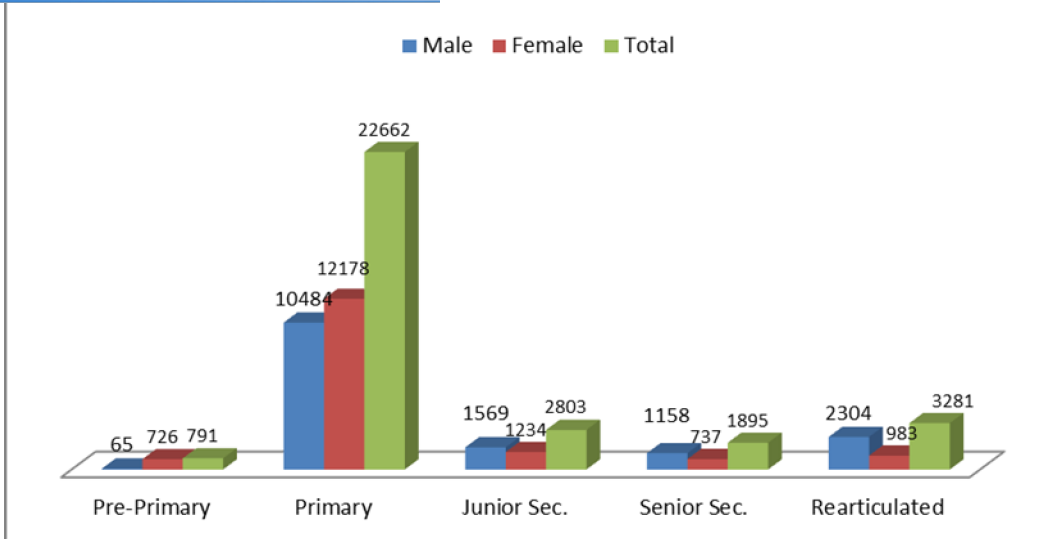
**Chart 4.9: Number of Teachers by Gender in Public Schools, 2012**



Source: 2012/2013 ASC Reports

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Teachers by Gender in Public Schools

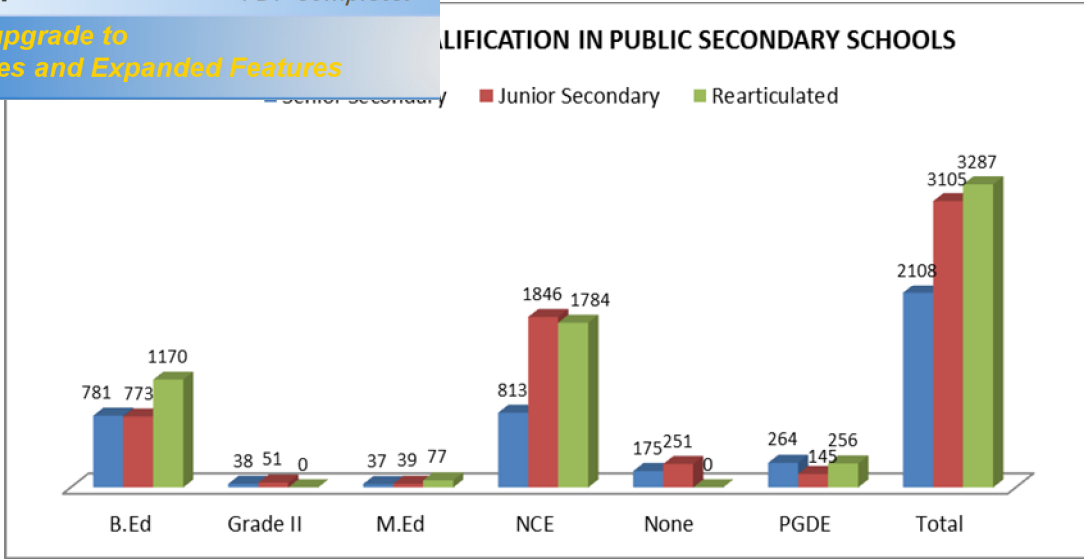


Source:2012/2013 ASC Reports

- 66. The total number of teachers in junior secondary in 2010 was 6,122 decreased to 3,713 in 2011 and a further decrease to 3,105 in 2012. This is due to termination of appointments of fake teachers, transfers of service, retirements, deaths and lack of recruitment in the past 5 years.
- 67. It was 5,270 in senior secondary schools in 2010, increased to 5,356 in 2011 and decreased to 2,108 in 2012. This is not unconnected with the domestication of the federal government policy on Directors in which 64 were retired in 2012. This is also due to termination of appointments of fake teachers, 35 withdrawals, transfers of service, 86 voluntary retirements, 245 retirements (35years in service), 62 deaths and lack of recruitment in the past 5 years.

**Qualification in Public Secondary Schools, 2012**

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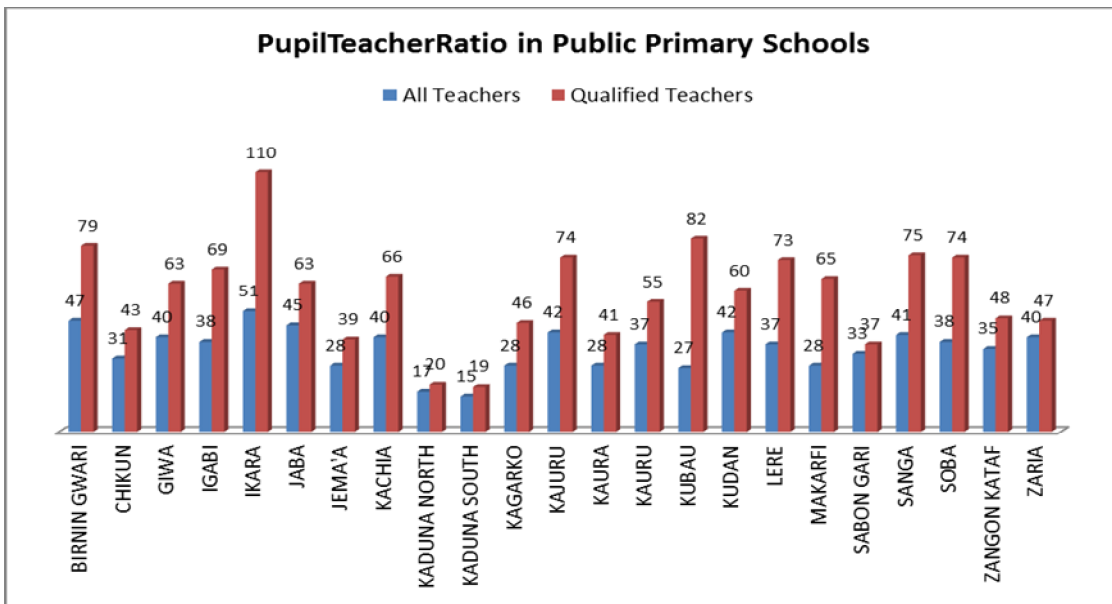


Source: 2012/2013 ASC Reports

**Pupil-Teacher Ratio in Public Schools**

68. Charts 4.12, 4.13 and 4.14 show that average pupil-teacher ratio increased from 29:1 in 2011/2012 to 33:1 in 2012/2013 in primary schools; increased from 30:1 to 33:1 in junior secondary schools. Also, the pupil-teacher ratio increased from 26:1 in 2011/2012 to 27:1 in 2012/2013 in senior secondary schools and also increased in rearticulated schools from 29:1 to 33:1.

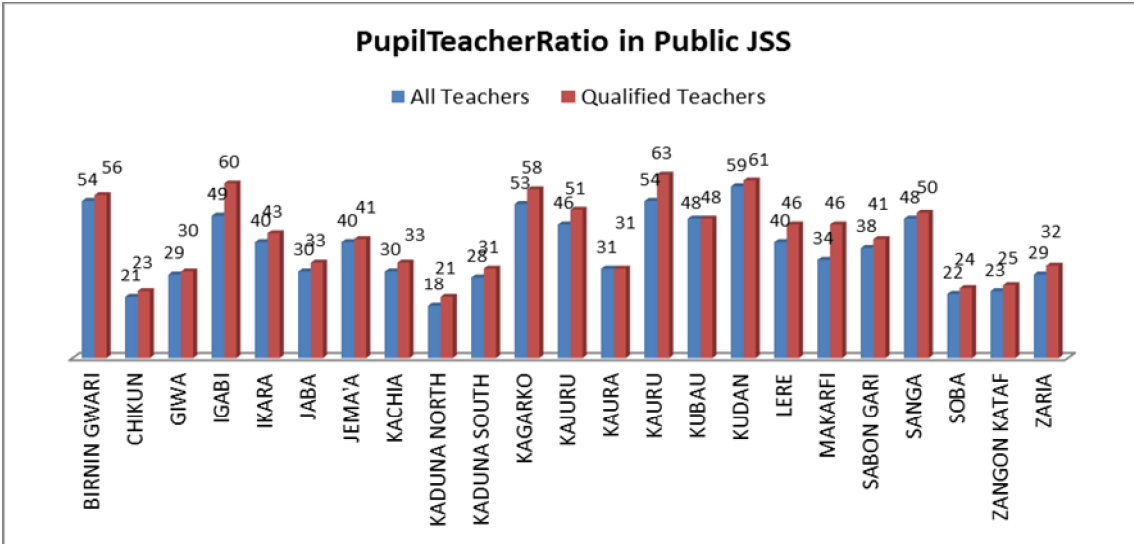
**Chart 4.12: Pupil-Teacher Ratio in Public Primary Schools, 2012**



Source: 2012/2013 ASC Reports

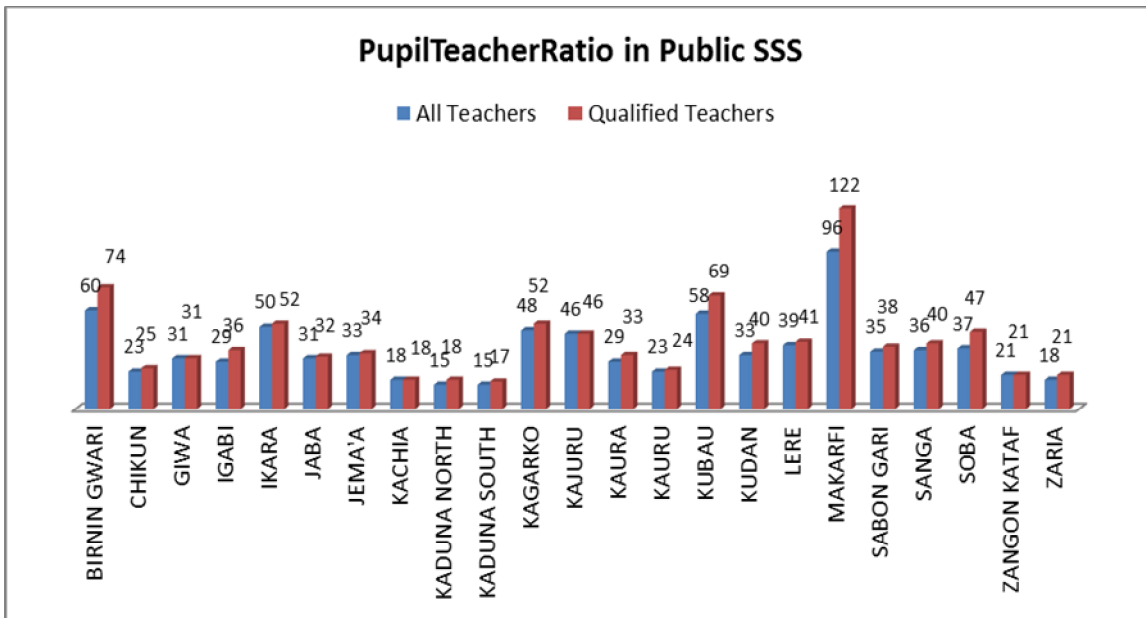
...d teacher ratio increased from 47:1 to 52:1 in primary secondary schools, decreased from 30:1 to 33:1 in senior 32:1 to 37:1 in rearticulated schools.

