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2014 Annual Education Sector Performance Report

KWARA STATE

MINISTRY OF EDUCATION AND HUMAN CAPITAL DEVELOPMENT

2014 ANNUAL EDUCATION SECTOR PERFORMANCE REPORT

PRODUCED BY

MONITORING AND EVALUATION UNIT, PLANNING RESEARCH AND STATISTICS DEPARTMENT
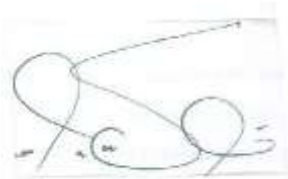
Preface

The State Ministry of Education started the production of the annual education sector performance report in 2009 with full support from Education Sector Support Programme in Nigeria (ESSPIN). The idea was to monitor education sector performance in the state so that informed decision can be made prior to preparation annual budget.

This further stimulates the commitment of Kwara State Government to the annual review of the 3years Medium Team Sector Strategy (MTSS) and also the strategic plan.

The year under review relies on the 2014/2015 Annual School Census data and also qualitative information from school and community level reports to demonstrate evidence of school improvement.

Furthermore, the this report captures the overall performance of the education sector from Early Childhood Care Development (ECCD) or pre-primary education to tertiary, including the technical and vocational education. The financial position is also show by the budget and expenditure reports from the sector MDAs and accountant General annual reports, 2014.

By and large, one is obliged to appreciate the contributions of the AESPR drafting team, and Education Management Information System (EMIS) Unit of the planning Research and statistics Departments across the MDAs in producing this report. My appreciation will not be complete without making reference to the technical and financial support from our development partners, DFID/ESSPIN in realization of reform programmes in the education sector. Thanks and stay blessed.

Alhaji Saka Onimago,
Honourable Commissioner,
State Ministry of Education and Human Capital Development

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Abbreviations

AME	Agency for Mass Education
AESPR	Annual Education Sector Performance Report
ASC	Annual School Census
BECE	Basic Education Certificate Examination
CGP	Civil Society Government Partnership
COED	College of Education
CSO	Civil Society Organisation
CWIQ	Core Welfare Indicator Questionnaire
DFS	Direct Fund to School
ECCE	Early Child Care Education
ECCDE	Early Child Care Development Education
EFA	Education for All
EMIS	Education Management Information System
ESP	Education Strategic Plan
ESSPIN	Education Sector Support Programme in Nigeria
ETF	Education Trust Fund
FTS	Federal Teachers Scheme
GER	Gross Enrolment Rate
IECD	Integrated Early Childhood Development
IGR	Internally Generated Revenue
JSC	Junior Secondary Certificate
JSS	Junior Secondary School
LGA	Local Government Authority
LGEA	Local Government Education Authority
LOB	Learning Outcome Benchmark
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goal
MLA	Monitoring Learning Achievements
MOEHCD	Ministry of Education and Human Capital Development
MoU	Memorandum of Understanding
MTSS	Medium Term Sector Strategy
NABTEB	National Business and Technical Education Board
NBS	National Bureau of Statistics
NCE	National Council on Education
NECO	National Examination Council
NER	Net Enrolment Rate

PRS	Planning, Research and Statistics
QAB	Quality Assurance Bureau
SB	Scholarship Board
SBMC	School Based Management Committee
SESP	State Education Sector Programme
SIWES	Student Industrial Work Experience Scheme
SMOE	State Ministry of Education
SMO	Social Mobilisation Officer
SMU	Social Mobilisation Unit
SSC	Senior School Certificate
SSIT	State School Improvement Team
SSO	School Support Officer
SSS	Senior Secondary School
STT	State Task Team
SUBEB	State Universal Basic Education Board
TETF	Tertiary Education Trust Fund
TP	Teaching Practice
TPD	Teachers' Professional Development
TRAPCO	Teachers Recruitment and Promotion Committee
TSC	Teaching Service Commission
UBEC	Universal Basic Education Commission

Executive Summary

Background:

The Annual Education Sector Performance Report (AESPR) is a demand of the Education Sector Plan (ESP), which stresses the need to access the performance of the education sector annually. This becomes necessary to help the State Education Sector identify its strengths and weaknesses. This would equally form the basis for actions aimed at improving planning and implementation of programmes and strategies for the coming year.

The first review dated back to 2010. The key questions the review attempted to answer included: What are the key education outputs and outcomes with particular reference to the Key Performance Indicators (KPIs)?, Are there data gaps?, What are the effects of the various reform agenda on the prospects?, How do we achieve the set targets of the Medium Term Sector Strategy (MTSS) as it evolved out of the Education Sector Plan (ESP).

The report encompasses all the programmes and activities aimed at improving access and equity, quality of education delivery, funding and resource mobilization, and education management by the government and other intervention agencies such as ESSPIN, UBEC and UNESCO. The AESPR also examines the trend of government budget provisions to education in her annual budget towards achieving goals and objectives as specified in the strategic and operational planning documents. It takes a critical look at the activities undertaken in the 2014 financial year by MDAs and presents a comprehensive report of the progress achieved in the education sector led by the Ministry of Education and Human Capital development (MoEHCD).

The AESPR, 2014 is structured into six chapters along the results chain. The performance assessment framework presents the basis for the education sector performance assessment. Therefore, the revised Education Sector Plan and other relevant policy and planning documents e.g; education sector policy statements, MTSS, education sector analysis and annual budget, and Departmental Workplans (DWP) serve as the bedrock upon which the Sector Performance is based. The input comprises the various sources of funding to the education sector including Federal, State and Local Governments, International Development Partners (IDPs), and the private sector. It also explains the spending pattern by the various MDAs and at various level of education, as well as the broader public financial management issues within the sector and the state in general. The process describes progress on implementation of strategies and activities in the sector on governance and management at both administrative and school/community levels by the Ministry, Department and Agencies (MDAs) to improve the quality, effectiveness of education service delivery in 2014.

The focus of the state is using an integrated approach to improve the quality of schools. The outputs are the immediate/short-term achievements of the activities carried out, which also represent evidences of inputs. The changes, improvement and immediate causes of these changes were presented based on the five (5) education sector goals highlighted in the 2014-2016 MTSS. Furthermore, outcomes and impacts describes the short-to medium term effects and benefits of all the strategies and activities undertaking during the year under review. Finally, the AESPR presents analysis of implications of the sector performance in terms of funding and expenditures, implementation of strategies and activities, and results and evidence on sustainability of reforms and programmes and education sector

development in general. Recommendations for sector improvement are articulated based on the implications of the sector performance.

Key Findings:

The total State expenditure on education sector for the year 2014 was N25, 138,078,931, which shows a marginal 1% increase compared to the 2013 budget performance. However, there was a decrease in the size of the State education budget decreased to N41,157,276,767 in 2014 from N50,508,086,643 in 2013.

The 2014 education sector performance review focuses on the State expenditure on education (input) towards achieving the five goals as stated in the MTSS and the management process. Key achievements from the 2014/2015 ASC report are therefore presented below:

1. 95% of teachers were trained on Literacy and Numeracy. 6.4% were trained on both Basic Science/Social Studies and Guidance and Counselling/Continuous Assessment.

2. 206 teachers were recruited and deployed across 193 political wards in all the 16 local government area of the state to reduce shortage of teachers in senior secondary schools.

3. 31% of caregivers were trained on the use of integrated ECCDE curriculum

4. 51% of Quality Assurance Officers were trained on report writing.

5. 31 KWABES and QUICKWIN officers were employed and distributed to selected senior schools in the state to complement the existing workforce.

6. 20 desktop computers were procured and distributed to schools for special needs to improve student's computer knowledge.

7. 121,514 Copies of new curriculum models were distributed to primary, junior and secondary schools in the state.

8. In compliance with the state policy on Inclusive Education (IE) the Ministry of Education and Human Capital development ensured Prompt payment of feeding allowance for special needs students in Notre Dame Secondary School Oro, Government High School Ilorin and school for the handicapped, Ilorin.

9. The total number of usable classrooms at the pre-primary and primary level was 9,724 out of 10,313. At the JSS level, 2,394 are usable out of 2,443 classrooms and 2,440 out of 2,556 classrooms are usable at the for the SSS level. Average pupil classroom ratio is 25:1 at the primary level, 44:1 at the JSS level and 34:1 at the SSS level. For the private schools in the State, the average pupil-classroom ratio is 22:1.

10. The GER and NER for the basic education level remains at 43.2% for the primary, 52.3% for the JSS and 47.3% for the SSS. The GPI for primary level is 0.91, 0.94 for JSS and 0.89 for SSS, all in favour of boys.

11. Pupils' enrolment significantly decreased by 76,516 at the primary level, but increased by 5,944 and 13,570 at the JSS and SSS levels respectively when compared with 2013/2014 ASC data. Disaggregation of pupils' enrolment by gender shows that 48% for girls' enrolment at the Primary level, while 47% of total enrolments are girls in both JSS and SSS.

12. The proportion of qualified teachers for 2014/2015 school year stands at 87% for primary, 93% for JSS and 87% for SSS. This is a clear indication that the quality of learning has been consistently improving. The state of infrastructure has relatively improved as well.

13. The State Government has resolved to undertake the task of comprehensively rehabilitating classrooms in our JSS and SSS across the State, timely completion of the International Vocational Centre at Ajase-Ipo and development of portal for E-Learning in our secondary schools.

Introduction: Purpose of the Report

Annual Education Sector Performance Review (AESPR) is a Mechanism put in place by the State Government to yearly review the Education Sector. The review is conducted annually by key stakeholders and development partners to complement the planning and budgeting cycle to inform decisions for revision of MTSS and preparation of annual budget for the subsequent year. The 2014 review covered the whole Sector performance, assessment of progress on implementation of the 2014-2016 MTSS and 2014 annual budget towards meeting set targets and objectives, using indicator as means of measurement. The report also includes observations and recommendations to improve subsequent planning and budgeting aimed at effective and efficient allocation of resources based on evidence. This report focused on evaluation of sector performance based on the 2014 - 2016 MTSS goals and targets. This involves:

- Analysis of education sector funding and expenditure, including aids from national and international agencies, etc.
- Measurement of progress on implementation of key sector programmes and activities
- Measurement of outputs and outcomes based on sector goals and targets as contain in strategic plan (MTSS) and State annual budget allocations which are drawn from the State Medium Term Expenditure Framework (MTEF).
- Implications of sector performance to inform sector priorities for next strategy planning cycle.

The report also gives recommendations for subsequent strategic plan and budgeting cycle. The AESPR is a bridge between inputs, programme implementation and sector performance using qualitative and qualitative data from different levels of education.

Input	→	Programme Implementation	→	Out-put	→	Outcomes	→	Impacts
				Short-Term		Medium term		Long-Term
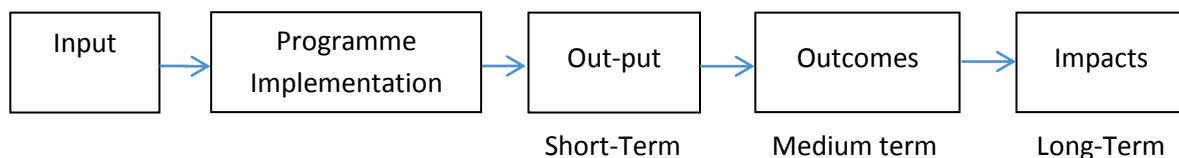
A brief overview of the chapters of the Annual Education Sector Performance Report is presented below:

Chapter 1: Determines the key expected results based on the ESP and MTSS goals and objectives, to benchmark the sector performance.

Chapter 2: Input (sector funding) and expenditures): discusses the budget and its performances with the sector strategic planning and expenditure frameworks.

Chapter 3: Processes (strategic and Main activities): discusses progress on implementation of sector strategies, programmes and activities within the given fiscal year.

Chapter 4: Outputs (achievements): describes of the school census (ASC) and evidences on short term or immediate achievements during the year.

Chapter 5: Outcomes (Result): presents evidences on medium outputs/assessment of progress towards achieving goals and present trend of analysis of the school census (ASC).

Chapter 6: Presents key findings that can be used for strategic planning purposes.

Annex: contains supporting information like charts, tables, diagram, etc.

Chapter 1: Performance Assessment Framework

This chapter presents the framework for assessing the performance of the Education Sector Performance in the year 2014. The revised Education Sector Plan (ESP) 2009-2018 and other relevant policies and planning documents e.g; Sector policy statements, Education Sector analysis and DWP serve as bedrock upon which the Sector Performance is based.

The three government policy statements for the education sector, which informed the 2014 budget as well as implementation of plans and programmes, are stated below:

- Ensure that Kwara becomes a model for the administration of public education in terms of quality of training as well as relevant infrastructural nationwide. The high level strategies for achieving this include:
  - Build teacher capacity through improve curricula of Teachers Training programme.
  - Improve Teacher's guide and other materials to ensure quality Teaching across the state.
  - Establish effective system for supervising and monitoring teaching & learning in the Schools.
  - Organise state-wide in-service training programmes on regular basis supported by tests.
  - Upgrade and maintain School infrastructure including classrooms, furniture, water, sanitary facilities etc.
  - Provide Scholarships and other incentives to make education more affordable to Students.
  - Create functional and inclusive SBMCs supported by ESSPIN training in all public schools.

- Contribute to industrial development by promoting entrepreneurship, sports, civic studies, and ICT skills at a very early age in the Kwara state school curriculum through:
  - Creation of entrepreneurship training awareness in the development of primary school curricula.
  - Provide effective ICT centres across the wards in the state.
  - Make civic, ethics, and other social responsibilities as an extra-curricular course in the primary school.

- Expand the state's involvement in education beyond Primary, Secondary and Tertiary education to vocational skills centres for adult and semi-adults. This will include the following strategies:
  - Provision of skills acquisition centres in the district of the state by using existing structures and support from international vocational centres.
  - Provide trainings to mobilize and encourage youths to embrace vocational education.

Medium Term Sector Strategic (MTSS) 2014-2016, which was drawn from the ESP (2011-2015), is a strategic planning process aimed at articulating the sector goals and objectives and the strategies for achieving them in a 3 yeas rolling plan. The 2014-2016 MTSS identified five sector goals, which indicated priorities of the education sector for resources allocation and utilization. The goals of 2014-2016 MTSS are as follows:

(i) Evidence based policies are formulated that set standard towards effective service delivery to ensure Kwara becomes a model for administrative of public education in terms of quality of training and provision of infrastructure.

(ii)   Activities are coordinated across all MDAs to ensure effective supervision and implementation of policies.

(iii) Plans and budgets are aligned with education sector priorities.

(iv)   Effective and efficient monitoring and evaluation of sector outcomes to improve state involvement in providing quality education in and beyond primary and Senior Secondary Schools.

(v)   State policy on promotion of entrepreneurship, sport, civic studies and ICT skills to support industries are in place.

Like the previous years, this Performance assessment report, focused on 3 major areas: improving access and equity, education quality and systems strengthening.

The five MTSS goals earlier stated gave mandate to each of the MDAs across the sector in line with 2014 budget priorities as stated below:

- Completion of International Vocational Centre, Ajasse-Ipo
- Comprehensive rehabilitation of junior and senior secondary schools across the state.
- Development of E-Learning in our secondary schools and collection of data on education.

The M&E team adopted 2 approaches for reporting progress on the above stated objectives. These are:-

(i)   Qualitative information based on monitoring and evaluation report e.g. QMRs and information made available by other state education MDAs agencies which includes SMO, and SSIT etc, reports.

(ii)   Quantitative information which was reported in chapter 2,4 and 5 are collected from the following source:

- The education sector budget and public expenditure records from MOPED, MOF and AG. Office, MOEHCD, TSC, SUBEB, and other MDAs, in the sector.
- Qurterly Monitoring Reports (QMRs) and School Improvement Plan (SIP) progress reports.
- Annual School Census (ASC) report.
- State financial audit report from the office of the Accountant General (AG.) and Auditor General.
- Other specialized surveys such as MLAs 2013 composite survey etc.

The M&E activities included: collection and collation of data, processing and analysing the data to show performance based on results and evidences which will guide informed planning and decision making.

Chapter 2: Inputs (Sector Funding and Expenditures)

Overview

This chapter provides analysis of the sources of funding to the education sector including Federal, State and Local Governments, International Development Partners (IDPs), and the private sector. It also explains the expenditure pattern and trend by the various MDAs and at various level of education, as well as the broader public financial management issues within the sector and the state in general.

The Education Sector enjoy funding from the State Government (for Recurrent and Capital Expenditure), Universal Basic Education Commission's intervention fund (UBE-IF) for development of Basic Education, Local Government Authority (through payment of Primary school and Junior secondary school teachers' salaries and other development projects) and funds from International donors such as Education Sector Support Programme in Nigeria (ESSPIN).

The budget size of the education sector was 40% of the total state budget in 2014, which represents a 4% decrease from 44% of 2013 budget, that of the LGAs increased by 5% from 60% in 2013 to 65% in 2014. Many of the activities in the MTSS were captured in the approved budget estimates for 2014 and priorities based on the objectives of the State MTEF on education.

Budget Trend Analysis

Table 2.1: Proportion of Education Budget to Total State and Local Governments Budgets

Education share of state and LGA budget	2012	2013	2014
State allocation to education as % of state budget	53%	44%	40%
LGA allocation to education as % of LGA budget	64%	60%	65%

Table 2.1 shows that the trends in the state allocation to education sector decreased from 2012 to 2014 and LGAs budget allocation to education decreased from 2012 to 2013 and increased in 2014.

Figure 2.1: Education Sector Budget trend by sources
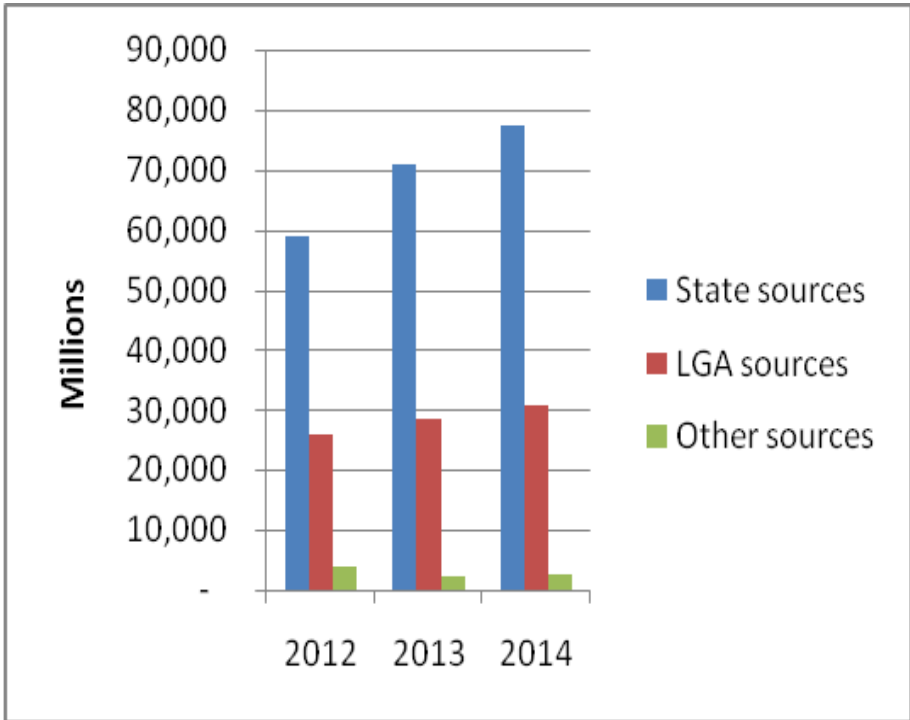
Source: Accountant General Report

Figure 2.1 shows that the highest contribution to the education sector budget from 2012 to 2014 comes from the state allocations, followed by the LGA allocations, while contributions from other sources is the lowest.

Table 2.2: Education Sector Budget Growth Rate

3 Years Average Budget Growth Rate	Average
State Allocation	15%
LGA Allocation	-5%
Other Sources	-13%
TOTAL	8%

Source: Accountant General Report

Table 2.2 shows that the state allocations to the education has grown by an average of 15% from 2012 to 2014, while the LGAs allocations and resources from other sources declined by an average of 5% and 13% respectively. The average growth rate of total education sector allocation in 3 years is 8%, which implies an overall increase in budget allocations.

Figure2.2: Graphical Representation of the Education Sector Budget Growth Rate
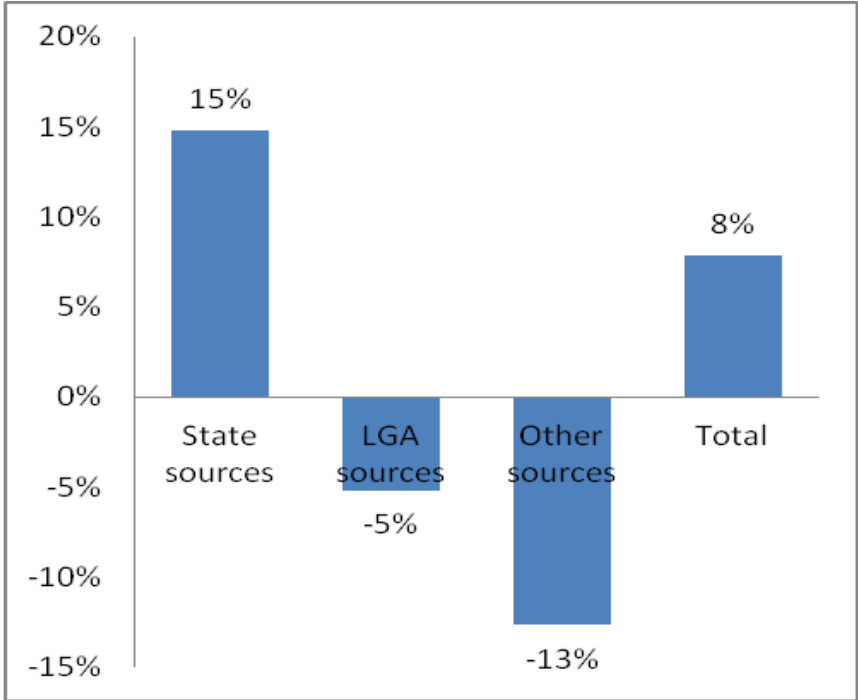
Source: Accountant General Report

Figure2.3: Budget Utilisation Rates
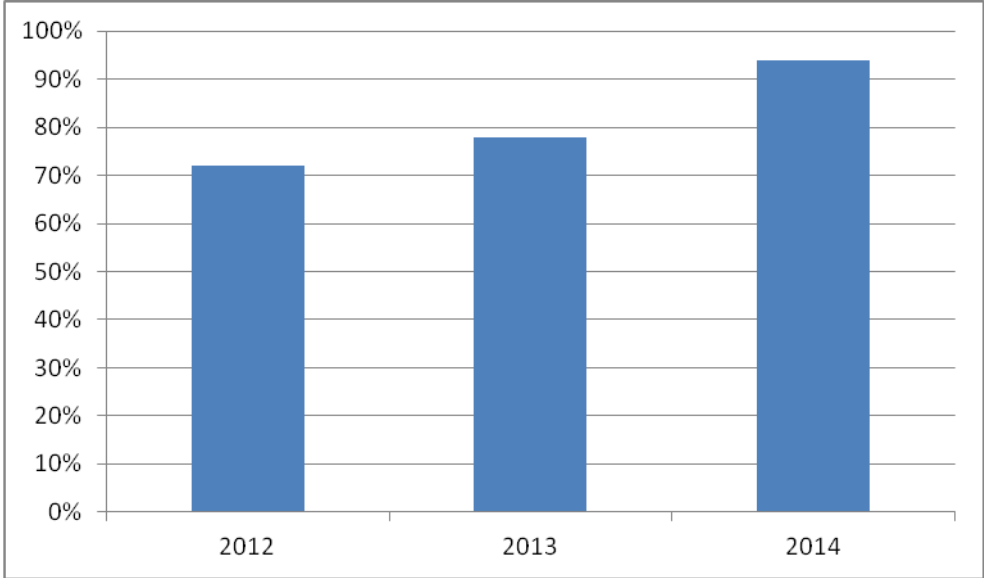
The budget utilization in 2014 was impressive because the utilization was 94% compare to 2012 and 2013 which was 72% and 78% respectively.

Figure: 2.4: Budgets and Expenditures by Economic Classification
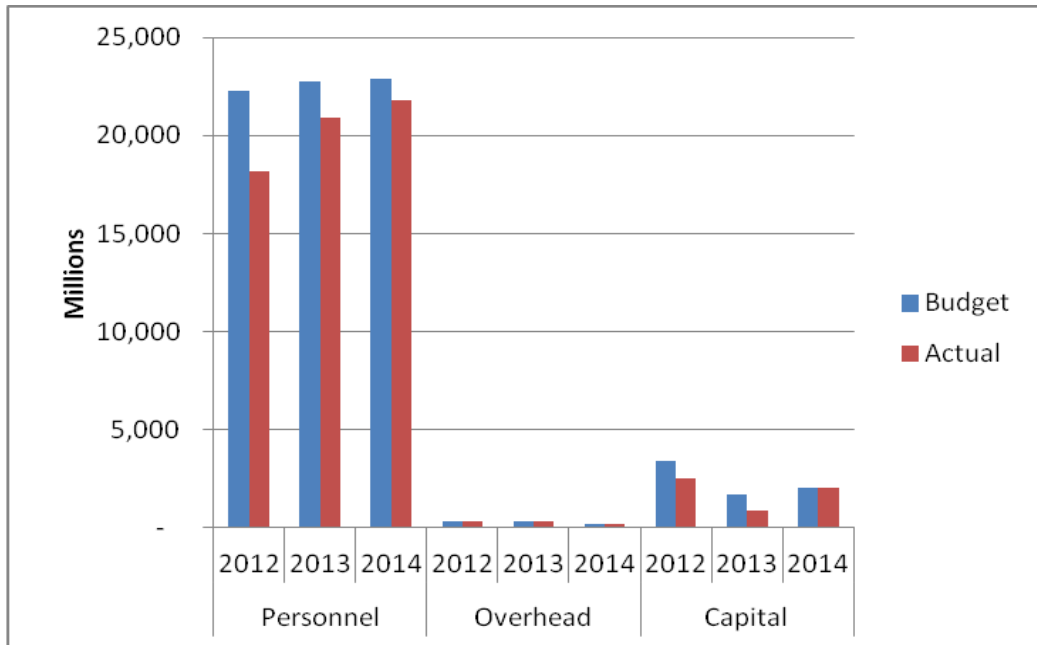
Figure 2.4 shows that in the last 3 years, personnel costs dominated the education sector budgets and expenditures. The relationship between the economic classification shows that the allocation for the personnel cost increased for the past 3 years and the overhead cost was decreasing while the capital expenditure was fluctuating from 2012 to 2014.

Figure: 2.5: Budget and Expenditure by Education Levels
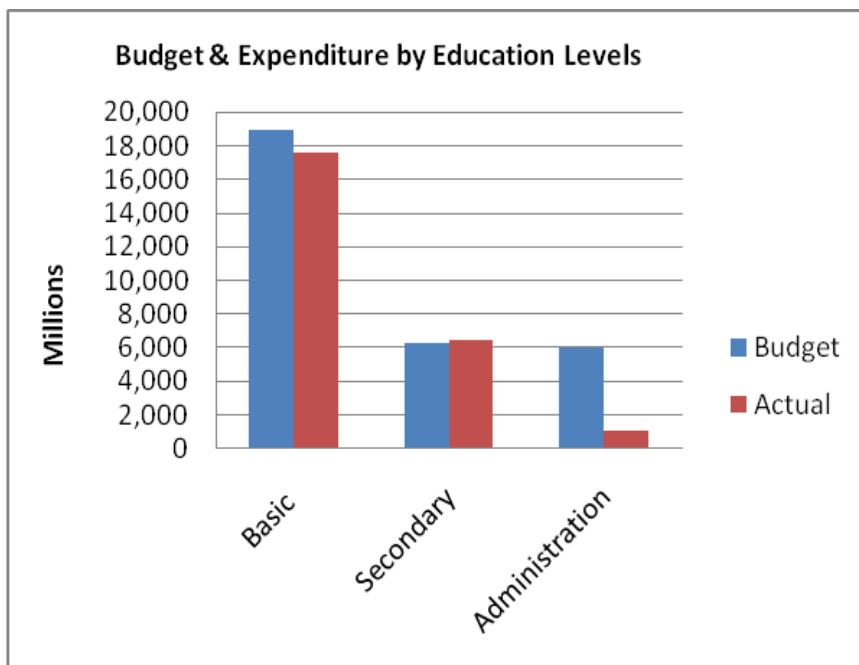
Figure 2.5 shows that Basic Education is accorded the highest priority by the State Government because of its commitment to meeting the MDGs for education (MDGs goal 2). The actual expenditure for the basic education sub-sector is higher than those of all the other sub-sector as shown in figure 2.5. Similarly, the actual expenditure for senior secondary education is slightly higher than the budget, while

that of the Administration (Ministry headquarters in term of recurrent and capital expenditure) is far less, which indicates very poor budget utilisation.

Conclusion

It was observed that priority was given to Basic education more than the other sub-sectors based on the MDG (Goal 2) and majority of the funds allocated to education goes to personnel. There is need to put more fund into overhead for proper management of schools.

Chapter 3: Processes (Strategies and Main Activities)

This chapter describes progress on implementation of strategies and activities in the sector on governance and management at both administrative levels across the Ministry, Department and Agencies (MDAs) school and community/school levels undertaken to improve the quality, effectiveness and performance of education services in 2014. The focus of the state is using an integrated approach to improve the quality of schools, which comprises strategies for:

- Head Teachers' development,
- Teacher competency development,
- School self-evaluation and bottom-up strategic planning process,
- Establishment of functional SBMCs,
- Improved infrastructure and facilities, and
- Inclusive practices to meet the needs of all pupils.

These strategies depend on establishing a strong institutional capacity, effective planning and budgeting process with credible data to inform planning, and effective civil society and government partnership to strengthen voice and accountability.

The 2014 – 2016 MTSS log-frame has 5 goals, 19 objectives and 57 targets. Thus, this chapter measures the extent of the implementation of strategies and activities aimed meeting the set targets. The annual education sector budget and Departmental Workplans were used to operationalise implementation of strategic plan. In 2014, there was a full participation of stakeholder in the development of the MTSS with a view to strengthening the policy formulation and implementation in order to ensure quality, effectiveness and efficiency within the education sector.

Table 3.1: 2014 MTSS Objectives and Targets by goals

Goal Number	No of Objectives	No of Targets
1	5	18
2	3	16
3	5	9
4	3	4
5	3	10
Total	19	57

Report on the implementation of pragrammes and activities undertaken by the various MDAs to deliver each of these goals are presented for each education level.

Goal 1:

During the year under review, 5 policies were formulated and signed to improve the quality of education service delivery in the state and ensure quality of training and provision of infrastructure. Implementation of these policies is reflected in the various outputs across the sector and by level.

Basic Education Level

SUBEB carried out the following activities in 2014 to improve education quality and service delivery at basic education level.

- 15,695 out of 16,564 primary school teachers were trained on literacy and numeracy, and 1,060 teachers also trained on basic science and social studies. Furthermore, 1,060 teachers were trained on continuous assessment and guidance and counselling
- 640 education managers out of 1,559 were trained on ICT to improve their computer appreciation and capacity to handle management functions
- 1000 out of 1,615 teachers were trained on Mathematics and science education to improve mathematics and science education in the basic schools
- There were 653 Care givers out of which 200 were trained on the use of integrated Early Childhood Development Education (ECCDE) curriculum.
- 25 out of 49 quality assurance officers of SUBEB were trained on report writing
- All the 390 SSOs and 16 EMIS officers at LGEA received training on data base management. Also, all the 16 ESs, 64 HOSs, 16 auditor, 16 pension officers and 16 coordinators in the 16 LGEAs were trained on data base management
- 12 SUBEB EMIS staff had training on data generation and ASC process
- 66 primary schools in Asa LGEA were trained on SMBC with full participation of their 528 SMBC members to encourage full community participation in school support and management.
- Communities sensitization campaign programme was organised for stakeholders on enrolment, retention, completion and transition of school aged children

Kwara SUBEB through the project unit of the PRS carried out various infrastructural development activities to improve ECCDE, primary schools and JSS education in the state.

Table 3.2: School Infrastructure Provided in 2014

Level	2 Classrooms Block Constructed	3 Classrooms Block Constructed	4 Classrooms Block Constructed	Renovation	Toilets	Furniture
ECCDE/PRY	12	22	6	359	30	442
JSS	6	18	12	87	10	229
TOTAL	18	40	18	446	40	671

The table 3.2 above explains the infrastructural facilities provided in schools at basic education level across the state in the year 2014. For every new classroom constructed, adequate number of pupils' furniture was provided.

To further strengthen SMBC activity in the state, SUBEB in conjunction with the School Services Department of the MOEHCD carried out the following activities in 2014

- SBMCs were established and members were successfully trained by CSOs in 12 of the 16 LGAs in the state
- There were 4 monitoring and mentoring visits of SBMCs across the state to improve involvement of communities in education
- 760 women and children SBMCs committees were formed to identify problems in collaboration with the school authority, and proffer solution to the identified problems.

Teaching Service Commission (TSC): In 2014, Kwara State Teaching Service Commission conducted the following activities to improve quality of service delivery in Senior Secondary Schools.

- 16 M&E desk officers were trained on quarterly monitoring and collation of QMRs for analysis and reporting.
- TSC provided training for teachers and principals to improve their performance in teaching and learning, as well as school management.
- 206 teachers were recruited and deployed across 193 political wards in all the 16 local government area of the state to reduce shortage of teachers in senior secondary schools.
- 31 KWABES and QUICKWIN officers were employed and distributed to selected senior schools in the state to complement the existing workforce.
- 36 new principals and 36 vice principals were appointed in some selected Senior Secondary schools in the state.
- TSC participated along with MOEHCD staff in the monitoring of External examinations (WAEC, NECO and NABTEB) to curb examination malpractice in the state.

Ministry of Education and Human Capital Development: The ministry led by example to ensure compliance with policies to improve school infrastructural facilities in the state. The PRS department/project unit of the ministry provided school amenities to improve service delivery as indicated below:

- 1 block of 2 classrooms were constructed at Ojoku basic grammar school in Oyun LGA to encourage more enrolment.
- A science laboratory was constructed at GSS Bode Sa'adu in Moro local government to improve science education.
- 4 blocks of classrooms each were renovated at Toheed Secondary school in Ilorin South, Government Secondary School Ballah in Asa LGA, and Okelele JS School in Ilorin East to improve the available facilities. A storey building comprising 5 classrooms, staffroom and store at GDSS Ajase-ipo in Irepodun LGA was renovated to create conducive teaching and learning environment.
- 20 desktop computers were provided and distributed to schools for special needs to improve student's computer knowledge.

- In compliance with the state policy on Inclusive Education (IE) the ministry ensured Prompt payment of feeding allowance for special needs students in Notre Dame secondary school Oro, Government High School Ilorin and school for the handicapped, Ilorin.
- 25 graduate volunteers were recruited and deployed to teach Mathematics, English language and science related subjects with monthly allowance of 20,000 per volunteer by the VSO.
- 1,200 youth corps members were recruited and deployed to rural communities to teach basic mathematics, English, science and other subjects to improve teaching and learning in the rural communities.
- Training and seminar were organised for the 25 graduate volunteers and 1,200 corps members to adapt the new methods of teaching.