**Chart 4.13: Pupil Teacher Ratio in Public Junior Secondary Schools, 2012**



Source: 2012/2013 ASC Reports

**Chart 4.14: Pupil Teacher Ratio in Public Senior Secondary Schools, 2012**



Source: 2012/2013 ASC Reports

**Other Outputs**

70. The number of primary schools with School Development Plan (SDP) is 480 schools in 2012, compared to 165 schools in 2011 and 500 schools in 2010 making a total of 1,145 schools with School Development Plans.

primary schools – 3,231 Head teachers and teachers were coach, with a view to improve teaching and learning, which ation (CoE), Gidan Waya.

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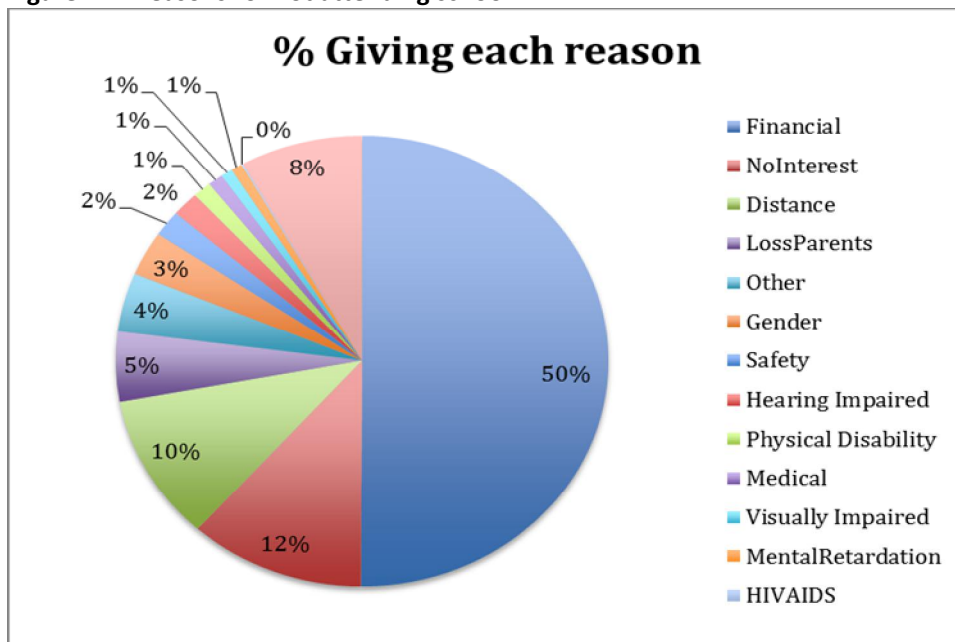
72. Proportion of primary schools with effective SBMCs is: at least 165 SBMCs representing ESSPIN supported schools, 480 representing UBEC intervention. However, a total of 645 schools have functional SBMCs, while 3,331 are yet to be functional.

73. The out-of-school children household survey report as carried out by SUBEB with support from ESSPIN was printed in 2012 and is ready for dissemination. The aim of the survey was

- to have a baseline information on all children that are out of school in Kaduna state;
- to identify the reasons why children of school age are out of school; and
- to ensure that every child has access to free and compulsory Basic Education.

74. As a result a total number of 740,087 children were captured by the survey and out of them **71,159 school age children are out of school** meaning 15% of the total number of school age children are out of school in Kaduna State. Igabi LGEA has the highest number of out of school children taking 18% of the total and different peculiar reasons for different LGEAs as shown in figure 4.1.

**Figure 4.1: Reasons for not attending school**



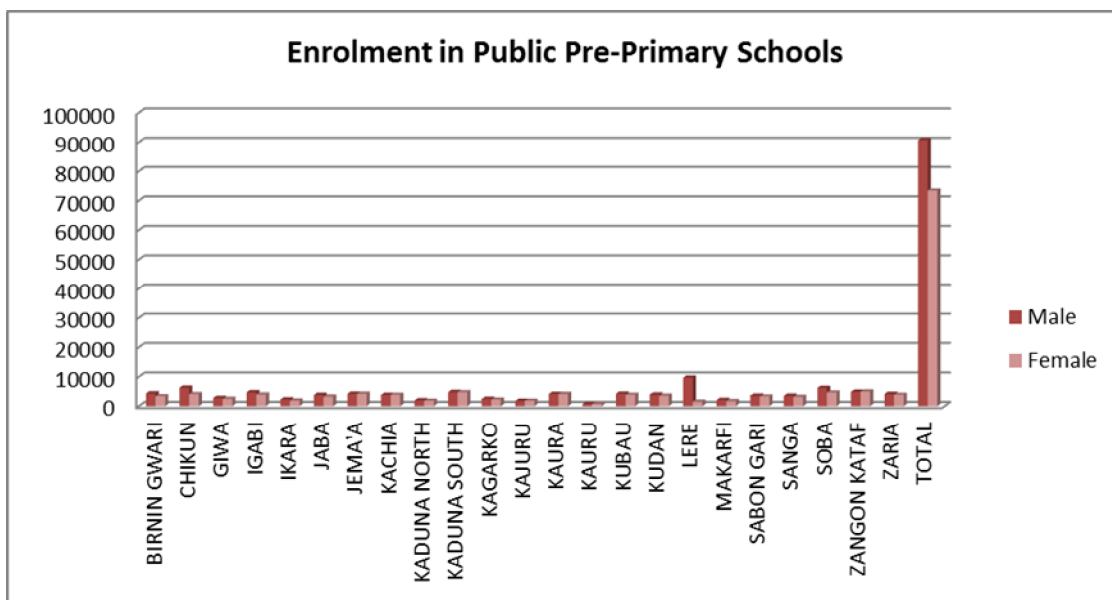
Source: Out of school children survey report

**a. Early childhood care and education**

75. During the school year 2012/2013:

- There are **90,713** boys and **73,390** girls making a total of **164,103** pupils in *public* pre-primary schools, which represents an increase of 22% compared to a total of 127,420 (69,075 boys and 58,345 girls) in 2011/2012, which is 7.5% increase from 118,558 (61,891 boys and 56,667 girls) in 2010/2011.

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



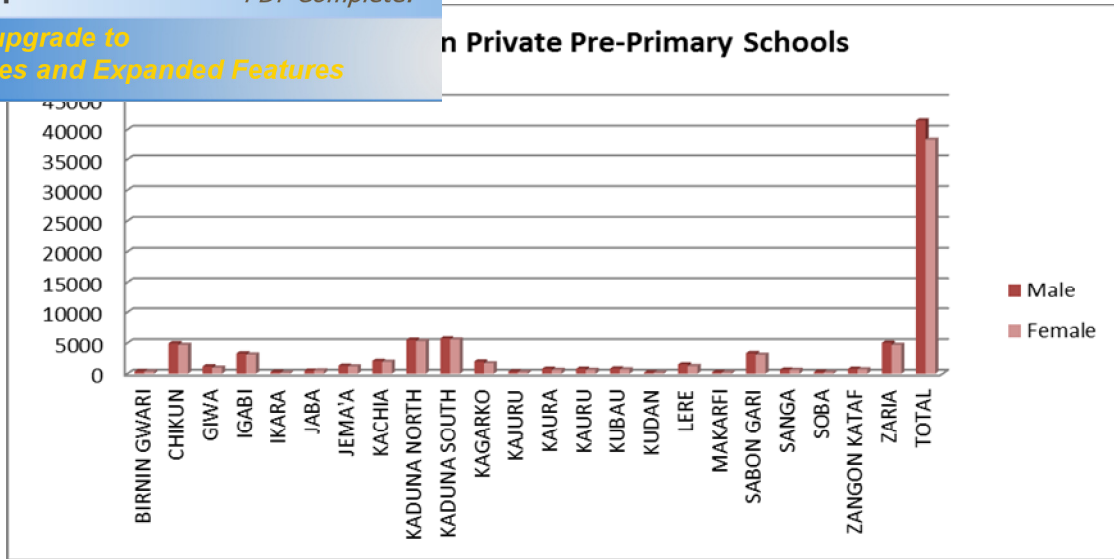
Source: 2012/2013 ASC Reports

**Enrolment in Private Pre Primary Schools**

76. In 2012, there are **79,861** children (**41,502** boys and **38,359** girls) enrolled in kindergarten and nursery classes attached to *private* schools, an increase of more than 1,843 over the 2011 enrolment of about 78,018. The private schools account for 33% of the total pre-primary enrolment in 2012.

**Enrolment in Private Pre-Primary Schools by Gender and LGEA**

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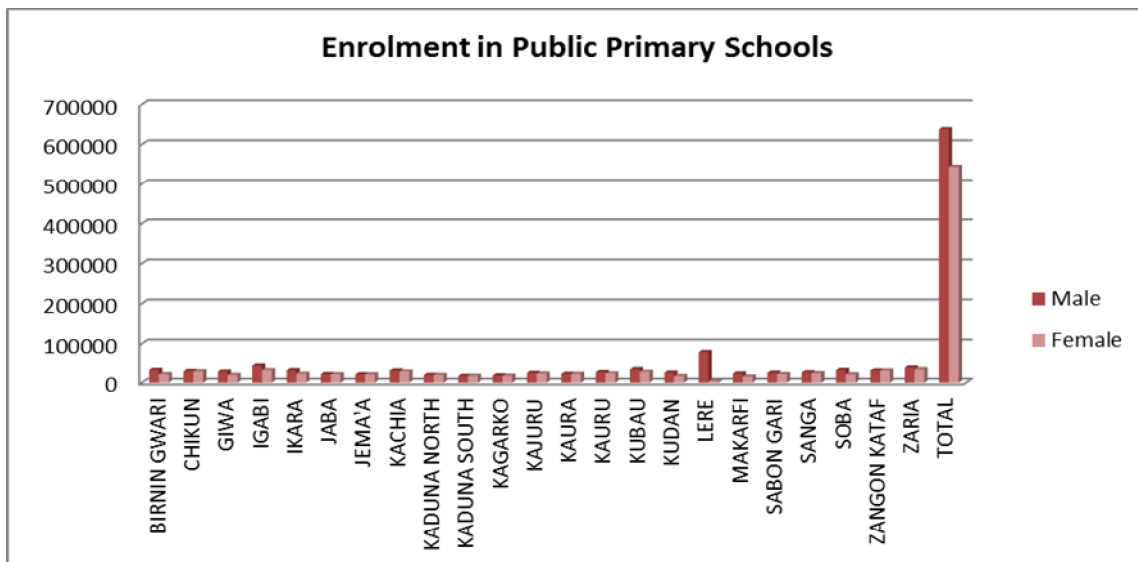
Source: 2012/2013 ASC Reports

**b. Primary education**

77. Details of primary schools enrolment in Kaduna state are as follow:

- In 2010, there were a total of 1,075,121 pupils (581,435 boys and 493,686girls) in public primary schools and a slight decrease to 1,067,275 enrolments of (579,513 boys and 487,762 females) in 2011.
- Enrolment in public primary schools increases to 1,181,632 pupils (638,270 boys and 543,362 girls) in 2012, which represents an increase of 114,357 pupils (or 9.7%) from 2011. 46% of primary schools enrolment in 2012/2013 are girls, which represents a slight increase from 45.7% of girls’ enrolment in 2011/2012.

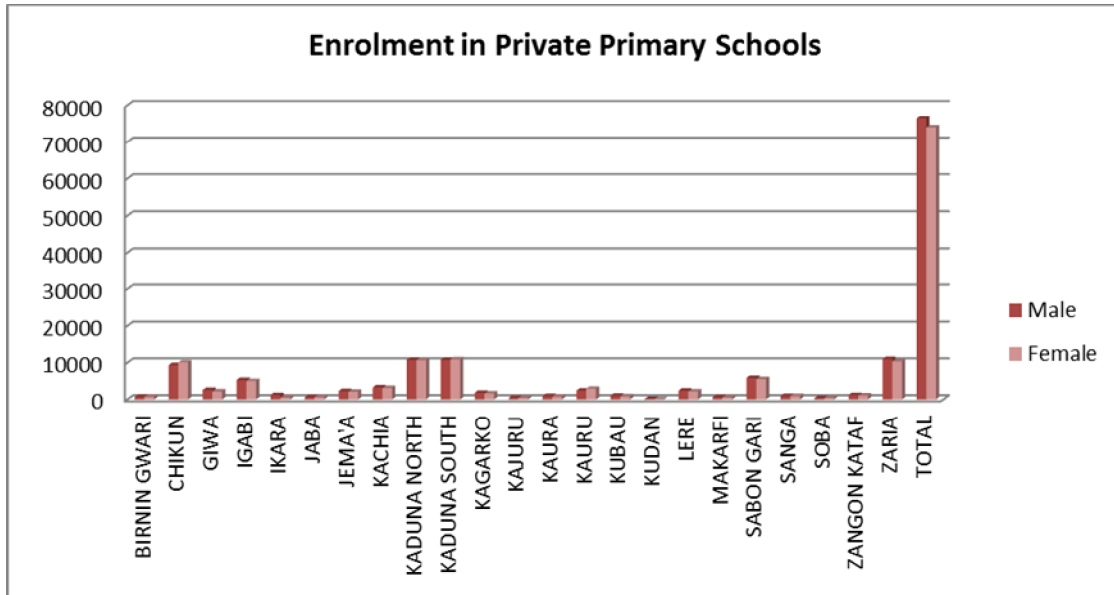
**Chart 5.3: Enrolment in Public Primary Schools by Gender and LGEA**



Source: 2012/2013 ASC Reports

girls (totalling 150,435 pupils) enrolled in *private* primary schools. This compares to 2011 enrolment of 141,516 (72,427 boys and 69,089 girls). In 2010, there were a total of 141,931 (73,152 boys and 68,779 girls) in private primary schools. These show a progressive increase in enrolment in private schools from 2010 to 2012. The private sector accounts for 11% of the total enrolment in primary education in 2012.

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



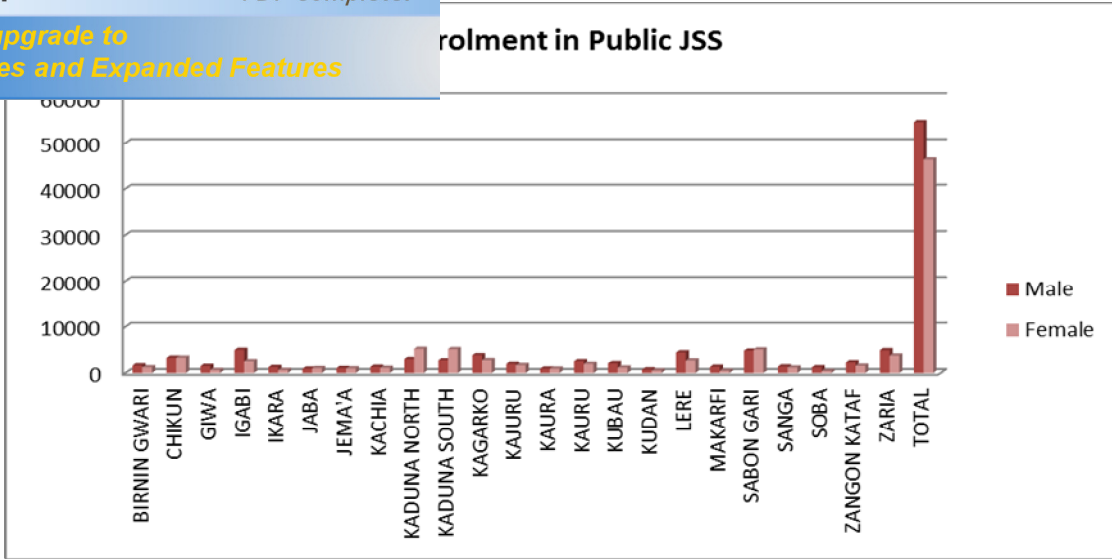
Source: 2012/2013 ASC Reports

**c. Junior secondary education**

79. A total of 100,936 students (**54,592** boys and **46,344** girls) were enrolled in *public* junior secondary schools during the 2012/2013 school year. This represents a significant decrease from 113,566 (**63,045** boys and **50,521** girls) and 226,425 (**125,950** boys and **100,475** girls) respectively in 2011 and 2010. Public junior secondary education enrolment decreased by 12,630 children (or 13%) from 2011 to 2012. 46% of total junior secondary schools enrolment in 2012 are girls.



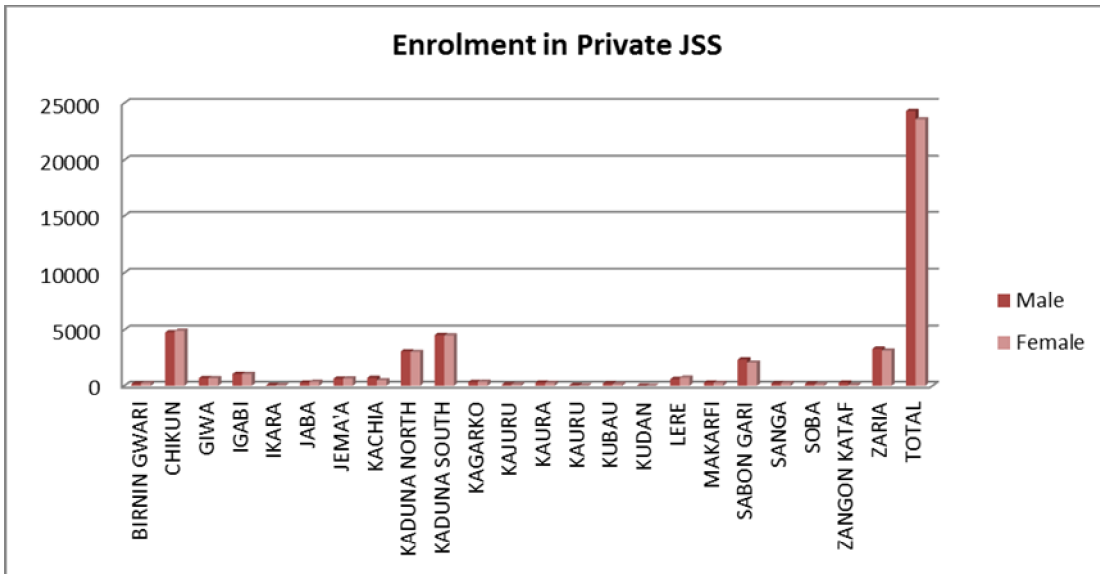
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Source: 2012/2013 ASC Reports

80. There are **47,858** students (**24,299** boys and **23,559** girls) enrolled in *private* junior secondary, which represents a marginal increase by 2,258 students (5%) from a total enrolment of 45,603 (22,830 boys and 22,773 girls) in 2011. The private sector accounts for 32% of the total enrolment in junior secondary schools.

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



Source: 2012/2013 ASC Reports

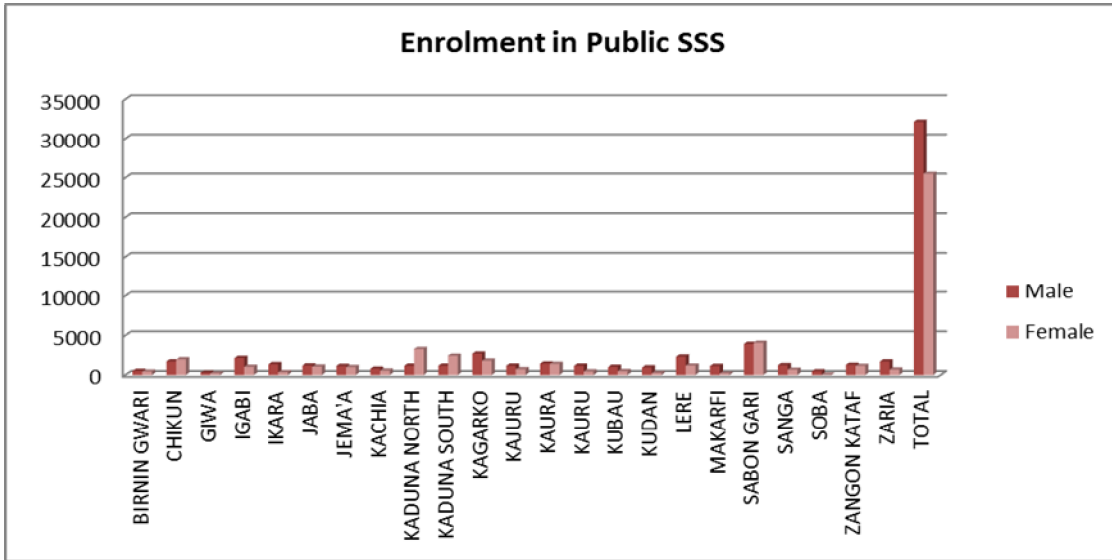
**d. Senior secondary education**

81. There are 57,633 students (32,147 boys and 25,486 girls) enrolled in *public* senior secondary schools during the 2012/2013 school year. This represents a significant decrease in enrolment by

126,395 students (**77,252** boys and **49,143** girls) in 2011. senior secondary schools in 2012 are girls.