Goal: 2

This goal focuses on implementation, coordination and effective supervision in the education sector for school improvement. Progress on activities on school improvement (SI) were reported during monthly tripartite meetings with the Honourable Commissioner (HC) and the ESSPIN supported quarterly monitoring and reporting. The tripartite meetings gave room for each MDA to report on activities under its mandate. During the year under review, the following activities were carried out to implement government programmes and activities.

Basic Education Level

Various activities were undertaken by various departments and units of SUBEB in 2014 to improve the quality of teaching and learning at basic education schools. These include:

- School Support Officers (SSOs) and State school Improvement Team (SSIT) provided support trainings to all headteachers and teachers in line with the arrangement and approach for School Improvement in the state.
- There were several school visits by SSIT to support SSOs, who in turn support head teachers and teachers for effective lesson delivery and school leadership.
- 185,160 textbooks on core subjects were procured by UBEC and distributed to basic schools across the state.
- 79,750 cartoons of chalk were procured and distributed across the 16 local government in the state.
- 224,350 office stationeries were procured and distributed to all the Local Government Education Authorities (LGEAs) in the state for school use.
- 500 copies of curriculum was procured and distributed to ECD centres in the state.
- ECCD centres were monitored to support caregivers for effective service delivery.
- 16 LGEAs were visited by library and publication committee to ensure that primary school libraries are in proper used and managed.

Further activities were also undertaken in 2014 to improve sporting activities and health in basic schools across the state and these include:

- Kwara state students represented Nigeria in under 13 football championship and won the gold medal.

- Inter-house sport and inter-school competitions were organised across schools in the state
- Hand sanitizer was distributed to primary and JS schools for the control of Ebola
- Sensitization programmes were organised on the control of major diseases in basic schools across the state.

Senior Secondary School Level

Teaching Service Commission (TSC): During the year, TSC carried out the following activity to ensure quality system and delivery of teaching and learning:

- Internal performance monitoring were carried out in every quarter of the year to ensure effective implementation of School Improvement activities through quarterly reports.

Ministry of Education and Human Capital Development (MOEHCD): The ministry carried out the following activities in 2014 to improve the quality of education service delivery in the state.

- Four policies were developed, signed and disseminated at a larger stakeholder meeting. These policies are on Teacher Development, School Support and Advisory Services, Recruitment and Development policy; School Based Management Committee (SMBC) policy and Inclusive Education (IE) policy. These policies were signed on 27th March, 2014 and they became effective on 1st April, 2014.
- MoECHD also conducted common entrance examination for 48,000 primary 6 pupils out of which 42,720 (89%) pupils passed and enrolled into JSS 1 for 2014/2015 school year.
- 37,000 students sat for the Joint Mock Examination with 6,187 students passed and met the state's set benchmark of credit pass in five core subject areas.
- The annual payment of NECO & NABTEB Examination fees for 6,187 students, who passed the joint mock examinations was undertaken as an approach to poverty reduction and to encourage participation in the Examination.
- Basic Education Certificate Examination (BECE) was conducted for 33,000 pupils and there was 100% transition to SS 1.
- Routine monitoring of both State and National Examination was carried out to curb examination malpractices in the state.
- 485 Participants were trained on the implementation of new curriculum. The target participants are core subject teachers, education secretaries and private teachers.
- 125 gifted and talented students were transported to their various schools in Abuja and Suleja to ease transportation problem.
- 121,514 Copies of new curriculum models were distributed to primary, junior and secondary schools in the state.
- Computer based test (CBT) training was organised for 321 science and computer teachers of both junior and senior secondary schools to prepare kwara students for the UTME Exams at designated centres in the state . The centres were, Offa Grammer School, Omu-Aran Government Secondary School, Queen Elizabeth Secondary School and Lafiagi Secondary School.

- 75 quality assurance officers of the MOECHD were also retrained on modern trends in evaluation techniques.
- Workshop/seminar was organised for 20 QAB mentors and readers on proper documentation of internal evaluation.
- External evaluation was carried out in 426 public and private schools and 600 schools were monitored across the sixteen the LGAs in the state by Quality Assurance Bureau (QAB).
- Continuous assessment workshop was organized for 385 junior secondary schools (JSS) in the state and the target participants were school counsellors and exam officers.
- Ministry of Education and Human Capital Development supported the conduct of senior secondary Arabic and Islamic Examination.
- There was training on School Green Revolution (SGR) in all schools to build capacity for 1,466 primary school and 385 senior schools on the green revolution programme.
- Organized, hosted and conducted the annual WAEC state committee meeting.
- Conducted the National Board for Arabic and Islamic Studies (NBAIS) Exam/Marking.

Kwara State Library Board: In 2014, the following activities were undertaken by the state library to improving reading activity across the state.

- Conducted capacity building and seminar for Directors using the IGR fund to improve their knowledge to meet the current challenges in information system.
- Procured35 copies of textbooks thereby increasing the number of users by 45% through the IGR.
- Rehabilitated the library structure (Re-roofing of dilapidated section of the roof).
- Repaired the borehole in the library to ensure stable water supply.
- Dallies and journals were procured and shelved for easy access by the readers in the library.
- 118 textbooks were donated and distributed to various schools; 46 to Afon government secondary school (GSS), 34 to community library hall at Ojoku and 38 to Darul-Qalam Science academy Ilorin to improve reading capability of kwara pupils/students

Goal 3:

This goal focuses on progress on implementation of activities to deliver strategies aimed at strengthening planning and management in the state education sector. It also highlights implementation of activities to mobilize funds, as well as effective allocation and utilization of funds.

Senior Secondary School Level

Teaching Service Commission (TSC): the following activities were undertaken by the TSC to improve planning and management within the commission:

- Participated in the review and preparation of MTSS, Budget and DWP cycle by TSC
- Procured 2 desktop computers, accessories and installation of ICT/internet facilities at headquarters to ease communication
- 29 TSC Staff members were trained on the use of ICT.

Ministry of Education and human capital development (MOEHCD): Coordinated the MDAs and other stakeholders in the planning to develop the 2015-17 MTSS and the preparation of 2015 budget to ensure that plans and are aligned with education sector priorities through. Key activities carried out in this regard include:

- Timely collection and collation of planned activities and programmes of all departments in the state ministry of education
- Development, production and distribution of template to M&E officers across the MDAs for collation of data on QMR and SIP
- Conducted training workshop for M&E desk officers in all LGEAs and MDAs for quality reporting on QMR and SIP for proper budget tracking
- Involvement of MDAs in the Annual Education Sector Performance Review and production of report (AESPR) with technical support from ESSPIN

Goal 4:

The focus of this goal is on provision of quality and efficient education beyond Basic and Senior secondary school. The aim is to increase literacy rate and provide quality vocational education to adults who do not have opportunity for regular education and the dropouts.

Informal and Adult Education

Agency for Mass Education: As part of its continuing efforts to improve adult literacy, numeracy and vocational skills development in the state, the Agency for Mass Education (AME) engaged actively in mobilization, sensitization and advocacy for enrolment into the programmes of adult education in the state. The key activities conducted in 2014 include:

(i)   establishment of 16 Basic literacy centres and 16 post literacy centres across the (16) sixteen Local Government Area (LGAs) of Kwara State with the following enrolments:-

Table 3.3: Enrolment for Informal and Adult Education

Programme	Male	Female	Total
Basic literacy centre	98	125	223
Post literacy centre	94	113	207

- Enrolment of 2001 learners in the UNESCO sponsored basic literacy programme in the three LGAs of Baruteen, Edu and Kaiama.
- Enrolment of 395 apprentices/learners at vocational skill development centres for training in various trades such as tailoring, knitting, carpentry, soap making, ICT, weaving & Photography.

(ii)   Trained 6 NGOs facilitators for literacy delivery in Ile-ire District of Ifelodun LGA.

(iii)   Payment of honoraria to 111 facilitators from Baruten, Edu & Kaiama LGAs.

(iv)   Trained 20 facilitators in UNESCO sponsored Basic literacy project at Ifelodun LGAs.

(v)   Trained 327 adult learners from Ifelodun LGA (UNESCO) sponsored centres.

(vi)   Conducted Basic Literacy examination for 2,975 adult learners of UNESCO literacy project.

(vii)   2001 adult learners of UNESCO literacy project were made literate at Basic literacy level.

(viii)   Trained 21 newly transferred staff to the agency.

(ix)   Conducted post literacy examination for 175 adult learners (Male 65, Female 110), while 168 (male 60 female 108) passed the examination.

(x)   Mobilization for enrolment into the programmes of adult literacy

(xi)   Sensitization and advocacy visit to various communities and programme centres.

(xii)   Enrolment of apprentices/learners into various vocations such as tailoring, ICT, Photography, Carpentry, knitting and soap making in 6 vocational centres across the state. The centre are Bode Sa'adu with 18 learners (14 male, 4 female), Omu-Aran centre with total enrolment of 27 (all female), Lafiagi centre with the total enrolment of 95 (male 18, female 77), women vocational model centre Shao with total enrolment of 10 female, Kaiama vocational centre with total number of 155 (male 35, female 120) and lastly, Agency mini model centre at head office with total enrolment of 32 learners (all female).

Goal 5:

In line with goal 5 of the MTSS to promote entrepreneurship, sport, civic and ICT skill, the following activities were undertaken to ensure effective service delivery in the education sector.

(i)   2 officers were trained on the use of ICT by HCD of MOE.

(ii)   Computer based test (CBT) training was conducted for 321 teachers for both senior and junior secondary schools in the state in four different centres, one in each senatorial districts of the state were used as centre for the CBT training.

Chapter 4: Outputs (Short-Term Achievements)

Overview

This chapter presents the immediate, short-term achievements of the activities carried out in 2014 as identified in chapter 3. The changes, improvement and immediate causes of these changes were presented based on the five (5) education sector goals highlighted in the 2014-2016 MTSS.

The results provided in this report are supported by various data and evidence such as ASC data, state education sector data, QMRs, SIP progress reports, SSO reports, SMO Reports, and other school and community level reports.

Key achievements of the goals/objectives and targets of education sector strategic and operational plans in 2014 include; increased number of qualified competent teachers, effective community and stakeholders' participation, improved school infrastructure for effective teaching and learning, improved quality education delivery across the sub-sectors, among others. The following figures and tables present changes in key performance indicators over the last three years (2012 – 2014).

Training of Teachers in Public Schools
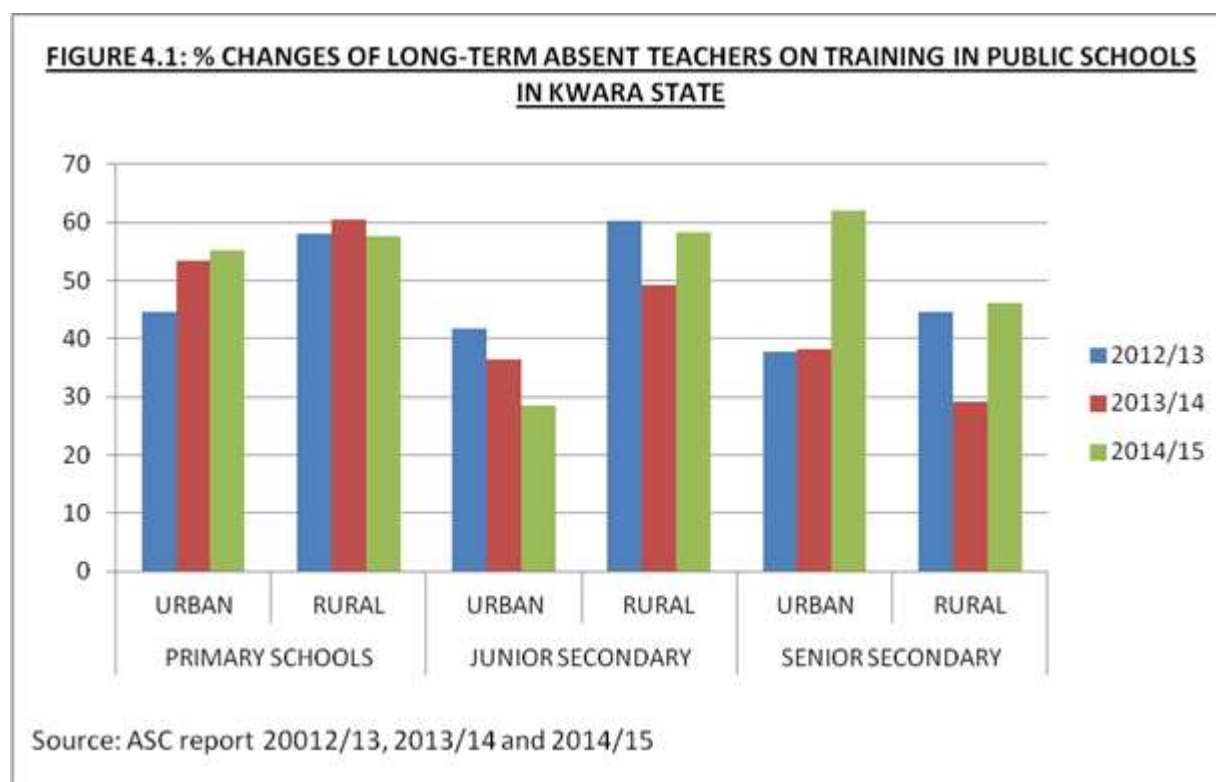
Figure 4.1 shows the trend in proportion of public schools teachers who went on training from 2012/2013 to 2014/2015 schools, disaggregated by level of education and urban/rural classification. In 2012/2013, 45% and 58% of teachers went on training in public primary schools in the urban and rural area respectively. In 2013/14, the proportion of teachers on training increased to 53% and 60% in urban rural area respectively. In 2014/15, proportion of teachers who went on training increased to 55% in the urban area, but decreased to 58% in the rural areas.

In 2012/2013, 42% and 60% of teachers went on training in public junior secondary schools in the urban and rural area respectively. In 2013/14, the proportion decreased to 36% and 49% in urban rural area respectively, and in 2014/15, the proportion of teachers who went on training further decreased to 28% in the urban area, but increased to 58% in the rural area(see figure 4.1).

Similarly, in 2012/2013, 38% and 45% of teachers went on training public senior secondary schools in the urban and rural area respectively. In 2013/14, the proportion remained 38% in the urban area, but decreased to 29% in rural area, while in 2014/15, it increased to 62% and 46% in the urban and rural area respectively (see Table 4.1).

Summarily, figure 4.1 above shows that the government gave wide opportunity to teachers to develop themselves through training while on the job with full payment benefits. The data shows that teachers in the rural areas at both primary and junior secondary level had better training opportunity, while, those in the urban areas at the senior secondary level enjoyed greater opportunity compared to their rural counterpart.

Provision of Facilities to Enhance Child Friendly Teaching and Learning

FIGURE 4.2: CHANGES IN NUMBER OF USEABLE CLASSROOMS IN PUBLIC SCHOOLS IN KWARA STATE

SOURCE: ASC report 2012/13, 2013/14 and 2014/15
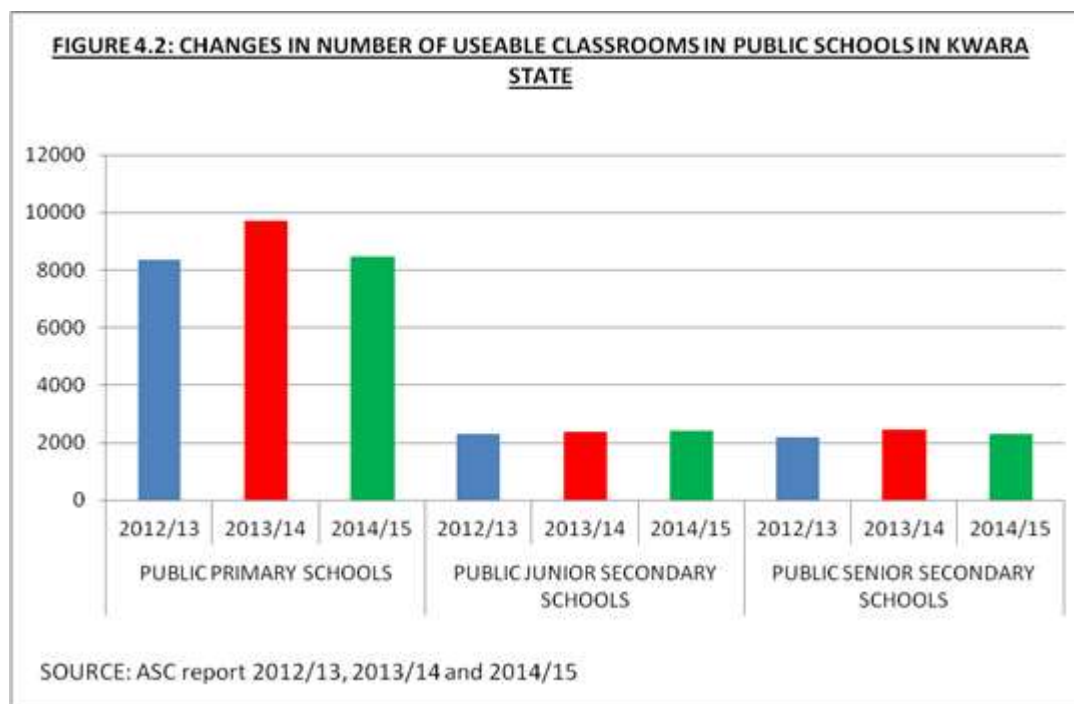
Figure 4.2 shows that the number of usable classrooms increased by 1,353 from 8,371 in 2012/2013 to 9,724 in 2013/14 and decreased by 1,270 in 2014/15 to 8,454. In public junior secondary schools, the number of useable classrooms increased by 96 from 2,298 in 2012/2013 to 2,394 in 2013/14 and further increased by 29 in 2014/15 to 2,423. Likewise, in public senior secondary schools, the number of useable classrooms increased by 249 from 2,191 in 2012/2013 to 2,440 in 2013/14 and decreased by 126 in 2014/15 to 2,314 (see figure 4.2).