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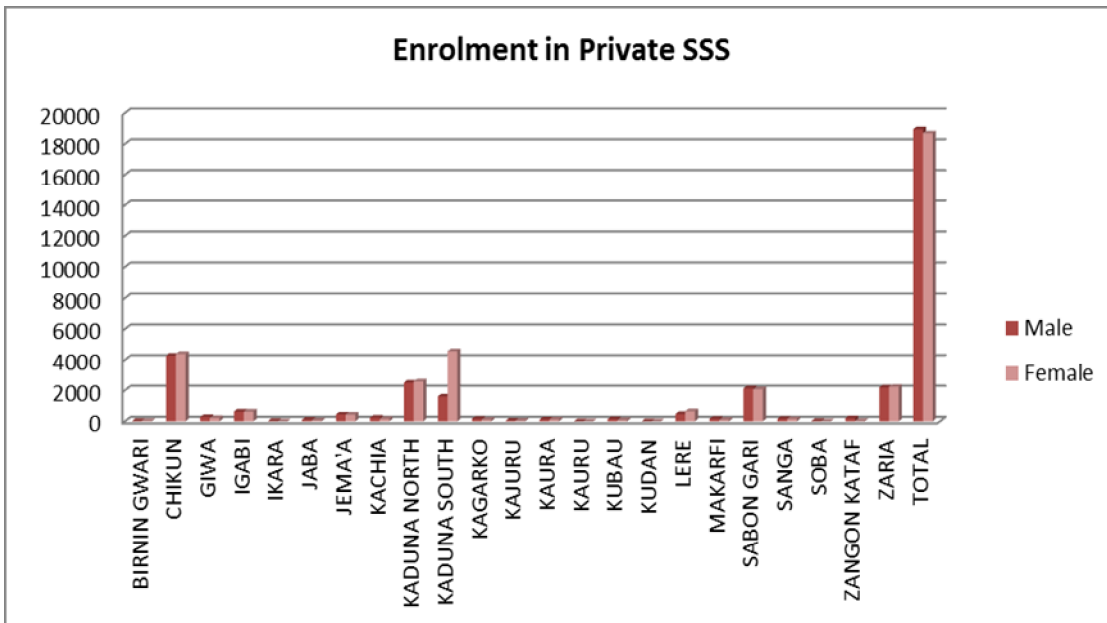
**Enrolment in Public Senior Secondary Schools by Gender and LGEA**



Source: 2012/2013 ASC Reports

82. There are **37,637 students (18,949 boys and 18,688 girls)** enrolled in *private* senior secondary schools. This represents a marginal increase by 340 students compared to a total enrolment of 37,297 students in 2011, and increased by 1,263 students from 2010. The **private sector accounts for 39.5%** of the total enrolment in senior secondary education.

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

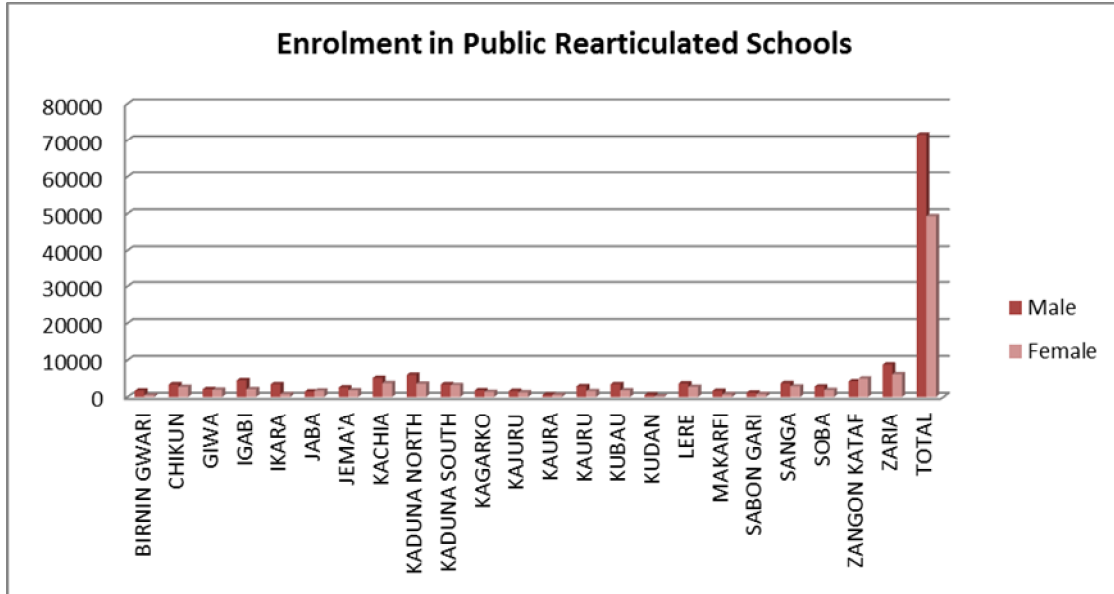


Source: 2012/2013 ASC Reports

boys and 49,253 girls) enrolled in *public* rearticulated schools (70,577 boys and 44,854 girls) in 2011, representing an

increase of 5,151 students (5%).

**Chart 5.9: Enrolment in Public Rearticulated Schools by Gender and LGEA**



Source: 2012/2013 ASC Reports

84. The net enrolment rate is 93% at the primary level, 29% at the junior secondary level and 21% at senior secondary level. These rates show considerable differences between LGAs, as shown in Table 5.2

**Table 5.1: Gross and Net enrolment rate in Kaduna State, 2010-2012 (%)**

LEVEL	Gross enrolment 2010		Gross enrolment 2011		Gross enrolment 2012	
	Male	Female	Male	Female	Male	Female
Primary	82.8	77	81.97	76.08	90.48	84.50
JSS	12	09	16	20	45	38
SSS	10	07	13	16	35	28

LEVEL	Net enrolment 2010		Net enrolment 2011		Net enrolment 2012	
	Male	Female	Male	Female	Male	Female
Primary	25	22	72	63	100	87
JSS	09	07	16	13	32	26
SSS	07	05	11	09	24	19

Source: 2010/2011, 2011/2012 & 2012/2013 ASC Reports

				Junior secondary			Senior secondary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	114	76	95	16	12	14	10	4	7
Chikun	87	86	86	44	43	44	34	34	34
Giwa	91	62	77	21	14	17	10	8	9
Igabi	96	71	83	37	21	29	19	11	15
Ikara	147	100	123	26	10	18	24	6	15
Jaba	125	125	125	22	25	24	27	25	26
Jema'a	68	70	69	19	17	18	18	16	17
Kachia	123	114	118	33	25	29	23	16	19
Kaduna North	70	72	71	39	46	43	32	39	36
Kaduna South	54	59	57	44	54	49	28	41	34
Kagarko	70	70	70	34	27	31	28	21	24
Kajuru	194	177	185	46	39	42	37	24	31
Kaura	92	94	93	14	14	14	14	15	15
Kauru	134	118	126	44	32	38	20	11	16
Kubau	100	80	89	23	14	18	18	9	13
Kudan	154	103	128	14	8	11	10	2	6
Lere	120	105	112	38	27	32	20	13	16
Makarfi	132	87	109	33	15	24	30	8	19
Sabon Gari	92	85	88	46	38	42	40	43	41
Sanga	136	133	135	44	36	40	42	27	34
Soba	94	59	77	15	7	11	14	2	8
Zango Kataf	87	84	86	25	22	23	18	19	18
Zaria	103	99	101	46	35	40	34	19	26
<b>Grand Total</b>	<b>100</b>	<b>87</b>	<b>93</b>	<b>32</b>	<b>26</b>	<b>29</b>	<b>24</b>	<b>19</b>	<b>21</b>

Source: 2012/2013 ASC Reports

## Access and equity

85. **Intake rate:** The gross intake rate, which is the total number of new entrants into first grade of primary education, regardless of age, as a percentage of the population of the official primary school-entrance age (i.e. 6 years) is 23.8% for boys and 20.5% for girls compared to 96% and 85% in 2010/2011, 98% and 78% respectively in 2009/10. This shows a decrease of 72.2% in boys' intake rate and of 64.5% in girls' intake rate.

Gender parity index slightly increased to 0.9 from 0.86 in 2011 to 0.84 in 2012. At the primary level, the gender parity index decreased from 0.78 in 2010 to 0.73 in 2011. At the junior secondary level, the gender parity index was 0.81 in 2012 from 0.68 in 2011 and 0.69 in 2010.

87. In primary education, the gender parity index is below 0.9 in 8 out of 23 LGAs, This is a slight improvement on 2011 when the gender parity was less than 0.9 in 11 LGAs. In junior secondary education, the gender parity index score is below 0.9 in 15 LGAs compared to 14 LGAs in 2011.

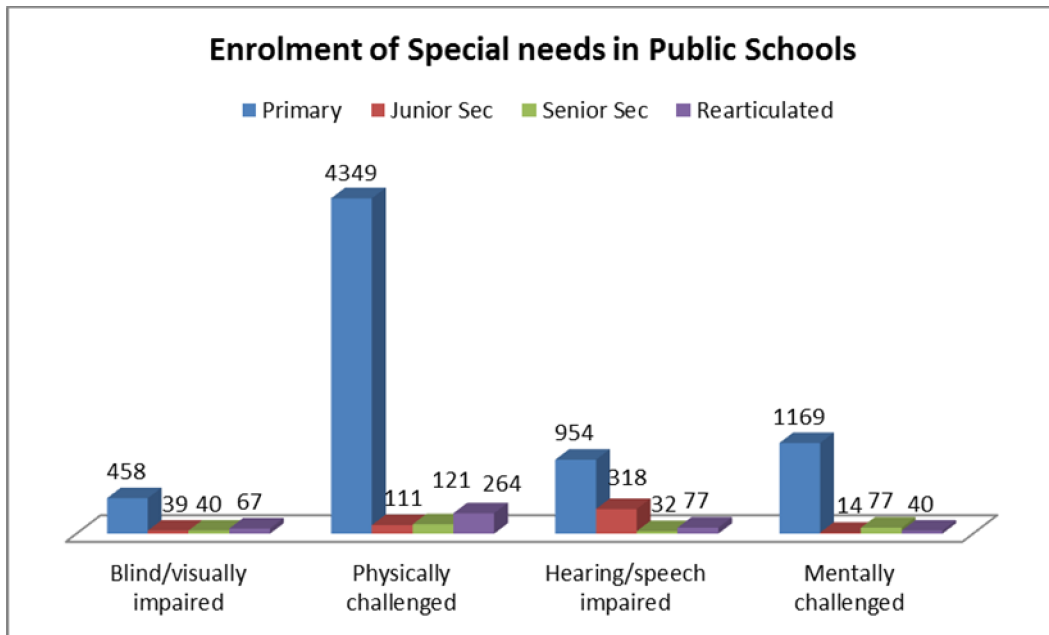
**Table 5.3 Gender parity index at Public Schools by LGEA 2010 - 2012**

GPI LGEA	Primary			JSS			SS		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
Birnin Gwari	0.62	0.57	0.7	0.40	0.30	0.6	0.41	0.95	0.4
Chikun	0.99	0.99	1.0	0.96	1.07	0.9	0.86	1.04	1.0
Giwa	0.70	0.71	0.7	0.59	0.38	0.6	0.80	0.42	0.9
Igabi	0.68	0.72	0.7	0.50	0.61	0.5	0.41	0.45	0.4
Ikara	0.72	0.69	0.7	0.43	0.50	0.4	0.10	0.22	0.2
Jaba	1.19	1.00	1.0	1.10	1.02	1.0	0.93	0.80	1.1
Jema'a	0.93	0.97	1.0	0.85	0.94	0.8	1.05	0.74	0.8
Kachia	0.89	0.89	0.9	0.78	0.92	0.8	0.66	0.73	0.7
Kaduna North	1.08	1.03	1.0	1.64	1.74	1.1	1.35	1.95	1.3
Kaduna South	1.01	0.99	1.0	0.58	1.10	1.3	1.48	1.85	1.8
Kagarko	0.94	0.95	0.9	0.78	0.76	0.7	0.60	0.71	0.7
Kajuru	0.98	0.99	0.9	0.77	0.80	0.9	0.42	0.53	0.6
Kaura	1.02	1.01	1.0	0.89	0.97	0.9	0.65	0.75	1.0
Kauru	0.87	0.86	0.9	0.62	0.54	0.7	0.33	0.55	0.4
Kubau	0.79	0.74	0.8	0.50	0.58	0.6	0.49	0.54	0.5
Kudan	0.72	0.67	0.7	0.40	0.40	0.6	0.13	0.22	0.2
Lere	0.82	0.85	0.9	0.55	0.68	0.7	0.47	0.13	0.5
Makarfi	0.65	0.71	0.7	0.26	0.27	0.4	0.28	0.38	0.2
Sabon Gari	0.96	0.98	0.9	0.92	1.19	1.0	0.81	0.86	1.0
Sanga	0.96	0.95	0.9	0.81	0.92	0.8	0.85	0.81	0.7
Soba	0.65	0.63	0.7	0.38	0.27	0.5	0.58	0.25	0.6
Zangon Kataf	0.91	0.98	1.0	1.02	0.86	0.9	0.99	0.79	1.1
Zaria	0.87	0.96	0.9	0.64	0.72	0.8	0.55	0.72	0.6
<b>Average</b>	<b>0.86</b>	<b>0.84</b>	<b>0.9</b>	<b>0.73</b>	<b>0.81</b>	<b>0.8</b>	<b>0.68</b>	<b>0.64</b>	<b>0.7</b>

Source: 2010/11, 2011/12 & 2012/2013 ASC Reports

182 children at the junior secondary level, 195 children at senior secondary and 448 children in rearticulated secondary schools have at least one form of disability. Disability at the basic education is not categorised.

**Chart 5.10: Enrolment of Special needs children in public schools**



Source: 2012/2013 ASC Reports Notes\* Totals may include same student more than once if student has multiple disabilities

### Internal efficiency

89. **The survival rate** refers to the percentage of a cohort enrolled in primary 1 in a given school year expected to reach the completion year. (Class 6 for primary education), which is 102.9% to primary 6 but only 53.2% to JSS3.
90. **The transition rate** refers to the number of pupils admitted to JSS1 in 2012/13 expressed as a percentage of the number of pupils enrolled in the PRY 6 in 2011/12 excluding the JSS1 repeaters, which is 25%. The transition rate for girls was 2% lower than that of boys.
91. The primary education gross **completion rate**, refers to the total number of pupils completing PRY 6, regardless of age, expressed as a percentage of the population of 11 year olds (official primary graduation age). This cannot be calculated in the absence of data on primary education graduates. However, if we use enrolment in PRY 6 as a proxy, then the primary education gross completion rate was 13.8% for boys in 2011/2012 compared to 61% in 2010/2011 and 74% in 2009/2010. It was 11.7% for girls in 2011/2012 compared to 52% in 2010/2011 and 60% in 2009/10. Using the same definition, the junior secondary education gross completion rate was



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011/2012 compared to 40% and 30% in 2010/11, 46% and

ed from 7% in 2010/2011 to 4% in 2011/12 at the primary level (falling progressively from 5.0% at PRY 1 to 2.1% at PRY 6) and 1.7% at the junior secondary level from 6% in 2010/2011. Repetition rate for JS 1 fell from 4% in 2010/111 to 1.7% at junior secondary level and also decreased from 6.7% to 2.4% at senior secondary level.

ment to improve the standard of education, the following challenges, most of which were identified in the 2012-2014 MTSS as well as the previous editions.

- expanding access in terms of equitable coverage and improvement across the LGAs of the state on school enrolment, retention, transition and completion rates;
- improving schools environment and conditions for effective teaching and learning;
- addressing the Almajiri syndrome and its social vices;
- achieving gender parity in education - bridging the gap between boys and girls in school enrolment, retention and completion.

94. The MTSS document also remarked, as stated in the previous version, that targets will not be attained as long as:

- policy environment is characterised by weak policy development process, existence of conflicting policies, frequent policy changes, ineffectual policies and poor policy implementation;
- accountability mechanisms are not in place to optimise the utilisation of funds;
- Weak governance framework resulting in duplication of roles and responsibilities, lack of coordination and collaboration within the sector

95. This document reports the progress made in addressing the challenges mentioned above. For example:

- Enrolments have improved substantially in public primary and rearticulated schools by 10% and 5% respectively. In junior and senior secondary schools, the enrolment as decreased by 13% and 54% respectively.
- The gap in the gender parity index is beginning to close visibly, both at primary and secondary levels.
- improving teacher quality and performance which has led to increased enrolment and completion rates, increased literacy rate and increased number of primary school with qualified teachers.
- quality assurance board has been established to ensure compliance to set standards in education provision for quality learning outcomes that can be found in the QA data base;
- expanding and strengthening community and private sector participation in school governance and increased capacity to produce school development plans;
- The child centred approach to learning has had impact. Repetition rate is now at 3.68% in primary schools, 1.7% in junior secondary and 2.4% in senior secondary schools.



school class rooms have adequate sitting arrangement, and major repairs. A good number of classes are still held outside; and calls for additional infrastructure.

- Urban LGAs have higher percentage of schools with potable water in primary; also 70% of primary schools have no functional toilet which can lead to outbreak of epidemic and children going home during school hours and not return.
- 645 schools/communities with functional SBMCs, out of which 165 have received grants and executed minor projects based on their SDP. Schools with SDP have evidence of improved school governance, facilities and learning compared to those without SDP.
- 192 IQTE cluster centres, 35 integrated qu'ranic schools and 1 almajiri boarding primary school are operational and 1 almajiri boarding primary schools have been completed but not operational.
- monitoring and evaluation units are functional in SUBEB and MoE to ensure accountability and responsiveness through quarterly monitoring reports for improved sector performance and trainings in MoE and of LGEAs M & E desk officers;
- functional review and restructuring is now operationalized with strategic framework that clarify departmental mandates. Staff are now conversant with roles and responsibilities;
- the use of MTSS and DWPs for proper management and optimal use of available resources to improve service delivery. Departmental work plans are gradually becoming the tool for budget releases;
- reliable and credible data for effective planning and management are available as a result of the conduct of annual school census on schedule;
- 185 staff were sponsored to attend training, workshops and in-service on relevant areas to improve academic performance in the Polytechnic.
- Female intake into basic literacy programme has improved. In 2010, the female intake was 7,047 in 2011 it was 8,034 and 8,628 in 2012.
- There has been a steady increase on literacy rate over time. The literacy rate in Kaduna State is 67% this is 4.5% above the target set

96. In 2012, the following surveys were carried out on some key targets.

- Composite survey to measure learning outcome.
- Head teacher survey to measure Head teachers' administrative competence
- Household survey to identify out-of school children.

The results of all the surveys have been released except the house-hold survey.

97. The following recommendations were used as a focus in the preparation of the 2013-15 MTSS.

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

### Senior Secondary, Technical and Vocational Education

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

### Higher Education

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

### Adult and Non-formal Education

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

### Policy, Planning and Resource Management

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

## Evaluation

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

### Comparative table of education indicators for each EPSSim scenario

Indicator value for year 2011/2012 for each scenario

**Table A1.1 - Access and Equity & Efficiency Indicators**

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

		209.7	194.1	178.4
		112.1	98.8	85.5
Public	28.7	31.7	32.8	33.9
Private	35,379.0	3,510.4	1,625.2	752.4
Junior Secondary				
Public	46.0	41.0	39.4	37.9
Private	59.6	44.3	40.1	36.3
Senior Secondary				
Public	43.3	38.8	37.5	36.2
Private	63.3	49.5	45.6	42.1
Pupil/classroom ratios				
Pre-primary				
Public	212.9	228.8	227.5	222.9
Private	222.9	157.9	137.3	117.2
Primary				
Public	118.0	105.6	101.8	98.1
Private	19.4	19.6	19.9	20.2
Junior Secondary				
Public	84.1	71.3	67.5	63.8
Private	98.1	68.5	60.7	53.8
Senior Secondary				
Public	92.3	70.8	65.0	59.7
Private	88.9	68.6	62.9	57.6