In general, most of the classrooms under construction and renovation between 2012/13 and 2013/14 were completed. This gave reason to why increases in useable classrooms were recorded at primary, junior and senior secondary education level. As at 2014/15, most of the projects on renovation and construction of classrooms were still ongoing, as a result, the number of useable classrooms decreased

at both primary and senior secondary level, while, a marginal increase was recorded at the junior secondary level.

Table 4.1: Physical condition of Schools/Classrooms in Public Schools

Items	Public primary school			Public junior secondary school			Public senior secondary school		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Classrooms in need of major repair (%)	23	22	23	9	7	30	9	8	32
Classrooms with insufficient seats (%)	25	25	53	27	32	60	33	34	55
Classrooms without a good blackboards (%)	22	22	21	25	28	27	35	23	19
Schools where classes are held outside (%)	27	21	26	4	4	6	10	8	11
Schools without health facilities (%)	45	64	32	25	81	16	24	81	15

Source: ASC Report 2012/13, 2013/14 and 2014/15

Table 4.1 shows that in public primary schools, the proportion of classrooms in need of major repair remained relatively stable at 23% from 2012/2013 to 2014/2015 school year, while 25% of classrooms had insufficient seats in 2012/2013 and 2013/2014, which increased significantly to 53% in 2014/2015 schools year. Similarly, the proportion of classrooms without good blackboards was relatively stable at 22% from 2012/2013 to 2014/2015. Classes were held outside in 27% of schools in 2012/2013, 21% in 2013/2014 and 26% in 2014/2015, while 45% of schools are without health facilities in 2012/2013, which increased to 64% in 2013/2014 and decreased to 32% in 2014/2015.

In public junior secondary schools, there were significant increases in proportion of classrooms in need of major repair and those with insufficient seats from 7% and 32% in 2013/2014 to 30% and 60% in 2014/2015 respectively, proportion of classrooms without good blackboards increased marginally from 2012/2013 to 2014/2015. Likewise, classes where held outside in only 4% of schools in 2012/2013 and 2013/2014 but increased to 6% in 2014/2015, while schools without health facilities recorded huge improvement with a decrease from 81% in 2013/2014 to 16 in 2014/2015 school year (see table 4.1).

The table also shows that in public senior secondary schools, percentage of classrooms in need of major repair and those with insufficient seats increased considerably 8% and 34% in 2013/2014 to 32% and 55% in 2014/2015 respectively, while classrooms without good blackboard decreased significantly from 2012/2013 to 2014/2015. Furthermore, percentage of schools where classes are held outside increased slightly from 8% in 2013/2014 t0 11% in 2014/2015, while schools without health facilities decreased substantially from 81% in 2013/2014 to 15% in 2014/2015 school year.

Sources of water in public primary, junior secondary and senior secondary schools

Table 4.2: Sources of Water in Public Schools in Kwara State

Items	Public primary school			Public junior secondary school			Public senior secondary school		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Schools with piped water (%)	2.6	2.7	3.0	5.5	5.4	4.0	7.8	8.1	6.0
Schools with borehole (%)	18.3	19.7	21.0	28.1	29.5	33.0	29.7	33.3	35.0
Schools with well (%)	7.7	6.8	8.0	14.6	11.5	18.0	17.2	12.6	15.0
Schools with other source of water (%)	2.5	1.5	1.0	1.5	1.0	0.0	0.9	1.5	1.0
Schools with no source of water (%)	69.0	67.0	67.0	50.3	52.6	45.0	44.4	42.6	42.0

Source: ASC Report 2012/13, 2013/14 and 2014/15

Table 4.2 shows no significant improvement in access to portable water from 2012/13 to 2014/15 in public primary schools, with a huge 67% schools with no source of water supply at all. Slight improvement was recorded at junior secondary level from 52.6% in 2013/2014 to 45% in 2014/15 with no source of water, while the situation remained relatively unchanged at senior secondary level with 42% of school without access to water supply.

Community and Stakeholders Level of Participation in Quality Education Delivery

Table 4.3 Community and Stakeholders Participation in public primary schools

Proportion of Schools with:	2012/13		2013/14		2014/15	
	Urban	Rural	Urban	Rural	Urban	Rural
School Based Management Committee (%)	95	90	97	96	99	96
School Development Plan (%)	81	71	88	83	94	88

Source: ASC Report 2012/13, 2013/14 and 2014/15

Table 4.3 shows significant improvement in the level stakeholders' participation, particularly at community level. The proportion of public primary schools with functional School Based Management Committee (SBMC) has increased from 95% and 90% in 2012/13 up to 99% and 96% in 2014/2015 for urban and rural areas respectively. Similarly, more schools now develop and use School Development Plan (SDP) with percentage increase from 81% and 71% in 2012/13 to 94% and 88% in 2014/15 for urban and rural schools respectively.

Table 4.4 Community and Stakeholders Participation in public junior secondary schools

Proportion of Schools with:	2012/13		2013/14		2014/15	
	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL
School Based Management Committee	69	66	71	77	78	84
School Development Plan	48	47	62	62	75	75

Source: ASC report 2012/13, 2013/14 and 2014/15

Table 4.4 shows that in public junior secondary schools, level of community and stakeholders' participation in quality education delivery in the state has relatively improved from 2012/13 up to 2014/15. Proportion of urban and rural schools with SBMCs increased up to 78% and 84% respectively, while schools with SDPs increased up to 75% for both urban and rural in 2014/2015 school year.

Table 4.5 Community and Stakeholders Participation in public senior secondary schools

Proportion of Schools with:	2012/13		2013/14		2014/15	
	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL
School Based Management Committee	59	50	55	60	56	69
School Development Plan	57	47	47	55	49	58

Source: ASC report 2012/13, 2013/14 and 2014/15

Likewise, table 4.5 shows no significant improvement in community and stakeholders' participation in quality education delivery in public senior secondary schools. Only 56% of urban and 69% of rural schools have SBMCs, while 49% of urban and 58% of rural schools have School Development Plans.

Public pre-primary school teachers
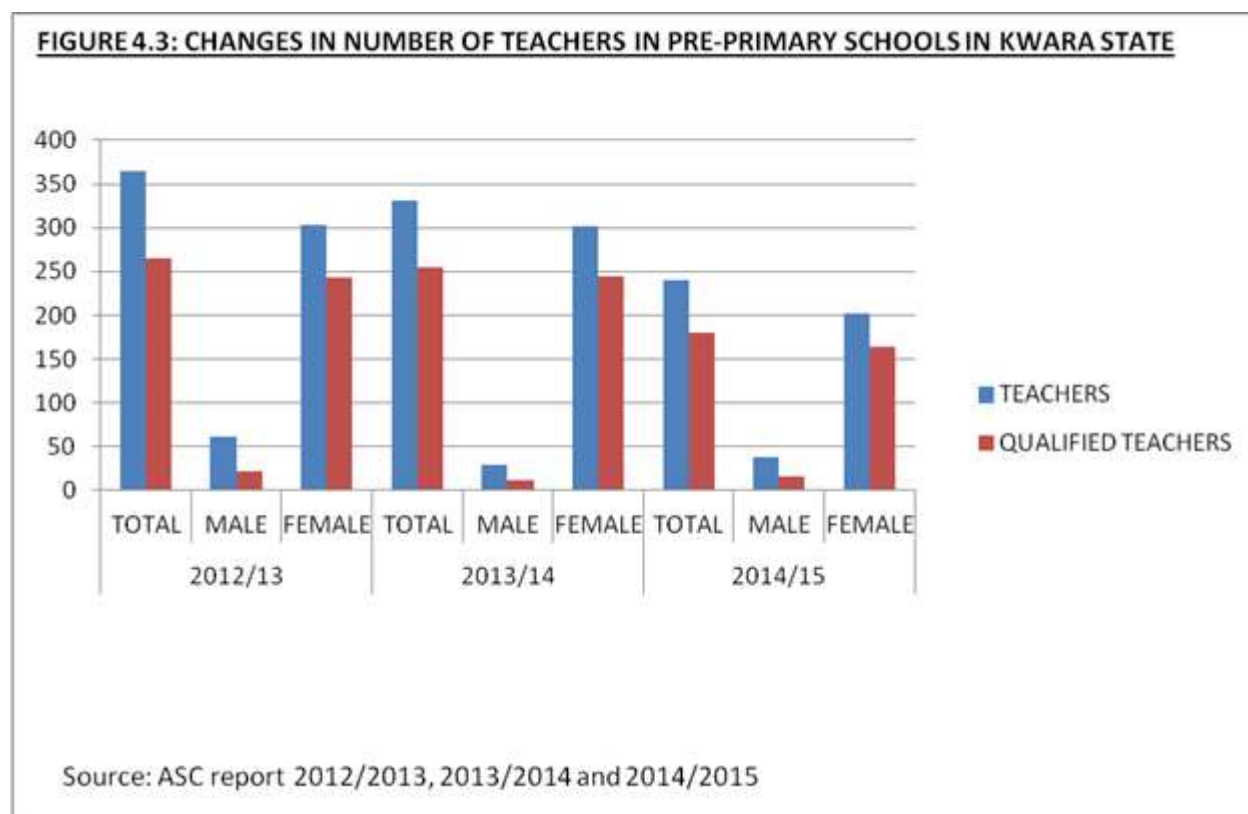
Figure 4.3 shows that the number of pre-primary school teachers decreased by 34 to 331 in 2013/14 from 365 in 2012/13. In 2014/15, the number of pre-primary schools teachers further decreased by 91 to 240 from 331 in 2013/14. The number of female teachers were substantially greater than male from 2012/13 to 2014/15. The table also shows that the number of pre-primary school qualified teachers decreased by 10 to 255 in 2013/14 from 265 in 2012/13 and decreased further by 75 to 180 in 2014/15 from 255 in 2013/14.

Public primary school teachers

FIGURE 4.4: CHANGES IN NUMBER OF TEACHERS IN PRIMARY SCHOOLS IN KWARA STATE

Source: ASC report, 2012/2013, 2013/2014 and 2014/2015
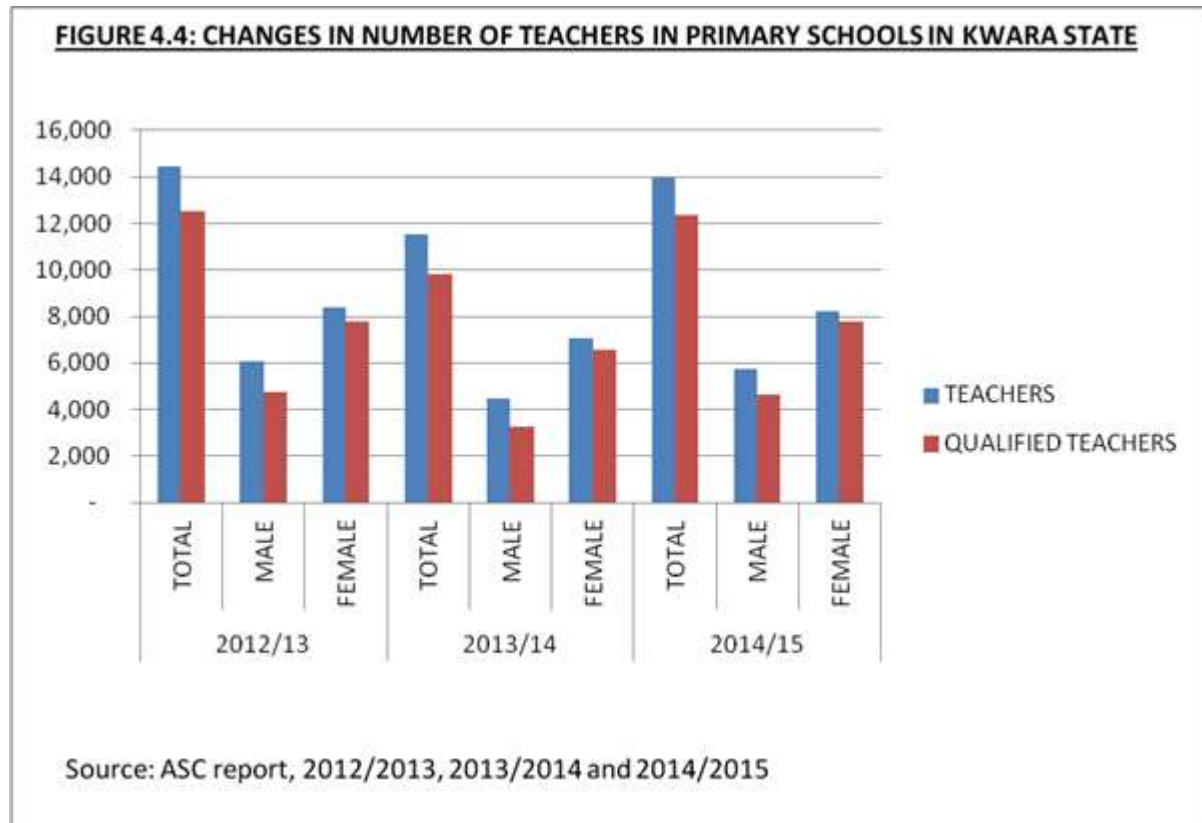
Figure 4.4 indicates that in 2013/14, the number of primary school teachers decreased by 2,922 from 14,450 in 2012/13 but increased by 2,431 to 13,959 in 2014/15 from 11,528 in 2013/14, while female teachers were substantially greater than their male counterpart from 2012/13 to 2014/15. Similarly, qualified teachers decreased by 2,741 to 9,809 in 2013/14 from 12,550 in 2012/13 but increased by 2,565 to 12,374 in 2014/15 from 9,809 in 2013/14. ,

Furthermore, the decrease in the number teachers at primary level between 2012/13 and 2013/14 the indicates that there was no recruitment between these periods, while the increased recorded in 2014/15 reflected recruitment of new teachers to replace some of the teachers that were out of service due to one reason or the other.

Public junior secondary schools
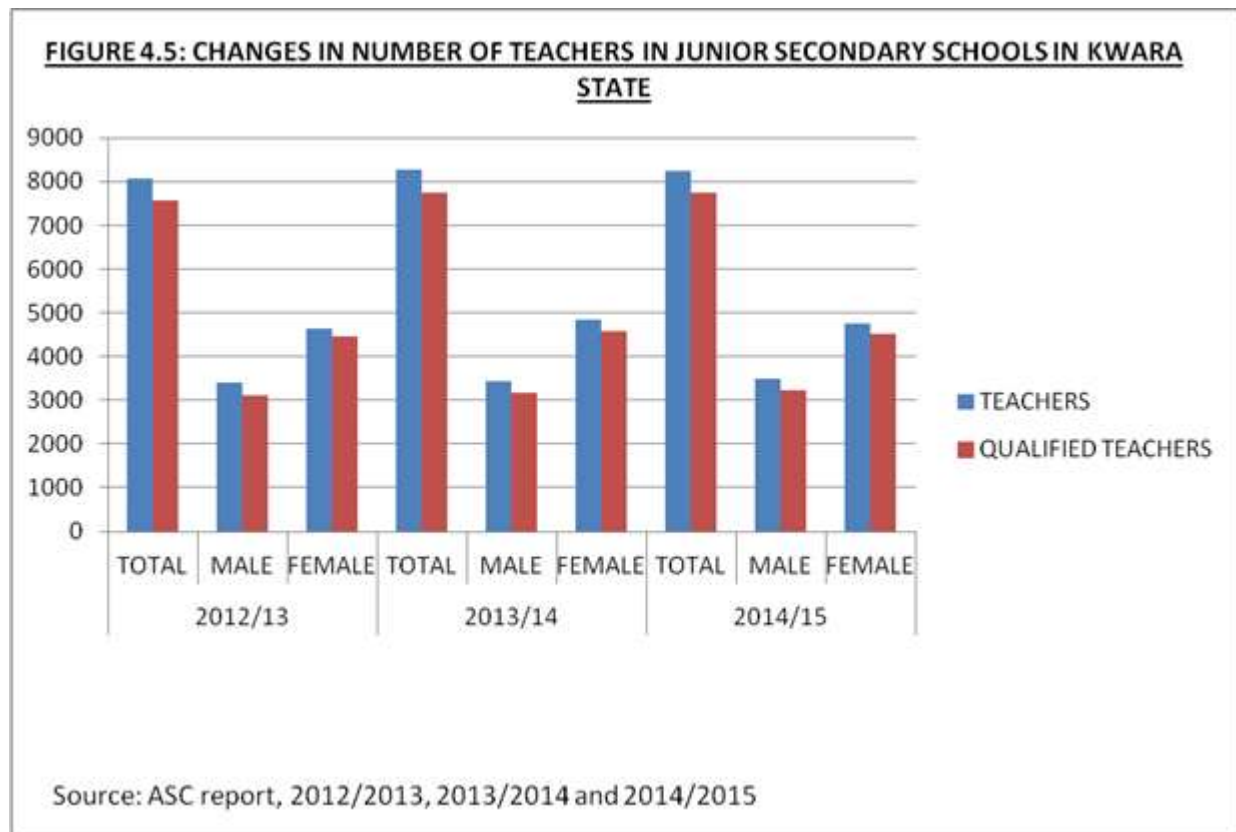
Figure 4.5 shows increased number of junior secondary school teachers by 217 in 2013/14 from 8,059 in 2012/13 but decreased marginally by 32 to 8,244 in 2014/15 from 8,276 in 2013/14. The number of female teachers were substantially greater than that of male from 2012/13 to 2014/15, while noting that the difference between male and female teacher was not as much as observed at pre-primary and primary levels. Similarly, qualified teachers increased by 158 to 7,734 in 2013/14 from 7,576 in 2012/13 and also increased by 18 to 7,752 in 2014/15 from 7,734 in 2013/14.