**Table A1.2 - Resource Utilisation**

	BASELINE			
BUDGET AND EXPENDITURE (N.00)	2011	2014	2015	2016
	2012	2015	2016	2017
<b>Pre-primary education (public)</b>	786,455	1,214,088	1,405,508	1,631,973
Recurrent costs	786,455	1,214,088	1,405,508	1,631,973
Construction & other investments	0	0	0	0
Unit cost	3	4	4	4
Salaries as % of recurrent total	62%	67%	68%	70%
Recurrent as % of total	100%	100%	100%	100%
<b>Primary education (public)</b>	21,794,310	26,947,905	27,553,708	28,326,494
Recurrent costs	20,267,425	24,162,321	24,667,120	25,202,362
Construction & other investments	1,526,885	2,785,584	2,886,588	3,124,133
Unit cost	20	23	22	22
Salaries as % of recurrent total	90%	77%	77%	76%
Recurrent as % of total	93%	90%	90%	89%
<b>Junior Secondary (public)</b>	6,499,381	6,961,018	7,925,406	9,012,100
Recurrent costs	5,085,157	5,120,692	5,801,439	6,541,600
Construction & other investments	1,414,224	1,840,326	2,123,967	2,470,500
Unit cost	37	35	36	37
Salaries as % of recurrent total	73%	82%	82%	82%

		74%	73%	73%
	3	4,247,507	4,791,065	5,730,260
	5	3,596,009	3,678,362	4,029,339
		651,497	1,112,703	1,700,921
Unit cost	31	35	39	44
Salaries as % of recurrent total	65%	75%	75%	76%
Recurrent as % of total	94%	85%	77%	70%
<b>Higher Education (public)</b>	9,267,026	11,079,729	11,874,962	12,856,120
Recurrent costs	8,721,539	9,886,714	10,452,261	11,131,711
Constructions & other investments	545,487	1,193,015	1,422,700	1,724,409
Unit cost	625	524	488	452
Salaries as % of recurrent total	19%	18%	18%	18%
Recurrent as % of total	94%	89%	88%	87%
<b>Literacy programmes</b>	94,511	157,759	163,662	188,479
Recurrent costs	94,511	157,759	163,662	188,479
Construction & other investments	0	0	0	0
Unit cost	9	7	7	7
Teacher salaries as % of recurrent total	61%	64%	65%	60%
Recurrent as % of total	100%	100%	100%	100%
<b>Total costs</b>	46,660,459	54,699,162	57,993,827	62,289,215
<b>Recurrent costs</b>	42,314,198	47,439,145	49,533,307	52,211,027
<b>Capital costs</b>	4,346,262	7,260,018	8,460,520	10,078,187
<b>Percentage distribution of cost estimates for education by level</b>				
Early childhood care	0.0%	0.0%	0.0%	0.0%
Pre-primary education	1.7%	2.2%	2.4%	2.6%
Primary education (public)	46.7%	49.3%	47.5%	45.5%
Nomadic education	1.3%	0.6%	0.6%	0.5%
Junior Secondary education (public)	13.9%	12.7%	13.7%	14.5%
Senior Secondary education (public)	9.0%	7.8%	8.3%	9.2%
Science, technical and commercial education	1.6%	1.4%	1.5%	1.7%
Higher education (public)	19.9%	20.3%	20.5%	20.6%
Mass Literacy	0.2%	0.3%	0.3%	0.3%
Other non formal programmes	0.0%	0.0%	0.0%	0.0%
Continuing education	0.0%	0.0%	0.0%	0.0%
Cross-cutting expenditures	5.7%	5.4%	5.3%	5.1%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%

	ESP	Source	Baseline (2012)	Target (2012)
	✓			
Gender parity index: PRY+JSS	✓			
Pupil-classroom ratio (public): PRY+JSS	✓			
Pupil-qualified teacher ratio (public): PRY	X	ASC	75	...
Pupil-qualified teacher ratio (public): JSS	X	ASC	34	...
Learning achievement scores	X	2010 MLA	...	...
Completion rate: PRY+JSS	X	ASC	39	49
Transition rate: PRY → JSS	X	ASC	46	75
<b>Secondary education</b>				
Gross enrolment rate: SSS	✓			
Gross enrolment rate: TVE	X	STSMB	...	...
Gender parity index: SSS	✓			
Gender parity index: TVE	X	STSMB	...	...
Pupil-classroom ratio: SSS	✓			
Pupil-classroom ratio: TVE	X	STSMB	...	...
Pupil-qualified teacher ratio: SSS	X	ASC	25	...
Pupil-qualified teacher ratio: TVE	X	STSMB	...	...
Learning achievement scores	X	No source	...	...
Public examination scores	X	WAEC/NECO	...	...
Completion rate: SSS	X	ASC	26	...
Transition rate: JSS → SSS	X	ASC	53	...
<b>Adult and non-formal education</b>				
Literacy rate	✓			
Public examination scores	X	No source	...	...
Completion rate	X	No source	...	...
<b>Higher education</b>				
Approved carrying capacity	X	MOE	...	...
Graduation rates	X	MOE	...	...
Percentage of 1st/2nd class degrees awarded	X	MOE	...	...
<b>Policy, planning and resource management</b>				
Staff trained on planning, administration and financial management (%)	No	No source	...	...
MDA departments, divisions and units that use annual and quarterly plans derived from MTSS (%)	No	No source	...	...
Percentage and timeliness of budget releases and utilization	No	No source	...	...
Percentage of MTSS targets achieved	No	No source	...	...
Complaints on recruitment, promotion, discipline, and retirement	No	No source	...	...

98. Action needs to be taken to ensure that information is collected on the following indicators:

- The reporting process for indicators from the STSMB, the SMOE (regarding tertiary education institutions) and the AML need to be streamlined.
- The source and the method of reporting on policy, planning and resource management indicators need to be clarified.

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		Targets	KPI	Data Source	Time Line	
Free and compulsory quality basic education provided to all children and young person's irrespective of gender, faith, social background and special needs	good quality in public schools.	Intake into public pre-primary schools Increased by 5%. (4,000 new intakes)	% increase in pre-Primary school Enrolment Rate	Annual School Census	Annually	
		Reduce Pupil Classroom Ratio to 30:1	% decrease in PCR	Annual School Census	Annually	
		Reduce Pupil-toilet Ratio to 40:1	% decrease in PToiletR	Annual School Census	Annually	
		Provide 50% of Pre Primary schools with portable water	Number of Pre-Primary schools with portable water	Annual School Census	Annually	
		25% care-givers Trained	Number of care givers trained			
	2. Provide free and compulsory education of good quality in public Primary Schools		PE Gender Parity Index increased to 0.9000 from 0.8489	% increase in GPI	Annual School Census	Annually
			134 SSOs demonstrate ability to support Head teachers and teachers effectively	Numbers of SSOs trained to support Head Teachers and teachers	AESPR	Annually
			55 DSOs demonstrate ability to support Head Teachers and teachers effectively	Numbers of DSOs trained to support Head Teachers and teachers	AESPR	Annually
			4092 class teachers demonstrate ability to deliver competent lessons in literacy and numeracy	Number of class teachers trained in literacy and numeracy	AESPR	Annually
			Provide 50% of pupils with adequate learning support and quality teaching.	Pupil/Quality Teacher Ratio	Annual School Census	Annually
50% increase in learning achievements			% of pupils who score 50% and above in MLA test	MLA report	Annually	
				Community and Private sector participation in public education provision and quality improvement increased by 30%	Number of functional SBMCs in primary schools	Annual School Census
		Number of CSOs trained in supporting SBMCs		AESPR	Annually	
	Decrease Pupil-Classroom Ratio to 35:1	% decrease in PCR in primary schools		ASC	Annually	
	Decrease Pupil:Textbook ratio in core subjects to 1:1	PTextbookR in primary schools		ASC	Annually	
	Decrease Pupil:Toilet	PToiletR in		ASC	Annually	



		ratio to 40:1	primary schools		
		Provide 50% of schools with portable water.	Number of Primary schools with portable water	ASC	Annually
		Decrease Pupil:Teacher Ratio to 40:1	PTR in primary schools	ASC	Annually
		Decrease pupil-furniture ratio to 1:1	PFR	ASC	Annually
	3. Provide free and compulsory education of good quality in Public Junior Secondary Schools.	Increase transition rate from PS to JS from 70% to 75%	%Increase in transition rate from PS to JS	Annual School Census	Annually
		Decrease Pupil-Classroom Ratio to 50:1	% decrease in PCR in JSS	ASC	Annually
		Decrease Pupil:Textbook ratio in core subjects to 1:1	PTextbookR in JSS	ASC	Annually
		Decrease Pupil:Toilet Ratio to 40:1	PToiletR in JSS	ASC	Annually
		Provide 50% of schools with portable water.	Number of JS schools with portable water	ASC	Annually
		Decrease Pupil:Teacher Ratio to 1:40	PTR in JSS	ASC	Annually
			Decrease pupil-furniture ratio to 1:1	PFR	ASC
	4. Expand and improve educational opportunities for children with special needs	Maintain PTR at 1:40	Pupil Teacher Ratio	Annual School Census	Annually
		Decrease Pupil-Classroom Ratio to 50:1	% decrease in PCR in special schools	ASC	Annually
		Decrease Pupil:Textbook ratio in core subjects to 1:1	PTextbookR in special schools	ASC	Annually
		Decrease Pupil:Toilet Ratio to 40:1	PToiletR in special schools	ASC	Annually
		Provide 50% of schools with portable water.	Number of special schools with portable water	ASC	Annually
		Decrease pupil-furniture ratio to 1:1	PFR	ASC	Annually
	5. Provide Basic Education to learners in Qur'anic Schools	35 Qur'anic Schs. supported to teach 4 core subjects	Number of Qur'anic schools that teach 4 core subjects	IQTE report	Quarterly
		At least 50% in-school youths have basic knowledge and access to quality HIV/AIDS services	% of schools that teach Family Health Education	SSO reports/QA reports	Annually

		Measure performance, monitor, assess against set goals and report	Number of MDAs preparing Departmental work Plans /Quarterly monitoring reports table	Quarterly monitoring reports/AESPR	Quarterly/Annually
<b>Goal 2: Senior secondary, including science, technical and vocational education:</b> To provide quality senior secondary, science, technical and vocational education (STVE)	1. Expand and make secondary education more efficient and appropriate to higher education, employment needs and self-reliance irrespective of gender	57 public SSS and Technical Schs. upgraded to attain specified minimum quality standard	Number of Technical schools that attain minimal standard	QA reports	Annually
		30% increase in girls' enrolment in STVE institutions achieved	Increase in number of girls enrolled in STVE	Annual School Census	Annually
	2. Provide quality senior secondary, science, technical and vocational education (STVE)	Adequate Instructional materials in 60 schools	% of SSTVE school children with 4 core text books	Annual School Census	Annually
		Number of secondary/technical school graduates qualified for admission into higher institutions increased by 40%	% increase in number of SSTVE graduates admitted into the university	SSTVE schools	Annually
		30% increase in girls' enrolment in STVE institutions achieved.			
		Learning conditions in existing SS and STVE institutions improved	% increase in PTR, PCR, PToiletR/Pupil - textbook Ratio	SS and STVE schools	Annually
<b>Goal 3: Higher Education:</b> Improved quality, affordable, efficient Higher Education that will be sustainable to individual and global development needs by % by 2013	1. Improve governance and stewardship role on educational support programmes	20% graduates of higher institutions possess life skills towards self-reliance by 2014	% of graduates in self employment	Employment Centre	Annually
		Enhance the carrying capacity of State tertiary educational system by 10%	% increase in College enrolment	Tertiary institutions	Annually
		Enhance the scope of Kaduna State Library Board by 10%	% increase in quality books in the libraries	Kaduna State Library	
		Improve academic performance of academia in higher education by 10%	% graduates with distinction	Kaduna tertiary institutions	Annually
<b>Goal 4: Adult and Mass Literacy:</b> Expand access and provide functional adult	Expand and improve adult literacy irrespective of gender	Improve the literacy rate from 48.5% to 62.5%	% adult population that can read and write	Agency for Mass Literacy	Annually

		Increase Nos. of continuing education learners by 15 % for males and by 20% for females	% male and female adult population that are literate	Agency for Mass Literacy	Annually
<b>Goal 5. Improved Management of education service delivery:</b>	1. Efficiency in governance, planning and management for quality education provision.	682 head teachers manage their schools effectively	Number of Head Teachers trained in school improvement	AESPR	Annually
		700 public Schools have functional SBMCs and implement standard School Development. Plans	*Number of functional SBMCs. *Number of schools implementing school development plans	SSO reports/ QA reports	Annually
		Departments and Units of the MoE and its parastatals meet 80% facilities and office equipment requirements	Number of offices with adequate office facilities and equipment	Audit report	Annually
		Review the legal framework to clarify mandates and functions of the Ministry, SUBEB, LGEAs and other education Departments and Agencies	Number of MDAs with mandates and functions clarified	Legal framework report	Once
		Annual budgets and Implementation Plans developed from MTSS and in use in all education MDAs	Number of MDAs preparing and using MTSS	MDAs	Annually
		All Private Schools. in the State registered and regulated	Number of Private schools registered	PSB	
	2. Ensure effective communication and information dissemination of government activities including HIV/AIDS and other related diseases to all school communities	At least 50% in-school youths have basic knowledge and access to quality HIV/AIDS services	Number of schools where HIV clubs have been established	SSO and QA reports	Annually
	3. Enhance sector financial system and process to ensure prompt release of budgetary allocation to the education sector	Capacity building programmes in Financial Management (FM) and Public Expenditure Tracking (PET) developed and operational	Number of officers trained in budget tracking	Workshop attendance/ Certificate of attendance	Annually

established and sustained		establish QA board with legal backing passage of QA bill	QA Board in place and QA bill operational	QA bill	Once
		ensure timely availability of complete and accurate data for evidence - based policy making including M & E purposes	Annual School Census Report and Annual Education Sector Performance Report produced	MDAs	Annually
		Staff have capacity and use SEMIS data for educ. planning and management	Number of staff trained in data entry and data analysis	AESPR	
	Ensure the use of quality assurance instruments in the evaluation of schools	Inspect and Report on 700 Schs. using the new Quality Assurance approach	Number of schools inspected using the new QA instrument	QA report	Quarterly
	Sector Performance Monitored, assessed against set targets; and Reported on	*Number of MDAs that prepare DWPs *Number of MDAs that submit Quarterly reports * AESPR produced	MDAs	Quarterly/Annually	

by LGA has been estimated using:

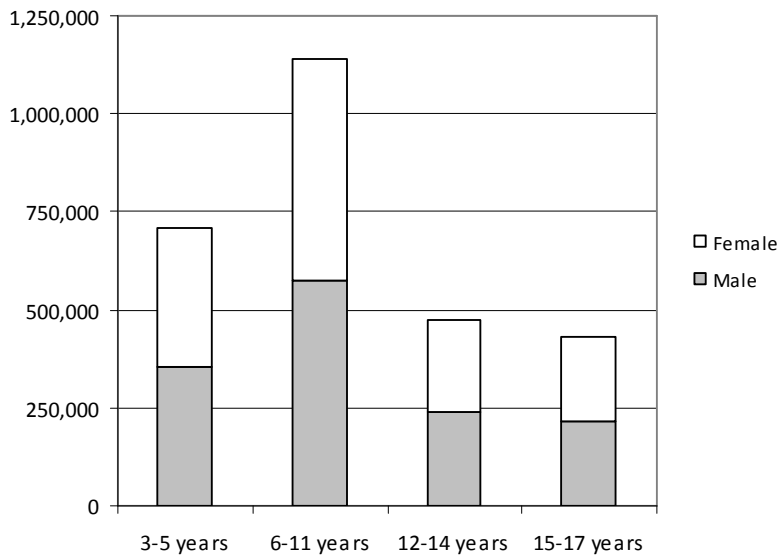
- the 2006 National Population and Housing Census figures:
  - by LGA
  - by age group, as they appeared in the publication Priority Tables (Vol. 1)
- the United Nations population growth rate for Nigeria

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

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

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

**Figure A2.1 Kaduna State population by age group**



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	Total			Age group 12-14			Age group 15-17 years		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	25,135	25,356	50,481	10,560	10,524	21,082	9,502	9,664	19,162
Chikun	36,601	37,078	73,662	15,378	15,390	30,763	13,837	14,132	27,961
Giwa	28,247	29,071	57,295	11,868	12,066	23,927	10,678	11,080	21,748
Igabi	42,946	43,126	86,060	18,044	17,900	35,940	16,235	16,437	32,667
Ikara	18,972	19,842	38,792	7,971	8,236	16,200	7,172	7,562	14,725
Jaba	15,724	15,351	31,081	6,607	6,372	12,980	5,944	5,851	11,798
Jema'a	28,531	27,203	55,756	11,987	11,291	23,285	10,786	10,368	21,164
Kachia	24,415	24,453	48,863	10,258	10,150	20,406	9,230	9,320	18,547
Kaduna North	36,482	35,045	71,551	15,328	14,546	29,881	13,792	13,357	27,159
Kaduna South	41,226	39,230	80,491	17,321	16,283	33,615	15,585	14,952	30,553
Kagarko	24,964	23,200	48,197	10,489	9,629	20,128	9,437	8,842	18,295
Kajuru	10,912	11,275	22,177	4,585	4,680	9,262	4,125	4,297	8,418
Kaura	22,596	21,917	44,523	9,494	9,097	18,594	8,542	8,353	16,900
Kauru	16,922	17,092	34,007	7,110	7,094	14,202	6,397	6,514	12,909
Kubau	27,938	28,498	56,418	11,738	11,828	23,561	10,562	10,861	21,415
Kudan	13,897	13,909	27,803	5,839	5,773	11,611	5,253	5,301	10,553
Lere	32,786	33,479	66,243	13,775	13,896	27,664	12,394	12,760	25,145
Makarfi	14,611	14,649	29,257	6,139	6,080	12,218	5,524	5,583	11,105
Sabon Gari	29,184	28,184	57,384	12,262	11,698	23,964	11,033	10,742	21,782
Sanga	14,941	14,933	29,872	6,277	6,198	12,475	5,648	5,692	11,339
Soba	29,106	29,573	58,664	12,229	12,275	24,499	11,003	11,271	22,268
Zangon Kataf	31,464	31,834	63,284	13,220	13,213	26,429	11,895	12,133	24,022
Zaria	41,926	39,688	81,653	17,615	16,473	34,100	15,850	15,126	30,994
<b>Total</b>	<b>609,527</b>	<b>603,985</b>	<b>1,213,512</b>	<b>256,091</b>	<b>250,693</b>	<b>506,784</b>	<b>230,426</b>	<b>230,201</b>	<b>460,627</b>

...ating the criteria for 'good quality' from the schools summary sheet

Name of LGEA:	<i>Kachia</i>	Completed by	<i>Herbert S. Chindo</i>		
Name of ES:	<i>Paulina E. Tella</i>	Position	<i>SSSO SI</i>		
Name of State:	<i>Kaduna</i>	Date report completed	<i>18/04/2013</i>		
Total number of teachers in LGEA:	<i>425</i>	Total number of schools in LGEA	<i>46</i>		
Number of Schools where more than half the teachers were observed:	<i>35</i>	How many years SIP training have the schools covered by this report had?	up to 1	1 to 2	more than 2 v
<b>1. Teachers delivering a competent lesson</b>					
1.1.1 Number of teachers observed using praise throughout the lesson					184
1.1.2 Number of teachers observed using more than one teaching aid					186
1.1.3 Number of teachers observed organising the learners in different ways					157
1.1.4 Number of teachers who know what pupils should be achieving by the end of the lesson					219
1.1.5 Number of teachers who know what pupils should be achieving by the end of the year					216
<b>Standard 1: Number of teachers delivering a competent lesson</b>					184
<i>Comments</i>					
<b>2. Professional leadership</b>					
<b>2.1 Lesson observation</b>					
2.1.1 Number of Head teachers who carried out ten or more lesson observations and gave feedback this term					20
<b>2.2 Professional development meetings</b>					
2.2.1 Number of Head teachers who held more than one professional development meetings this term					34
<b>2.3 Promotion of learning time</b>					
2.3.1 Number of schools that open on time					30
2.3.2 Number of Head teachers who have more than one strategy for promoting teacher attendance					34
2.3.3 Number of schools where more than half of the lessons begin and end on time					34
<b>Standard 2: Number of Head teachers operating effectively</b>					30
<i>Comments</i>					
<b>3. Better planning</b>					
<b>3.1 School Self-Evaluation</b>					
3.1.1 Number of schools where self-evaluation for the current SDP involved the SBMC					41
<b>3.2 School Development Planning</b>					
3.2.1 Number of School Development Plans written since the start of the school year					36
3.2.2 Number of schools where more than two current SDP activities are related to raising achievement					34
3.2.3 Number of schools where more than three activities on the current SDP have been completed					26
3.3.3 Number of schools where the cash book is up to date					33
<b>Standard 3: Number of schools using a School Development Plan</b>					33
<b>4. Meeting the needs of all pupils</b>					
4.1.1 Number of teachers who encourage all pupils to take part in lessons					183
4.1.2 Number of teachers using more than one method to assess learning					189
4.1.3 Number of current SDPs with more than one strategy for promoting pupil attendance					35
4.1.4 Number of Head teachers who have more than one strategy for promoting pupil attendance					39
<b>Standard 4: Number of schools meeting the needs of all pupils</b>					45