The increased number of teachers at junior secondary between 2012/13 and 2013/14 indicates recruitment to replace teachers that exited the service due to one reason or the other, while marginal decrease in the number of teachers at this level in 2014/15 was due to retirement and non-recruitment of teachers during this period.

Public senior secondary schools
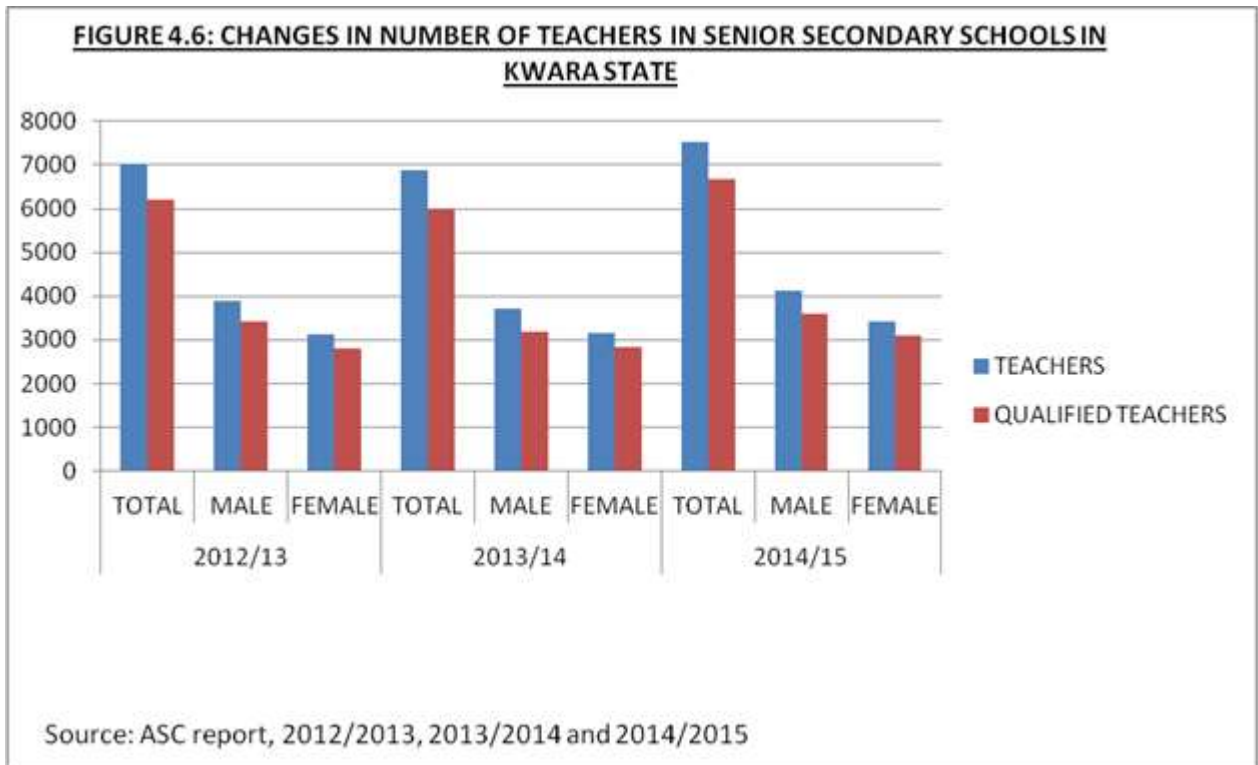
Figure 4.6 shows that in 2013/14, the number of senior secondary school teachers decreased by 136 to 6,878 from 7,014 in 2012/13 but increased by 655 to 7,533 in 2014/15 from 6,878 in 2013/14. Unlike pre-primary, primary and junior secondary levels, the number of male teachers in senior secondary schools was greater than the number of female teachers. Likewise, the number qualified teachers decreased by 194 to 6,008 in 2013/14 from 6,202 in 2012/13 but increased by 678 to 6,686 in 2014/15 from 6,008 in 2013/14.

The marginally decrease in the number of teachers at senior secondary level between 2012/13 and 2013/14 school years was due to retirement of teachers for one reason or another and non-recruitment of teachers at this level, while the increased number of teachers recorded in 2014/15 was due to recruitment of new teachers to replace teachers who departed the service for some reasons.

Enrolment in public schools in Kwara State
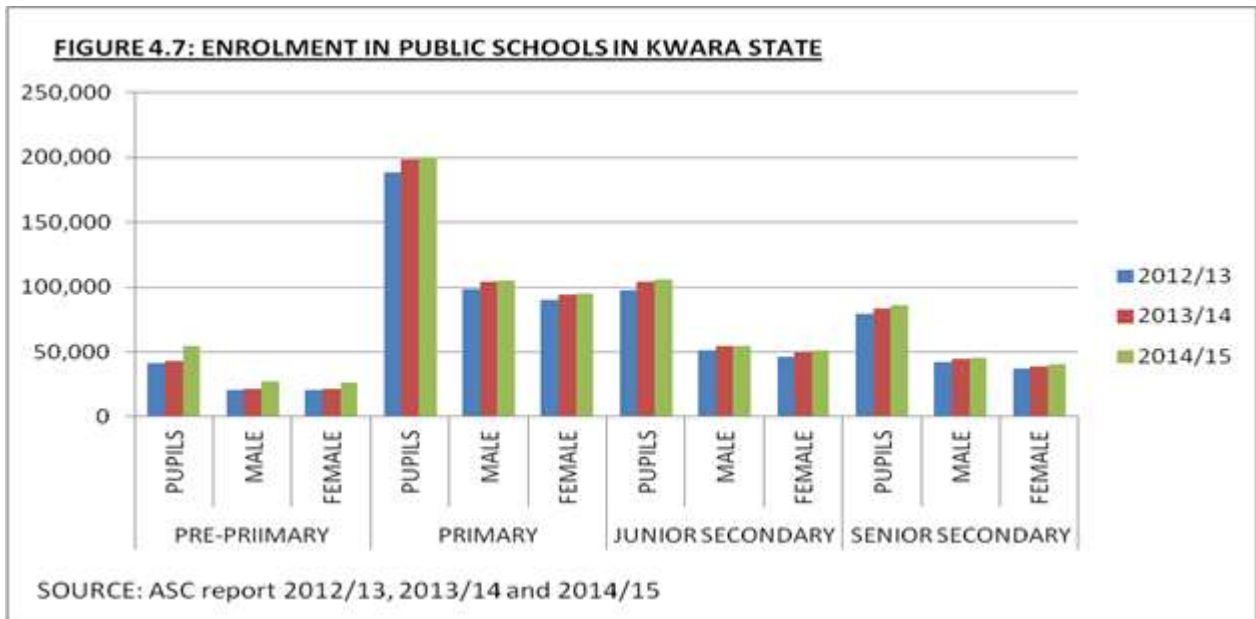
Figure 4.7 shows that pupils' enrolment in public pre-primary schools increased by 2,006 from 41,017 in 2012/13 to 43,023 in 2013/14 in favour of male gender by a difference of 709 and further increased by 11,131 from 43,023 in 2013/14 to 54,154 in 2014/15 in favour of male gender by a difference of 1,120

Similarly, enrolment in public primary schools increased by 10,420 from 188,339 in 2012/13 to 198,759 in 2013/14 in favour of male gender by a difference of 9,627 and further increased by 1,109 from 198,759 in 2013/14 to 199,868 in 2014/15 in favour of male gender by a difference of 9,390 (see figure 4.7).

Enrolment in public junior secondary schools increased by 5,944 from 97,952 in 2012/13 to 103,896 in 2013/14 in favour of male gender by a difference of 5,368. Enrolment further increased by 1,914 from 103,896 in 2013/14 to 105810 in 2014/15 in favour of male gender by a difference 3,076 (see figure 4.7).

Enrolment in public senior secondary schools increased by 4,023 from 79,174 in 2012/13 to 83,197 in 2013/14 in favour of male gender by a difference of 5,477. Enrolment further increased by 3,037 from 83,197 in 2013/14 to 86,234 in 2014/15 in favour of male gender by a difference 4,812 (see figure 4.7).

In general, figure 4.7 shows that over the last three years, there has been a steady increase in enrolment across all the education level in the state. This is the reflection of overall government commitment and effort toward providing a conducive environment and facilities for good teaching and learning in the state.

Chapter 5: Outcomes and Impacts

This Chapter explains the effects and benefits of activities embarked upon based on the Sector goals/objectives set for the year 2014. The overall focus of proper strategic planning (MTSS) and budgeting is to improve schools. This Chapter is therefore presenting the effects of all the activities that took place with regards to the pillars of school improvement even though the State is yet to embrace the concept of activity based budgeting. These pillars are:

Access to Improved Schools

As at 2013/2014, there was a steady increase in enrolment for both the basic and senior secondary levels across the State. This is due to the various sensitization campaigns on enrolment and enrolment drives embarked upon in collaboration with School Based Management committees (SBMCs) in the communities. More schools were also established and existing ones were upgraded to accommodate the expansion.

Gross Enrolment Rate (GER)

The GER indicates the general level of access to schools by learners, notwithstanding their ages, and also shows the current capacity of the school system to enrol them.

Figure 5.1: GER for Basic Education
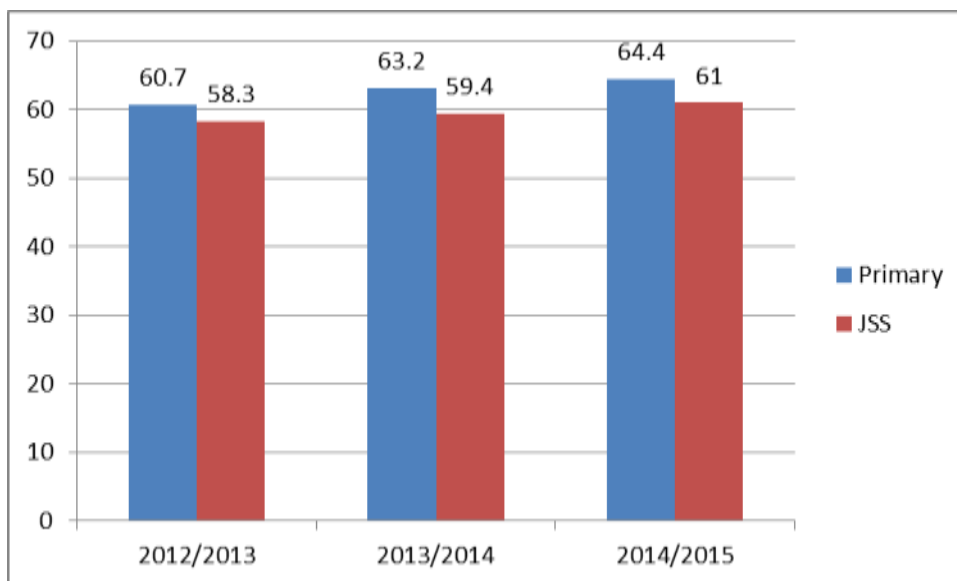
Source: ASC 2013, 2014 & 2015 Reports

Figure 5.1 shows a marginal increase in the gross enrolment for primary schools from 60.7% in 2012/2013 school year to 63.2% in 2013/2014. It slightly increased to 64.4% in 2014/2015. The GER for the JSS also increased marginally from 59.4% in 2013/2014 to 61.0% in the year 2014/2015. Notwithstanding the achievements, the gross enrolment for primary schools in the year 2014/2015 implies that 35.6% of primary school ages are still out of schools. While for the same year in JSS, 39.0% of school ages are still out of JSS.

Figure 5.2: GER for Senior Secondary Education
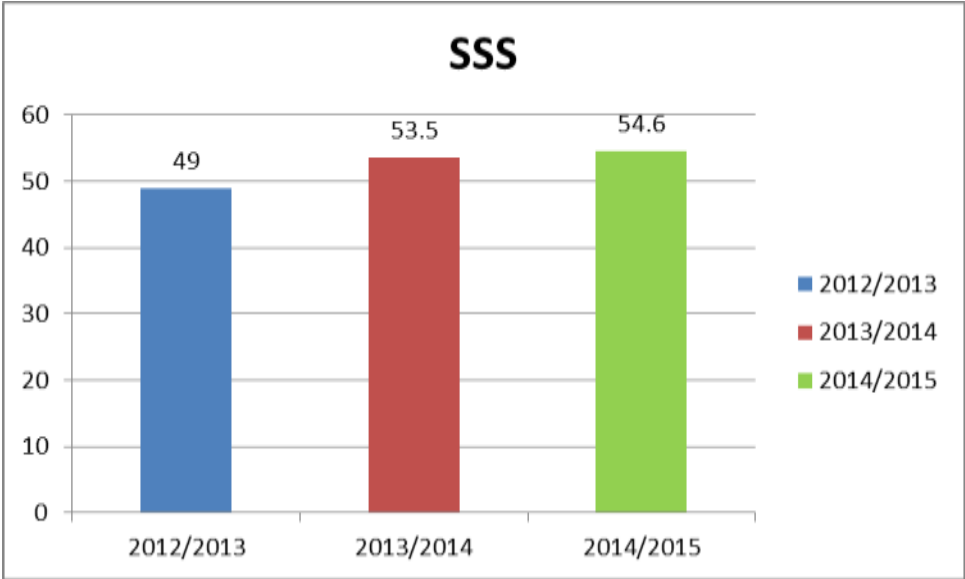
Source: ASC 2013, 2014 & 2015 Reports

Figure 5.2 presents GER for SSS, shows marginal but steady increase in the gross enrolment rates from 2012/13 to 2014/15 school years. Notwithstanding, it must be noted that with this trend, 45.4% of the senior secondary school ages' population are still not enrolled in various senior secondary schools as at 2014/2015.

Net Enrolment Rate (NER)

Describes the level of participation of learners within the approved school age for a particular education level and also indicates the existing capacity of schools to enrol pupils of that school level age.

Figure 5.3: NER for Basic Education (%)
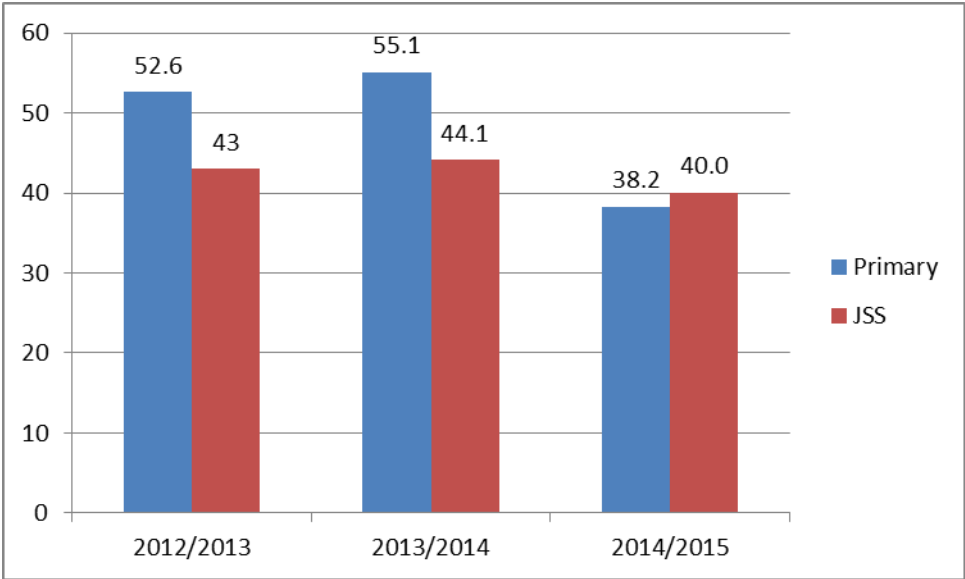
Source: ASC 2013, 2014 & 2015 Reports

Figure 5.3 shows that the Net Enrolment for primary schools slightly increased by 2.5% in the year 2013/2014. With 55.1% NER, it indicates that 44.9% of primary school ages (6-11) are still not enrolled as at 2013/2014 academic year. This trend further decreased to 38.2% in the year 2014/2015, which implies that 61.8% of the official primary school ages are still not enrolled for public primary education. For the JSS, net enrolment rate increased by 1.1% to 44.1% in 2013/2014 school year, which explains the fact that 55.9% of ages 12-14 (JSS school age) are still out of school as at 2013/2014 academic year. Similarly, the JSS NER decreased further by 4.1% to 40.0% in 2014/2015, which implies that 60.0% JSS ages are still not enrolled. There is need to intensify efforts to improve enrolment at the basic education level.

Figure 5.4.: NER for Senior Secondary Education (%)
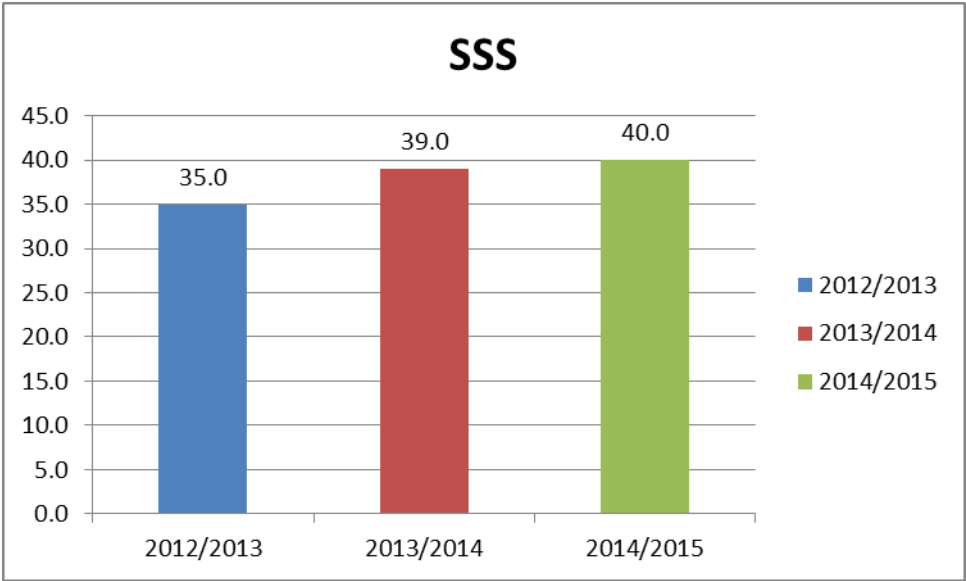
Source: ASC 2013, 2014 & 2015 Reports

Figure 5.4 shows that the NER for the senior secondary level increased by 4% in 2013/2014 and further increased by 1% to 40.0% in 2014/2015 school year. This trend clearly explains that despite the increases recorded, 61% and 60% of the senior secondary school ages (15-17) are still not enrolled in 2013/2014 and 2014/2015 respectively.