Name of State: Kaduna		Completed by Saratu Ahmed			
Total number of teachers: 53		Position SSO			
Number of Schools where more than half the teachers were observed: X		Date report completed 17/04/2013			
		Total number of schools in LGEA 6			
		How many years training have the schools in your cluster received as part of SIP?		up to 1	1 to 2
				more than 2	√
<b>1. Teachers delivering a competent lesson</b>					
1.1.1 Number of teachers observed using praise throughout the lesson					12
1.1.2 Number of teachers observed using more than one teaching aid					9
1.1.3 Number of teachers observed organising the learners in different ways					9
1.1.4 Number of teachers who know what pupils should be achieving by the end of the lesson					9
1.1.5 Number of teachers who know what pupils should be achieving by the end of the year					9
<b>Standard 1: Number of teachers delivering a competent lesson</b>					12
<i>Comments Out of 53 teachers we have 12 that are competent. There is improvement, but put more effort.</i>					
<b>2. Professional leadership</b>					
<b>2.1 Lesson observation</b>					
2.1.1 Number of Head teachers who carried out ten or more lesson observations and gave feedback this term					X
<b>2.2 Professional development meetings</b>					
2.2.1 Number of Head teachers who held more than one professional development meetings this term					5
<b>2.3 Promotion of learning time</b>					
2.3.1 Number of schools that open on time					2
2.3.2 Number of Head teachers who have more than one strategy for promoting teacher attendance					3
2.3.3 Number of schools where more than half of the lessons begin and end on time					X
<b>Standard 2: Number of Head teachers operating effectively</b>					4
<i>Comments We need seminars to become more competent teachers in our schools</i>					
<b>3. Better planning</b>					
<b>3.1 School Self-Evaluation</b>					
3.1.1 Number of schools where self-evaluation for the current SDP involved the SBMC					√
<b>3.2 School Development Planning</b>					
3.2.1 Number of School Development Plans written since the start of the school year					√
3.2.2 Number of schools where more than two current SDP activities are related to raising achievement					3
3.2.3 Number of schools where more than three activities on the current SDP have been completed					X
3.3.3 Number of schools where the cash book is up to date					5
<b>Standard 3: Number of schools using a School Development Plan</b>					5
<i>Comments We plead for SBMC assistance for better planning</i>					
<b>4. Meeting the needs of all pupils</b>					
4.1.1 Number of teachers who encourage all pupils to take part in lessons					12
4.1.2 Number of teachers using more than one method to assess learning					9
4.1.3 Number of current SDPs with more than one strategy for promoting pupil attendance					9
4.1.4 Number of Head teachers who have more than one strategy for promoting pupil attendance					5
<b>Standard 4: Number of schools meeting the needs of all pupils</b>					5
<i>Comments More ways are needed for raising pupils achievements</i>					



Dates of visit to schools 1. 3/1/2013      2. 25/2/2013      3.			School code			
Name of HT: <i>Sagiru Shuaibu</i>			How many training has this school received as part of SIP?			
Name of SSO: <i>Saratu Ahmed</i>			up to 1	1 to 2	more than 2	
Date report completed: <i>25/2/2013</i>			LGEA and State: <i>Makarfi, Kaduna</i>			
			Total number of teachers in school			11
			Number of teachers observed this term by the Head teacher			2

### 1. Teachers delivering a competent lesson

*The teacher should put more effort on the lesson and should give more praises*

*Complete each box on the final visit of each term*

1.1.1 Number of teachers observed using praise most of the time during lesson	2
1.1.2 Number of teachers observed using more than one teaching aid	2
1.1.3 Number of teachers observed organising the learners in different ways	1
1.1.4 Number of teachers who know what pupils should be achieving by the end of the lesson	1
1.1.5 Number of teachers who know what pupils should be achieving by the end of the year	1
<b>Standard 1: Number of teachers delivering a competent lesson</b>	2

### 2. Professional leadership

#### 2.1 Lesson observations

*The evidence on the form shows that the teacher involved the pupils in a lesson each and every pupil participated*

*Complete the box on the final visit of the term*

2.1.1 Number of lessons observed by the Head teacher this term	2
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#### 2.2 Professional development meetings

*The school discuss and agree on the need of using teaching aids by every teacher in his/her lesson*

*Complete the box on the final visit of the term*

2.2.1 Head teacher held more than one professional development meeting this term	
--	--

#### 2.3 Promotion of learning time

*The HT and teachers discussed and agreed on coming to school on time and start lessons on time. He uses staff attendance register, movement book etc.*

*Complete the box on the final visit of the term*

2.3.1 School has opened on time each visit this term	-
2.3.2 Head teachers has more than one strategy for promoting teacher attendance	-
2.3.3 More than half of the lessons begin and end on time	no
<b>Standard 2: Head teacher operating effectively</b>	

### School Report

h the SBMC involvement.

Complete the box on the final visit of the term

3.1.1 Self-evaluation for the current SDP involved the SBMC	√
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### 3.2 School Development Planning

The SDP discussed on how to source for teaching aids and to use them effectively, and to write child centred lesson plan.

Complete the box on the final visit of the term

3.2.1 School Development Plan written since the start of the school year	√
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3.2.2 More than two activities on the current SDP are related to raising achievement	√
--	---

3.2.3 More than three activities on the current SDP have been completed	X
---	---

3.2.4 Cash book is up to date	√
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<b>Standard 3: School is using a School Development Plan</b>	√
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### 4. Meeting the needs of all pupils

The school encourages teachers to involve more in using the teaching aids and better class organization

Complete the box on the final visit of the term

4.1.1 Number of teachers who encourage all pupils to take part in lessons	2
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4.1.2 Number of teachers using more than one method to assess learning	2
--	---

4.1.3 Current SDP has more than one activity related to improving access	2
--	---

4.1.4 Head teacher has more than one strategy for promoting pupil attendance	√
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<b>Standard 4: School meeting the needs of all pupils</b>	√
---	---

5. What two strengths have you identified with the Head Teacher?

*The use of teaching aids and promoting pupils attendance*

6. What one area for development will you and the Head Teacher focus on next term?

*Promoting learning time*



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## HAWKING” A CASE STUDY OF GIDAN

Gidan Nomau is a rural community located at the North – west of Kaduna state. It is an open community integrated with different tribal and cultural background whose activities are mostly farming and trading. In which most of the farm – crops are being harvested and sold by their children along the roadsides, schools and market areas.

Most of these children absent themselves from school due to selling of their farm products during school hours and market days, as a support to their parents. And also lack the awareness of the importance of basic education to them. It has been observed that 6 out of 10 children (60%) are hawkers. The SBMC of the community summoned for a meeting in which they identified the problems and mobilized some of the women groups who went from house to house sensitizing the people on the dangers of having drop-outs in the community which are teenage pregnancy, rape and like other members of the community, they may be exposed to contamination of HIV/AIDS or STDs. Suggesting that hawking can be done after school hours or weekends.

With the involvement of the traditional rulers and women groups in sensitizing the community members, the number of children hawking reduced drastically to 2 out of 10 children (20%) and a massive number of children now come to school early.

The SBMC also drafted a continuous monitoring exercise on these children and to report any child found hawking during school hours so that parents in the long run may not engage their children in it.

This has helped to enhance mutual understanding to every community members and towards active engagement. Therefore, with this, a disadvantaged community can achieve socio-economic empowerment and regain the lost knowledge.

**Source: SBMC Desk Officer**

## OF UNITY BUILT BY SBMC WOMENS IN KAJURU LOCAL GOVERNMENT AREA OF KADUNA STATE.

UBE Primary School Gurgu 1 was founded on 21<sup>st</sup> November, 2000. It was then headed by Mrs. Larai Katung with school enrolment of 78 pupils (42 boys and 36 girls). The school is located about 14km away from Rimau town which serves as District Education Office of Kajuru LGEA. The community benefits from the rural electricity project, but lack good road and poor access to good drinking water. The people in that community are peasant farmers who only cultivate enough to eat for the year while they wait for another farming season. The community has become the talk of the District due to the reconstruction of a bridge to create access for children to go school. The old bridge had only a wooden beam across the River Amashi and was built long ago (before the establishment of the school). The wooden beam did not provide access for children to cross it easily. As such, it made crossing difficult for the children, farmers and women. This difficulty resulted in creating a barrier for children from the other community from going to school which was on the other side of the river.

Now the new bridge was reconstructed by the SBMC Gurgu 1 on the 26<sup>th</sup> of May, 2012. This has further united the people living in both sides of the river that were otherwise separated by the lack of a solid bridge and has boosted school enrolment. The construction of the bridge was the initiative of the women committee headed by Mrs. Jummai Nuhu who organised for women in the area to meet with the community leaders. The leader remarked, ***“we went to the settlement to establish friendship with the Fulani women to draw their attention and question why their children were not in school”*** one of the Fulani woman commented that ***“years back when our children were to cross the river, one of our son, Daniel Tofa, drowned in the river. This resulted to the withdrawal of children from school; as such there was no social interaction, we found it difficult to take our farm produce to the market not to mention selling our milk. Pregnant women found it difficult to visit the nearby hospital for antenatal in the rainy season.”***

The new bridge constructed means; people can get back to work, children can have access to school, people can go to the market, and women can have access to healthcare centres.

The school Headmaster Mr. Dauda Turaki is happy with the initiative of the women’s committee as supported by the SBMC members he said, ***“I am glad because as a result of the bridge constructed, the school enrolment of UBE Gurgu 1 has increased from 4 Fulani children to 32 pupils from the formerly isolated community. Now I have total enrolment***



primary 1 community leader, Mallam Halidu Galadima and the  
that, ***“during the Sallah festival of 2012 all the Fulani  
ty to celebrate the Eid-el-fitr with their school friends”***,  
ded that ***“it has never happened until this year”***.

Mallam Kilibori one of the nomads and also a member of the SBMC commented that “now the women have united us, we will do our best in making sure that all our children interact with other native children so that in years to come we shall have a nation free from trouble”.

On visiting the school, the primary five and six children were found busy in the classroom where teaching and learning was on-going. A primary six pupil, Audu Yusuf 14 years old said, ***“Before the bridge was constructed we enter into the Amashi River to cross to school in the rainy season and we feel unhappy”***. But Sadiya Umaru 14 years old of class six said, ***“now we are happy and appreciate the effort of our mothers for this initiative to help us”***. Hauwa’u Umaru 12 of primary five says, ***“now I am happy because I can visit my friends, Cecilia Bagudu Rahab Haruna and Deborah Bala even after school hours”***.

Mrs. Rosika Dauda one of the active class teachers comment that, “I am filled with joy seeing children who were out of school, but are now enrolled back into school as a result of women’s effort to approaching issues as expected for the development of the community at large”. She said, “in the past most of the children from the nomadic settlements suffer a lot, but with the new bridge you can see that primary 1 pupils enrolment is even higher than children from the native area. Most of the Nomadic children are doing better than the other children academically. In fact we need more teachers to handle the increasing number of children in our school now”.

This initiative was as a result of cycle 9 SBMC training in our various communities in April 2012 about the importance of women committees as supported by ESSPIN to voice out ways to promote education initiatives in our schools.

**Narrated by**

**Obadiah D. Joshua**

**SMO/Access & Equity, LGEA Kajuru**