Gender Parity

This indicates the ratio of female to male learners.

Figure 5.5 GPI for Basic Education
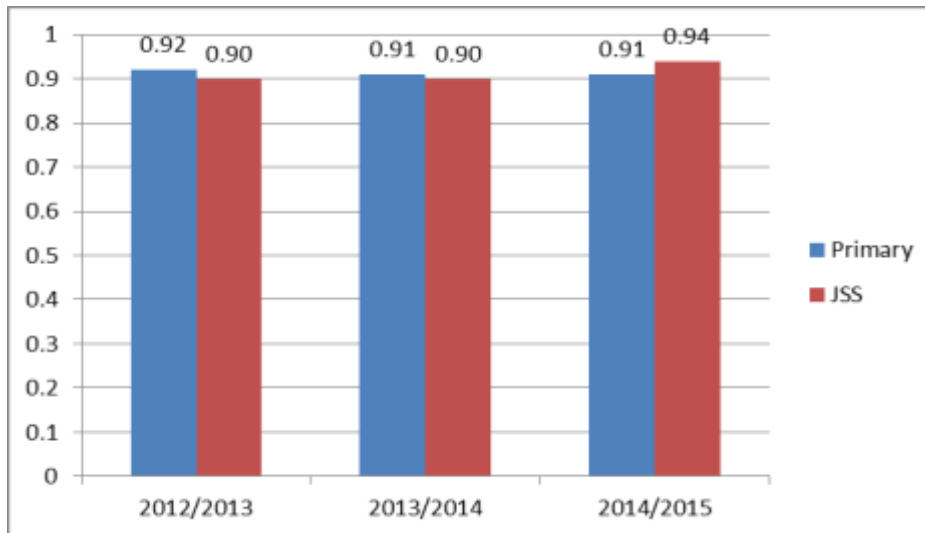
Source: ASC 2013, 2014 & 2015 Reports

Figure 5.5 shows marginal variations in the GPI for the basic education from 2012/2013 to 2014/2015. This indicates that there are more boys enrolled in primary and JS schools than girls. Therefore, there is need to emphasise girls' enrolment at the basic education level to promote girl child education and women empowerment.

Figure 5.6 GPI for senior secondary level
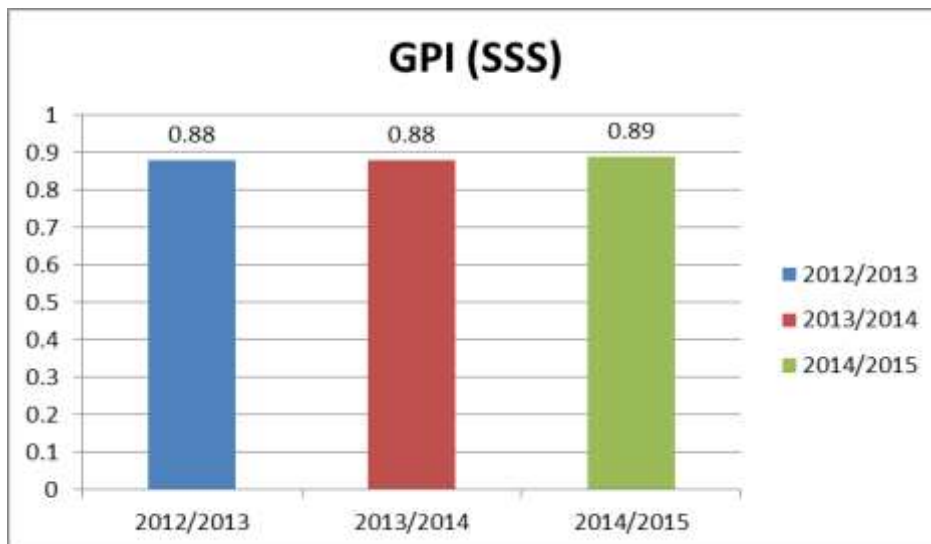
Source: ASC 2013, 2014 & 2015 Report

Figure 5.6 indicates that the GPI index for the senior secondary schools remained the same from 2012/2013 to 2014/2015 school years. The GPI of 0.88 implies that more boys are enrolled at this level than girls. It is also expected that communities should be given more sensitization on the importance of Girl Child Education at this level.

School Infrastructure/Facilities Improvement

According to the State of Education Report, provision of learning facilities and equipment is fair, as a result, learners are making satisfactory progress. It was also discovered that most schools were fenced in order to provide adequate security and prevent unnecessary distraction of learners by host communities. Consequently, learners feel safe and learn more effectively. Furniture items that will support learning were provided on an average basis.

Pupil-Classroom Ratio

The pupil-classroom ratio for the primary education level increased from 25 pupils to a classroom documented in 2013/2014 to 30 pupils per classroom in the year 2014/2015. While for the JSS, it has remained constant at 44 pupils to a classroom for both years. In senior secondary schools, it rose from 34 students to a classroom in 2013/2014 to 37 students per classroom in 2014/2015 school year. This outcome is still within the range specified by UNESCO.

The number of usable classrooms in public primary schools increased by 13.9% in 2013/2014 from 8,371 in 2012/2013 but reduced by 13% in 2014/2015 school year.

In public junior secondary schools, number of usable classrooms increased by 4% in 2013/2014 from 2,298 in 2012/2013 and further increased by 1.2% in 2014/2015 school year.

Similarly, the number of usable classrooms in public senior secondary schools increased by 10.2% in 2013/2014 from 2,191 in 2012/2013 but decreased by 5.4% in 2014/2015 school year. There was also an increase in the number of schools where classes held outside at both basic and senior secondary education levels, an indication that more classrooms needs to be constructed in schools especially in the affected LGAs.

Nonetheless, classrooms in our schools at various levels still need to be given special attention. Most of them are in need of major repairs. Seats were made available in schools across the basic and senior secondary education levels. Nevertheless, it was observed that there was higher percentage of classrooms with insufficient seats. Though, schools without health facilities reduced significantly, more can still be done to ensure adequate provision of health facilities in our various schools.

Despite the slight increase in the provision of water to schools, it must be noted that proportion of schools without source of water remained very high at 67% for public primary schools, 45.0% for junior secondary schools and 42% for senior secondary schools. Much needs to be done to improve provision of water facilities in our schools at various levels.

Teacher Employment, Posting and Development

It was discovered that the number of teachers available in 2014/2015 school year slightly decreased when compared to the previous year at primary education level, this is traced to the fact that several teachers retired at this level, while some are deceased. It was also observed that there was higher concentration of teachers in the urban areas that the rural areas, thus efforts should be made to checkmate the mass exodus of teachers leaving the rural areas for the urban centres. However, teachers were replaced /recruited at the JSS and SSS level to replace teachers who exited the service.

Moreover, percentage of teachers that went on self-training at the basic education level in rural areas was higher than those in the urban centres, but higher in the urban centres at the senior secondary level. The outcome of all these training reflected in the fact that students' performance has improved as evidenced in the released results for the State Common Entrance Examination, Junior School Certificate Examinations (JSCE) and Senior School Certificate Examinations (SSCE).

Pupil- Teacher Ratio

This refers to the average number of pupils/students per teacher at a specific level of education in a given school year. This indicates the number of learners available to a teacher during a teaching-learning session.

Figure 5.7: Pupil-teacher ratio (Basic level)
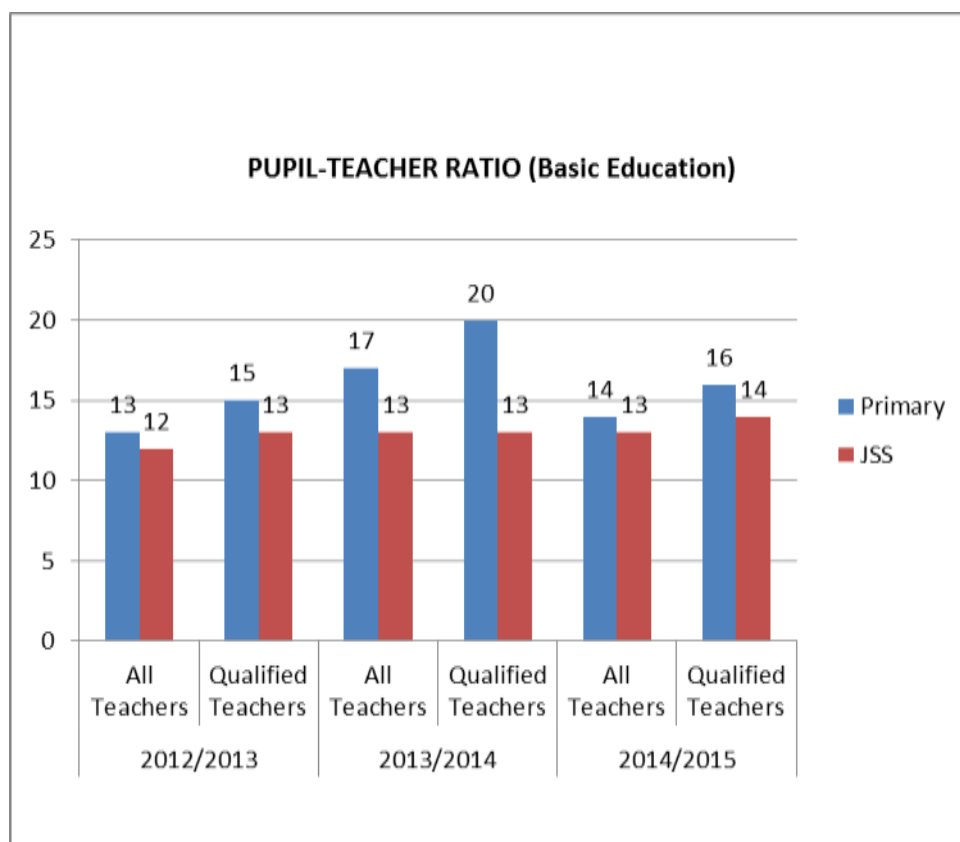
Figure 5.7 shows that on the average, the State is still operating within the set standard of 30 leaners to a teacher at the primary education level and 35 learners to a teacher at the JSS according to the UNESCO pupil-teacher benchmark. This position suggests that teachers at this level are sufficiently catering for the academic, moral and social needs of the learners.

Improvement in School Management

An integrated approach to school improvement with certain criteria to be met was designed in partnership with ESSPIN for the purpose of ensuring better schools. The pillars for better schools are;

- competent Head teacher
- teachers with knowledge, skills and sound methodology,
- workable school development plan
- functional SBMCs

- good and fit-for-purpose infrastructure
- Inclusive practices.

These pillars are supported by;

- Availability of data for effective educational planning
- Effective planning and budgeting system
- Strong institutional capacity at State and LGEA level to deliver school improvement
- A partnership of civil society and government to strengthen voice and accountability

At the basic education level, according to the School Support Service's Report on schools improvement, it was observed that;

- About 12,097 (54.5%) teachers are now using praise/reward to motivate good performance and sustain learners' interest during lesson delivery;
- 10,471 (47.2%) teachers are now using improvised teaching aids.
- 10,192 (46.0%) teachers are delivering effective lessons.
- A 'learner centred approach' has greatly increased because learners now actively take part in the teaching-learning activities at the basic education level
- Learning environment has become friendlier.
- 1,461 (75.0%) schools are developing better, workable and effective school development plans for their schools.

The Composite Survey 2 (Kwara State) Report, May 2015 produced by the State with the support of ESSPIN, measured some key components that brought about quality in schools which in turn translates into effective learning. The outcome of this survey showed that there was great improvement in school quality, which also impacted positively on the literacy learning outcome. The Head Teachers are more effective in school management, they now operate efficiently due to the several trainings/workshops they attended; there was increase in the number of schools' development planning. Though teachers' competence suffered a slight decrease owing to the fact that some of the teachers trained were moved to JSS, those tested were mostly newly recruited teachers, and moreover those ones trained, did step down skills and knowledge to other teachers. Sharp decline in the number of training days and movement of trained teachers to JSS also had a negative effect on the Numeracy test scores that was conducted.

At the senior secondary school level, the improvement is not as pronounced, but efforts are in place to implement good practices seen at the basic education level. These efforts are seen in the performance of students in both internal and external examinations. School monitoring at this level is highly commendable and has improved school management. At the senior secondary school level, teachers are encouraged to embark on self-training exercises through Study-Leave with pay; the effect of this has been tremendous in the rural areas.

At the last National external examination, the State results have been very progressive. In the recently conducted external examinations, the National percentage pass was 30%, Kwara has 29%. Moreover, from 27th and 22nd Position recorded from the previous years, Kwara has now moved to 17th position.

Community Involvement in School Supervision and Management

The Composite 2 Report confirms a great improvement in the inclusion of women and children in SBMCs. Functional SBMCs at the basic education level increased notably; the level of involvement of the SBMCs in schools at the basic level has been very impressive, SBMCs now monitor the progress of SDPs implementation and provide feedback to the wider community. More women and children are now included in SBMCs at the basic education level, this trend has triggered a great increase in the percentage of functional SBMCs mobilizing resources for school improvement. More SBMCs now partner with others such as FBOs, CBOs, and SBMCs. SBMCs have performed commendably towards ensuring access and inclusion of all children in schools. Some children that dropped out of schools were returned to schools through the efforts of SBMCs in 12 LGEAs. There should be more sensitization to enable inactive SBMCs become more active.

The level of community/stakeholders' participation and involvement in the affairs aimed at ensuring the smooth running of public basic schools (primary and JSS) is consistently increasing in both the rural/urban areas across the State for the year 2014/2015 in comparison with the previous years (2012/2013, 2013/2014). There has been constant increase in the number of public basic schools drawing up their various schools' development plans, owing to the various activities targeted at sensitizing communities and stakeholders on the importance of their involvement. Emphasis should be geared towards making communities more involved in the affairs of public senior secondary schools. Therefor SBMCs should also be established and supported to be functional in senior secondary schools.

Civil Society Organization (CSO) Collaboration

The Civil Society/Government partnership has the Civil Society Action Coalition on Education for All (CSACEFA) as its umbrella. The CGP works in partnership with the State education sector, especially at the basic education level (SUBEB) to ensure better schools' governance and improvement in schools' performance. In 2014, the CGP worked in collaboration with the State education sector in 13 LGEAs namely: Edu, Ekiti, Irepodun, Isin, Ilorin East, Ilorin South, Ilorin West, Moro, Kaiama, Oyun, Offa, Oke-Ero and some parts of Asa LGEA. They are closer to the various host communities, so they have ears of the communities and also serve as links between communities and the education sector. In most cases, they are the voice of the voiceless, especially women and children. The Civil Society Organizations have complemented the effort of the State Government by supporting the education sector in achieving the following:

- Gave support to ensure the establishment, training and monitoring of the activities of the SBMCs across the 13 LGEAs in the State.
- Donated learning materials to support education of the less privileged in host communities.
- Gave financial support/aid to the education of the needy.
- Provided equipment to support inclusive education, by giving out wheel chairs to the physically challenged learners in communities.
- Gave immense assistance to ensure the success of activities relating to enrolment campaigns/sensitization.
- Helped in guaranteeing full participation of communities and also engaged communities in resource mobilization.

The Civil Society Organizations have demonstrated readiness to partner with the State education sector in carrying out any assignment given to them from time to time.

Inclusiveness in Schools

According to the outcome of the composite survey that was conducted in partnership with ESSPIN, inclusiveness in schools decreased by 25% due to the fact that criteria for inclusiveness was raised, and there were no training/workshop for teachers on inclusive education at the basic education level. Thus, there is need for sensitisation and capacity development on inclusive education for teachers and education manager to ensure effective implementation of the state inclusive education policy.

Chapter 6: Implications and Recommendations

This Chapter focuses on implications of the sector performance, as indicated by key results (outcomes and impacts) and recommendations to provide for further planning and improvements in the education sector.

Implication of Key Results

The implications of key results as presented in chapter five of the report are summarized below:

Access and Equity

Gross Enrolment Rate (GER): this is total sum of enrolment regardless of age expressed as the percentage of eligible official school age population in the state. It shows the general level of participation and indicates the existing capacity of schools to enrol children.

The general level of children participation at public primary education level in the state expressed by the GER is 63.2% and 59.4% at the junior secondary education level, while the level of participation at the senior secondary education level is 53.5%. The implication of this statistics is that up to 36.8%, 40.6% and 46.5% of school aged population are not enrolled for primary, junior secondary and senior secondary education respectively.

Net Enrolment Rate (NER): it is calculated as enrolment of official school age at a given level, expressed as percentage of the corresponding population in the state. This shows the degree of coverage of children of official school age per level of education in the state. The NER is 55.1%, 44.1% and 39.0% at primary, junior and senior secondary school levels respectively implies that a large proportion of school age population (6-11), (12-14) and (15-17) are out of schools.

Gender parity Index (GPI): the GPI is 0.91 at the primary level, 0.94 at the junior secondary education level, and 0.89 at the senior secondary level. This implies that the GPI is in favour of boys at the basic and senior secondary education levels. Therefore, Local Government Areas with serious challenges should be encouraged through advocacy and sensitization programmes by the SBMCs to attain gender parity on pupils' enrolment.

Education Quality

- To reduce the percentage of classrooms with insufficient seats of 55 and classrooms needing major repairs of 32, additional infrastructural facilities should be provided.
- More teachers should be recruited in the area of the newly introduced subjects to achieve the entrepreneurship and vocational skill drive of the Government of the day.
- Provision of more instructional materials e.g. relevant text books mostly in core subjects and curriculum in Trade subjects to enhance teaching and learning of the newly introduced courses.
- The need for regular whole school evaluation will require the strengthening of the Quality Assurance Bureau.
- To improve learners' individual skills development and update their knowledge, standard ICT and library facilities needs to be provided in preparation for the CBT policy.

Teachers' recruitment, deployment and capacity development

- Uneven distribution of teachers across all schools and between urban and rural schools in particular is one of the major upsets to education development in the state.
- Government efforts in capacity development of teachers in the state over the years have been acknowledged. Despite this, training and re-training of teachers has not been fully designed to meet developmental needs and the state policy on skills acquisition.

Mass movement of teachers from rural areas to urban centres should be reduced to the barest minimum. Hence, teachers posted to schools located in rural areas should be given more motivation by way of enhanced special incentives/packages given to them in order to curtail this trend. Also, regular redeployment of teachers should be done; teachers posted should be compelled to stay at their duty posts. Political influence regarding posting of teachers, especially to rural areas, should be checked. Moreover, transferring of teachers from the schools to various offices should be drastically reduced.

Pupils/Teacher Ratio

Figure 6.1: Pupils-All teachers Ratio in Public Primary and Junior Secondary Schools
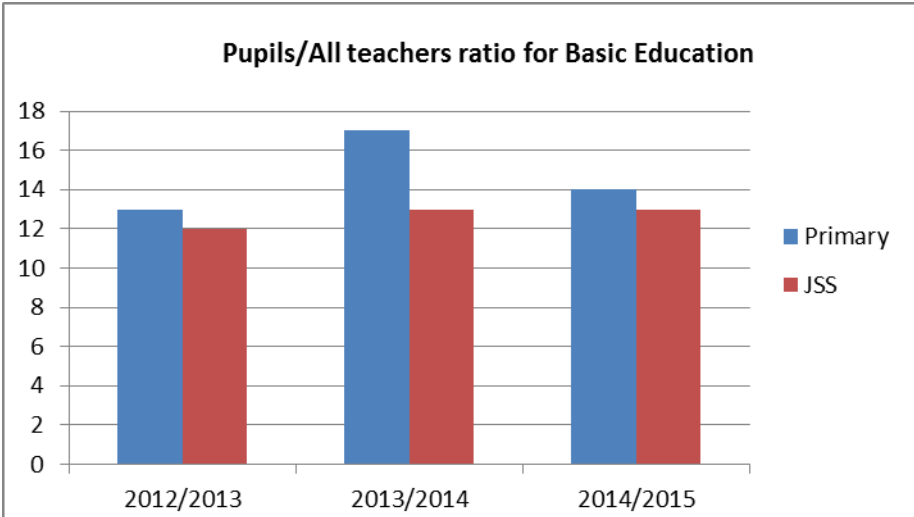
Figure 6.2: Pupils-Qualified teachers Ratio in Public Primary and Junior Secondary Schools
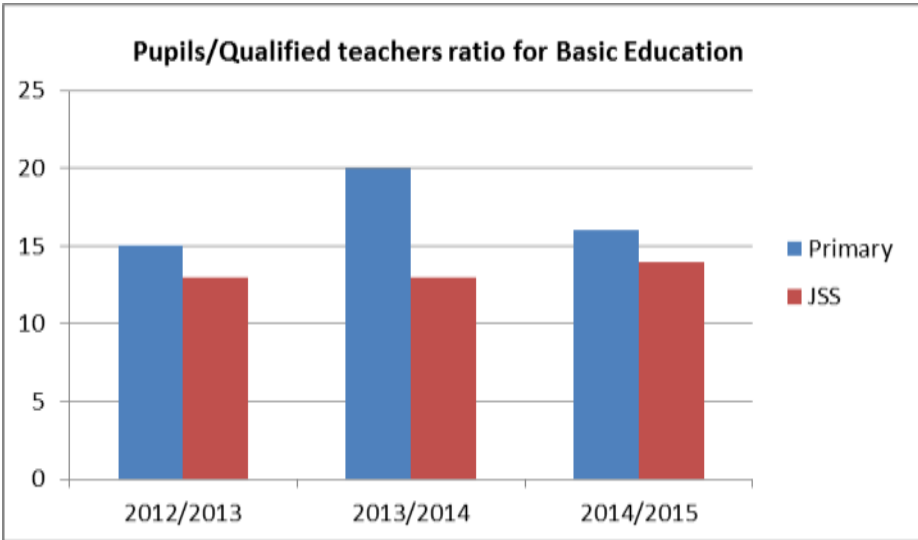
Source: ASC 2012/2013, 2013/2014 & 2014/2015

Figures 6.1 and 6.2 show an impressive pupils-teacher ratio, which reflects the UNESCO standard and should be maintained. Sustaining this achievement will enhance effective, efficient and qualitative teaching-learning in our schools at all levels.

Pupils/Classroom Ratio

Pupil/Total classroom ratio: 25, 44 and 34 respectively in each level of education implies adequacy of classrooms, but effort would be needed to make the classrooms more conducive by providing necessary equipment and facilities that will enhance learning.

Pupils Good classroom ratio : 20 , 44 and 34 at primary , junior and senior secondary level of education respectively means that schools have enough classrooms to accommodate the pupils but the situation vary from one LGAs to another as some classes are still held outside in some schools . Effort should be geared towards improving these facilities in those LGAs that are lagging behind.

Challenges

The critical issues confronting the education sector in the state which require immediate intervention are presented below.

Basic Education

Challenges with regards to education quality and system strengthening include:

- 83% of teachers recruited were not based on subject needs.
- Non-provision of DFS is challenge for the implementation of school development plan.
- Establishment of schools and provision of school infrastructure are being politicized without consultation of key stakeholders and proper reference to ASC reports and the ISD model.
- Inadequate number of quality assurance officers (QAEs) in some zonal offices for better coverage of schools for evaluation.
- Non-adherence of Quality Assurance Evaluators (QAEs) to QA language and writing style.

In spite of SUBEB, ESSPIN, MDG efforts in ensuring provision of water and sanitation facilities in our schools; this facilities are still insufficient.

Senior secondary and Technical/ Vocational Education

Major challenges of the education sector at senior secondary education level include:

- Lack of functional SBMCs at Senior Secondary, Technical and Vocational education level hampers effective community and stakeholders' participation.
- Inadequate provision of instructional materials e.g. relevant text books mostly in core subjects and curriculum in Trade(newly introduced courses)
- No development intervention on vocational education on ground.
- Uneven distribution of teachers across all schools is one of the major upsets.
- Vocational Education programs shall be encouraged across all levels of education. The quality of leaning in public schools is to be regularly monitored in our rural schools shall be intensified to achieve the achievable goals of vocational education programs.
- No incentive and motivation for teachers especially those in the rural schools

- Non establishment SBMCs in senior, Technical and Vocational schools.
- Insufficient and lack of conducive teaching-learning environments.
- Inadequacy of teachers in core subjects.

Recommendations

Despite numerous achievements that were recorded at Basic education level, the following recommendations are provided to ensure sustainable improvement of the sub-sector.

- There is need for the provision of additional infrastructural facilities and recruitment of more teachers to schools
- Health care and sporting facilities should be provided to promote extra- curricular activity in schools
- Quality Assurance Bureau should be strengthen improve school evaluation
- Give assignment regularly to learners to extend learning outside the classroom and raise their level of attainment.
- Provide more classrooms to prevent overcrowding and enable teachers cater for learner's individual needs during lesson and help them make progress.
- Encourage effective use of instructional resources in lesson delivery to enhance learning.
- Provide standard ICT and library facilities to improve learners individual skill development and update learners knowledge in education
- Improve teacher's skills and proficiency in best practices in teaching methodology, especially in literacy and numeracy.
- Promote inclusive and adequate toilet facilities to promote healthy lifestyles among learners and enhance their development.
- Establish functional counselling unit in all schools to provide range of career choices for learner's personal development.
- Provide more inclusive toilet facilities for learners and staffs to promote healthy living.
- Train and refrain school leadership on the preparation and rise of SDP for learner's improvement.
- Ensure yearly analyses of WAEC and NECO examination results in order to keep track of learner's performance and help them improve on their level of attainment.

Annex 1: 2014 Quarterly Monitoring Report

Kwara State Ministry of Education and Human Capital Development, Ilorin
Summary Quarterly Monitoring Report (SQMR)
Year: 2014   4th Quarter

1.   Overall Financial Position (State Budget)

Ministry, Departments and Agencies (MDAs)	Total Budget Allocation	Releases: Amount Released to date	Proportion Released: Amount Released to date as % of approved budget	Expenditure: Amount spent this quarter	Cumulative Expenditure: Amount spent to date	Budget utilisation: % of Budget spent to date
MoEHCD	4,884,757,997	1,569,784,446	32.1%	59,723,000	1,569,784,446	32.1%
SUBEB	300,220,000	288,069,982	96.0%	68,061,790	288,069,982	96.0%
SUBEB (Counterpart Funding)	852,936,713	796,257,681	93.4%	264,058,588	796,257,681	93.4%
TSC	6,351,821,383	6,462,689,692	101.7%	1,655,693,311	6,462,689,692	101.7%
AME	65,908,855	24,805,867	37.6%	5,977,750	24,805,867	37.6%
LIBRARY BOARD	11,440,000	1,490,000	13.0%	402,500	1,448,000	12.7%
Totals (State Budget)	**12,467,084,948**	**9,145,097,668**	**73.4%**	**2,053,916,939**	**9,143,055,678**	**73.4%**

*Library Board activities were carried out throughout 2014 with the use of their Internally Generated Revenue (IGR)

* Budget allocation used for MoEHCD, SUBEB and AME is the revised estimates for 2014

2.   Overall Financial Position (Other Funding Sources – IGR, UBE-IF, ETF, TETFund Arrears, MDGs, etc)

Ministry, Departments and Agencies (MDAs)	Amount Projected or Due for the Year	Amount Realised or Accessed to date	Realisation/ Accessment Rate (Amount Realised or Accessed as a % of Projection)	Expenditure (Amount Utilized to date)	Utilisation Rate: (Amount Utilization or Accessed as a % of Projection)
MoEHCD					
1. **MDGs**	0	0	0	0	0
2. **Others (Expected Grants)**	1,500,000,000	0	0	0	0
SUBEB					
1. **UBEC-IF**	852,936,713	796,257,681	93.4%	796,257,681	93.4%
2. **ESSPIN DFID**	313,000,000	530,166,313	166%	530,166,313	166%
3. **UBEC-IF (Training)**	140,000,000	67,178,200	48.0%	67,178,200	48.0%
AME					
1. **IGR**	600,000	316,500	52.8%	316,500	52.8%
2. **Others**	0	0	0	0	0
Library Board					
1. **IGR**	500,000	1,490,000	298%	1,448,000	290%
2. **Others**	0	0	0	0	0
GRAND TOTAL	**2,807,036,713**	**1,395,408,694**	**49.7%**	**1,395,366,694**	**49.7%**

3. Overall Sector Performance

Critical Activities Executed/Ongoing (maximum of 2 per MDA) *(These activities have implications for several other activities and help to improve quality of education; have direct impact on the core mandate of the institution)*	Critical Outputs *(Measurable results from the critical activities)*	Responsible/ Actioning MDA
Evaluation of 364 schools and monitoring of 600 schools (public and private).	115 public and private schools evaluated while 22 schools (public and private) were monitored.	D/QAB (MoEHCD)
Feeding of 394 students of school for Special Needs	75% achieved	D/SS (MoEHCD)
Transportation of 120 gifted and talented students	100% achieved	D/C&A (MoEHCD)
Renovation of 8 classrooms in selected schools	95% renovated and still on-going	D/PRS (MoEHCD)
Construction of classrooms at Ojoku Grammar school and GSS Bode Saadu	95% constructed and on-going	D/PRS (MoEHCD)
Provision of furniture in 4 selected schools	100% achieved	D/PRS (MoEHCD)
Conduct of ASC 2014/2015	40% achieved	D/PRS (MoEHCD)
Construction of blocks of 2 classrooms with office	Construction of 21 blocks of 2 classrooms with office completed.	Exec. Chairman (SUBEB)
Construction of blocks of 2 classrooms	10 out of 20 blocks completed and on-going.	Exec. Chairman (SUBEB).
Provision of specific Fabricated metal window/door for blocks of classroom	Completed.	Exec. Chairman (SUBEB)
Construction of 4 blocks of 4 classrooms except metal window and door	Construction of 4 blocks of 4 classrooms completed.	Exec. Chairman (SUBEB)
Rehabilitation of 110 classroom	100% completed	Exec. Chairman (SUBEB)
Rehabilitation of blocks of 7classroom at QES Ilorin	Completed.	Exec. Chairman (SUBEB)
Construction of 35 VIP toilet with deep well	33 out of 35 constructed and on-going.	Exec. Chairman (SUBEB)
Provision of basic schools pupils/teacher furniture (1,768 unit for Primary/5,725 unit for JSS)	1,620 units provided for primary/3,525 unit provided for JSS completed, others on-going.	Exec. Chairman (SUBEB)
Training workshop for pry 4-6 teachers on effective teaching of literacy and numeracy (6,026 teachers)	All 6,026 teachers were trained.	Exec. Chairman (SUBEB)
Training workshop for 380 SSOs	100% achieved.	Exec. Chairman (SUBEB)
Training workshop for 1,000 on SMASEs	100% completed	Exec. Chairman (SUBEB)
Training workshop for 640 on the use of ICT	Fully achieved.	Exec. Chairman (SUBEB)
Training workshop for 200 caregivers on ECCD	100% done	Exec. Chairman (SUBEB)
Training of 1,000 participants on SBMC	100% achieved	Exec. Chairman (SUBEB)
Establishment of ICT Portal	55% executed and on-going	Exec. Chairman (TSC)
Monitor Staff performance in 100 SSS across the State termly	65% achieved	Exec. Chairman (TSC)
Staff development training		
Rehabilitation of library structure/purchasing of 100 dailies, journal, seminar, repair of borehole and buying fuel (diesel).	Part of the leaking roof has been fixed and 35 dailies/journals purchased with the use of the IGR.	D/Library Board.

4. Key Challenge(s) this quarter
- Delay in the approval of memos written for fund release/lack of cash backing of memos approved.
- Inadequate logistics

5. Overview of Performance against planned activities and expected results
- Proportion of budget released was 73.4% and expended on activities at the end of 4th Quarter, 2014.
- 49.7% of other funding sources were accessed and utilized as at the end of 4th Quarter.

Key Activities being delayed	Reason(s) for delay	Actions necessary to execute Activity	Responsibility for Action	Timeline for action
Purchase of computers and office equipments for QAB Headquarters and Zonal offices	Non-cash backing of memo	Intensify effort on getting the memo cash backed.	D/QAB (MoEHCD)	January, 2015.
Quality Assurance of Education(running cost of all ZIE's offices	Non-cash backing of memo	Intensify effort on getting the memo cash backed.	D/QAB (MoEHCD)	January, 2015.
Monitoring of Nomadic schools	Non approval of memo written for fund release.	Put up effort to get approval	D/SS (MoEHCD)	January, 2015
Transportation of SEP to different Northern states	Non approval of memo written for fund release.	Put up effort to get approval	D/SS (MoEHCD)	January, 2015
Anti-loitering and cubing of students indiscipline	Non approval of memo written for fund release.	Put up effort to get approval	D/SS (MoEHCD)	January, 2015
Sensitization and preparation of students in science and technology activities	Memo has been written but not granted approval	Effort to get memo approved and cash backed is already in place	D/HCD (MoEHCD)	January, 2015
Rehabilitation of 3 technical colleges	Memo written awaiting approval	Intensify effort to get memo approved and get it cash backed.	D/HCD (MoEHCD)	January, 2015
Rehabilitation/Conversion of six sec schools to 6 Science Schools	Memo written awaiting approval	Intensify effort to get memo approved and get it cash backed.	D/HCD (MoEHCD)	January, 2015
Provision of laboratory Equipment and furniture in existing 15 Science Secondary schools	Memo written awaiting approval	Intensify effort to get memo approved and get it cash backed.	D/HCD (MoEHCD)	January, 2015
Development of Sports in schools			D/SS (MoEHCD)	January, 2015
Provision of specific Fabricated metal window/door for 18 blocks of classroom	Non approval of memo written	Follow up on getting approval and also cash backing	Executive Chairman (SUBEB).	January, 2015.
Workshop/Seminar for 310 teachers and 10 TSC (Hqtrs.) staff	Approval of memo awaits cash backing	Intense follow up to get cash backing	Executive Chairman (TSC)	January, 2015

6. **Key Recommendations for sector performance improvement**
   - Timely approval/cash backing of written memos for fund release
   - Availability of needed logistic supports.

7. **Prepared by**

   DPRS, MOE_____
   Date_____

   Approved by:

   Honourable Commissioner: _____
   Date_____

Annex 2: Kwara State Schools Report – 2014/2015 School Year

Kwara State Schools Report – 1st Term Report 2014/2015

Name of ASU		Name of SUBEB Chairman				
		Name of DQA				
		Name of DPRS				
Date report completed		**Number of State schools that have met the following number of standards for being effective this term**	**0**	**1**	**2**	**3**
Total number of SSOs in the State	395		-	144	162	91
Total number of schools in the State	1,754	**Number of State schools that have met the following number of standards for being inclusive this term**	**0**	**1**	**2**	**3**
Total number of teachers in State	13,296		-	173	155	148
Number of State teachers who have attended SSO training this term	5,818	**Number of State schools that have met the following number of standards at advanced level this term**	**0**	**1**	**2**	**3**
			-	120	140	99

1. Teachers delivering an effective lesson	**No.**	**%**
1.1.1 Number of teachers observed using praise throughout the lesson	10,453	79%
1.1.2 Number of teachers observed using a teaching aid	9,785	74%
1.1.3 Number of teachers observed organising the learners in different ways	10,037	75%
1.1.4 Number of teachers who can explain what pupils should be achieving by the end of the lesson	10,560	79%
1.1.5 Number of teachers who can describe what pupils should be achieving by the end of the year	10,341	78%
Number of teachers who delivered an effective lesson this term	**9,331**	70%
Number of schools where more than half of the teachers delivered an effective lesson this term	*1,236*	***70%***
1.2.1 Number of teachers who encourage all pupils to take part in lessons	10,380	78%
1.2.2 Number of teachers who use more than one method to assess learning	9,768	73%
Number of teachers who delivered an inclusive lesson this term	**8,770**	**66%**
Number of schools where more than half of the teachers delivered an inclusive lesson this term	*1,206*	*69%*
1.3.1 Number of teachers who have a record of engagement with parents on pupils' progress or challenges	4,716	35%
1.3.2 Number of teachers who use assessment to guide and plan future teaching and learning	5,003	38%
Number of teachers who delivered an advanced lesson this term	**4,056**	**31%**
Number of schools where more than half of the teachers delivered advanced lessons this term	*568*	*32%*
Comments		

2. Professional leadership	**No.**	**%**
2.1.1 Number of Head Teachers who carried out ten or more lesson observations and gave feedback this term	1,321	75%
2.1.2 Number of HTs who held more than one professional development meetings this term	1,361	78%
2.2.1 Number of schools where more than half of the lessons begin and end on time	1,424	81%
2.2.2 Number of HTs who have **more than one strategy** for promoting teacher attendance	1,444	82%
Number of Head Teachers who are operating effectively	**1,290**	74%
2.3.1 Number of HTs who have **more than one** strategy for promoting attendance by all pupils	1,368	78%
Number of Head Teachers working inclusively	**1,224**	**70%**

2.4.1 Number of HTs who have a strategy or plan to encourage teachers to work together and support one another	667	38%
2.4.2 Number of HTs who use the School Report for future planning	646	37%
Number of Head Teachers working at an advanced level	**566**	32%
Comments		

3. Better planning	No.	%
3.1.1 Number of schools where self-evaluation for the current SDP involved the SBMC	1,471	84%
3.2.1 Number of School Development Plans written since the start of the school year	1,486	85%
3.2.2 Number of schools where **three or more** current SDP activities are related to raising achievement	1,381	79%
3.2.3 Number of schools where **four or more** activities on the current SDP have been completed	884	50%
3.3.3 Number of schools where the cash book is up to date	1,173	67%
Number of schools using a School Development Plan effectively	1,154	66%
3.3.4 Number of schools where **two or more** activities on the current SDP is related to improving access or equity	1,298	74%
Number of schools using a School Development Plan inclusively	**1,145**	**65%**
Number of schools using a School Development Plan at an advanced level	**521**	**30%**
Comments		

Kwara State Schools Report – 2nd Term 2014/2015

Name of ASU		Name of SUBEB Chairman				
		Name of DQA				
		Name of DPRS				
Date report completed		**Number of State schools that have met the following number of standards for being effective this term**	0	1	2	3
Total number of SSOs in the State	395		-	-	-	-
Total number of schools in the State	1,787	**Number of State schools that have met the following number of standards for being inclusive this term**	0	1	2	3
Total number of teachers in State	18,494		-	-	-	-
Number of State teachers who have attended SSO training this term	-	**Number of State schools that have met the following number of standards at advanced level this term**	0	1	2	3
			-	-	-	-

1. Teachers delivering an effective lesson	No.	%
1.1.1 Number of teachers observed using praise throughout the lesson	12,507	68%
1.1.2 Number of teachers observed using a teaching aid	11,808	64%
1.1.3 Number of teachers observed organising the learners in different ways	11,488	62%
1.1.4 Number of teachers who can explain what pupils should be achieving by the end of the lesson	12,469	67%
1.1.5 Number of teachers who can describe what pupils should be achieving by the end of the year	12,372	67%
Number of teachers who delivered an effective lesson this term	**11,054**	60%
Number of schools where more than half of the teachers delivered an effective lesson this term	*1,282*	***72%***
1.3.1 Number of teachers who have a record of engagement with parents on pupils' progress or challenges	12,305	67%
1.3.2 Number of teachers who use assessment to guide and plan future teaching and learning	11,595	63%
Number of teachers who delivered an inclusive lesson this term	**10,529**	**57%**

Number of schools where more than half of the teachers delivered an inclusive lesson this term	*1,243*	*70%*
1.3.1 Number of teachers who have a record of engagement with parents on pupils' progress or challenges	6,683	36%
1.3.2 Number of teachers who use assessment to guide and plan future teaching and learning	6,978	38%
Number of teachers who delivered an advanced lesson this term	**6,006**	**32%**
Number of schools where more than half of the teachers delivered advanced lessons this term	*922*	*52%*
Comments		

2. Professional leadership	No.	%
2.1.1 Number of Head Teachers who carried out ten or more lesson observations and gave feedback this term	1,331	74%
2.1.2 Number of HTs who held more than one professional development meetings this term	1,319	74%
2.2.1 Number of schools where more than half of the lessons begin and end on time	1,405	79%
2.2.2 Number of HTs who have **more than one strategy** for promoting teacher attendance	1,364	76%
Number of Head Teachers who are operating effectively	**1,218**	68%
2.3.1 Number of HTs who have **more than one** strategy for promoting attendance by all pupils	1,423	80%
Number of Head Teachers working inclusively	**1,210**	**68%**
2.4.1 Number of HTs who have a strategy or plan to encourage teachers to work together and support one another	1,083	61%
2.4.2 Number of HTs who use the School Report for future planning	1,096	61%
Number of Head Teachers working at an advanced level	**907**	51%
Comments		

3. Better planning	No.	%
3.1.1 Number of schools where self-evaluation for the current SDP involved the SBMC	1,474	82%
3.2.1 Number of School Development Plans written since the start of the school year	1,469	82%
3.2.2 Number of schools where **three or more** current SDP activities are related to raising achievement	1,305	73%
3.2.3 Number of schools where **four or more** activities on the current SDP have been completed	948	53%
3.3.3 Number of schools where the cash book is up to date	1,271	71%
Number of schools using a School Development Plan effectively	1,146	64%
3.3.4 Number of schools where **two or more** activities on the current SDP is related to improving access or equity	1,303	73%
Number of schools using a School Development Plan inclusively	**1,121**	**63%**
Number of schools using a School Development Plan at an advanced level	**893**	**50%**
Comments		

Kwara State Schools Report – 3rd Term 2014/2015

Name of ASU: Tsado, J.N.		Name of SUBEB Chairman				
		Name of DQA: Alh. Shuaib Obalowu				
		Name of DPRS: Alhaja R.O. Yusuf				
Date report completed: 31st August, 2015		Number of State schools that have met the following number of standards for being effective this term	**0**	**1**	**2**	**3**
Total number of SSOs in the State	395		75	97	191	243
Total number of schools in the State	1,790	Number of State schools that have met the following number of standards for being inclusive this term	**0**	**1**	**2**	**3**
Total number of teachers in State	18,768		84	102	198	221
Number of State teachers who have attended SSO training this term	4,572	Number of State schools that have met the following number of standards at advanced level this term	**0**	**1**	**2**	**3**
			104	99	211	192

1. Teachers delivering an effective lesson	No.	%
1.1.1 Number of teachers observed using praise throughout the lesson	12,365	66%
1.1.2 Number of teachers observed using a teaching aid	11,844	63%
1.1.3 Number of teachers observed organising the learners in different ways	11,274	60%
1.1.4 Number of teachers who can explain what pupils should be achieving by the end of the lesson	12,128	65%
1.1.5 Number of teachers who can describe what pupils should be achieving by the end of the year	12,061	64%
Number of teachers who delivered an effective lesson this term	**10,851**	58%
Number of schools where more than half of the teachers delivered an effective lesson this term	*1,404*	***78%***
1.2.1 Number of teachers who encourage all pupils to take part in lessons	12,062	64%
1.2.2 Number of teachers who use more than one method to assess learning	11,379	61%
Number of teachers who delivered an inclusive lesson this term	**10,189**	**54%**
Number of schools where more than half of the teachers delivered an inclusive lesson this term	*1,375*	*77%*
1.3.1 Number of teachers who have a record of engagement with parents on pupils' progress or challenges	9,902	53%
1.3.2 Number of teachers who use assessment to guide and plan future teaching and learning	10,603	56%
Number of teachers who delivered an advanced lesson this term	**8,800**	**47%**
Number of schools where more than half of the teachers delivered advanced lessons this term	*1,185*	*66%*
Comments		

| 2. Professional leadership	No.	%
2.1.1 Number of Head Teachers who carried out ten or more lesson observations and gave feedback this term	1,451	81%
2.1.2 Number of HTs who held more than one professional development meetings this term	1,432	80%
2.2.1 Number of schools where more than half of the lessons begin and end on time	1,431	80%
2.2.2 Number of HTs who have **more than one strategy** for promoting teacher attendance	1,389	78%
Number of Head Teachers who are operating effectively	**1,340**	75%
2.3.1 Number of HTs who have **more than one** strategy for promoting attendance by all pupils	1,421	79%
Number of Head Teachers working inclusively	**1,245**	**70%**
2.4.1 Number of HTs who have a strategy or plan to encourage teachers to work together and support one another	1,395	78%
2.4.2 Number of HTs who use the School Report for future planning	1,368	76%

Number of Head Teachers working at an advanced level		**1,152**	64%
Comments			

3. Better planning	No.	%
3.1.1 Number of schools where self-evaluation for the current SDP involved the SBMC	1,322	74%
3.2.1 Number of School Development Plans written since the start of the school year	1,324	74%
3.2.2 Number of schools where **three or more** current SDP activities are related to raising achievement	1,235	69%
3.2.3 Number of schools where **four or more** activities on the current SDP have been completed	914	51%
3.3.3 Number of schools where the cash book is up to date	864	48%
Number of schools using a School Development Plan effectively	1,130	63%
3.3.4 Number of schools where **two or more** activities on the current SDP is related to improving access or equity	1,292	72%
Number of schools using a School Development Plan inclusively	**1,032**	**58%**
Number of schools using a School Development Plan at an advanced level	**845**	**47%**
Comments		

Report Analysis

Standard	Term 1 total	Term 2 total	Term 3 total	Total in State	Term 1 %	Term 2 %	Term 3 %
Teachers delivering effective lessons	9331	11054	10851	13296	70%	83%	82%
Schools where most teachers are effective	1236	1282	1404	1754	70%	73%	80%
Head Teachers operating effectively	1290	1218	1340	1754	74%	69%	76%
School uses an SDP	1154	1146	1130	1754	66%	65%	64%

Quality of schools	Term 1 total	Term 2 total	Term 3 total	Total in State	Term 1 %	Term 2 %	Term 3 %
Meeting 0 standards	0	0	75	1754	0%	0%	4%
Meeting 1 standard	144	0	97	1754	8%	0%	6%
Meeting 2 standards	162	0	191	1754	9%	0%	11%
Meeting 3 standards	91	0	243	1754	5%	0%	14%

Schools' attainment of standards in each term
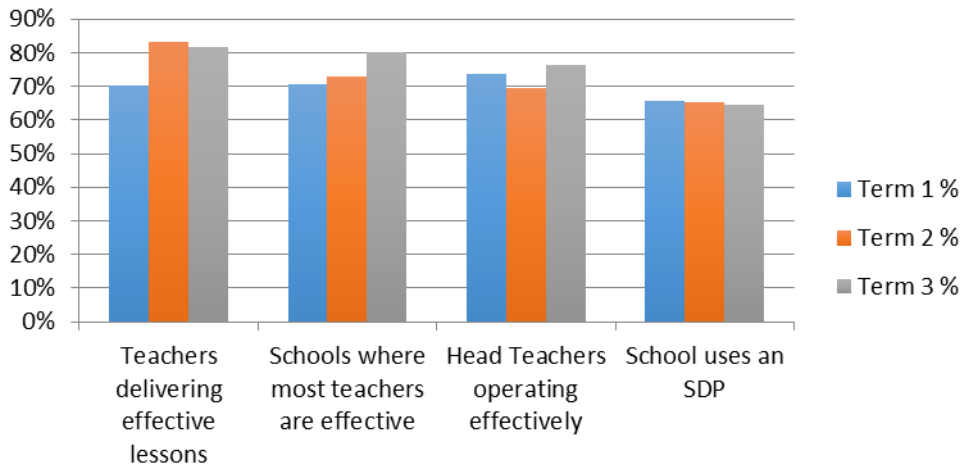
Overall quality of schools each term
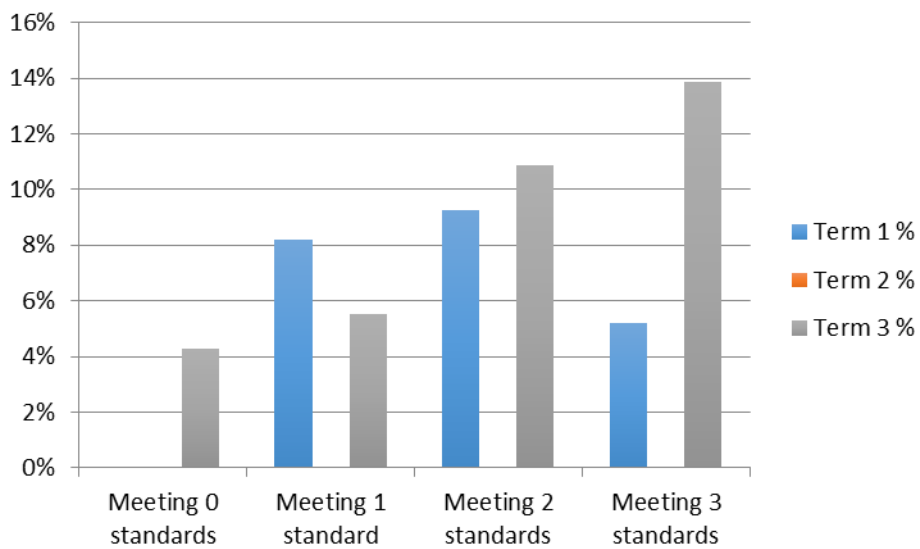
Annex 3: Kwara State SUBEB Summary SBMC Report

Pilot SUBEB Summary Report

<table>
<tr><th colspan="2">SUBEB State Summary SBMC Report</th></tr>
<tr><td colspan="2">Name of State: Kwara   LGEAs: Kaiama, Ilorin East,Oke-Ero and Ekiti.</td></tr>
<tr><td colspan="2">Number of schools monitored in State: 254   Date of Report: 30th July 2015</td></tr>
<tr><td colspan="2">Name of Social Mobilisation Director: Mrs. Ajide M.A.</td></tr>
</table>

✓ SBMC Communication and Reporting	
Comment: *SBMC partnership with FBOs, CBOs, Old pupils, other SBMCS, etc exists in 210 schools with just 44 SBMCs left to develop partnership with other groups in the 4 LGEAs visited. More sensitization is needed for SBMCs in the remaining 44 schools. Only 30 schools do not have proper financial record, with 224 SBMCs now having financial records as against 254 in June.*	
Number of SBMCs communicating and developing partnerships with other SBMCs, CBOs, organisation	210
Number of SBMCs able to produce clear financial records of monies in and out of the school account	224
✓ SBMC Resource Mobilisation and Management	
Resources towards school improvement were mobilised in 226 of kaima, Ilorin East, Oke-Ero and Oyun LGEA schools but 28 schools were not able to mobilize resources. SBMCs mobilised funds, material and labour to improve their schools while 200 SBMCs made requests that could not be met at the community level to the government, showing that 54 schools made requests to the government and responded. N8, 104,519 was estimated to be the money mobilised by SBMC during the mentoring visit, SBMCs should live up to their promise of coming up with new strategies for resource mobilisation for the school development.	
Number of SBMCs mobilising resources (time, funds, labour, materials/equipment) for school improvement	226
Number of SBMCs making requests to LGEA and SUBEB for support to schools which cannot be provided at community level	200
Total community contribution in schools visited (Naira)	8,104,519
Estimated total of contribution by government	38,906,220
✓ School Development Planning	
241 out of 254 SBMCs in 4 LGEAs(Kaima,Oke-Ero,Ilorin East, and Oyun) have been actively involved in drawing up of their school development plans while13 SBMCs were not involved in SDP, among which 232 have been monitoring the progress of SDP implementation and providing feedback to the wider community. CGPs, SMOs are making effort in this regard to ensure better community involvement and participation of SDP in schools.	
Number of SBMCs involved in school development planning process	241
Number of SBMCs monitoring progress of SDP implementation and providing feedback to the wider community	232
✓ Monitoring of Teaching and Learning in the School	
241 SBMCs visit the school regularly to observe and monitor teaching and learning while 238 have records of monitoring attendance irregularity and absenteeism among teachers. Improvement was also recorded in this aspect of SBMCs functionality. The CGP, however, have to improve in their sensitisation of SBMCs on their monitoring roles, especially in the remaining 16 schools.	
Number of SBMCs visiting the school regularly to observe and monitor teaching and learning	241
Number of SBMCs monitoring teacher attendance regularly and taking action to address irregular attendance and absenteeism	238
Number of schools in state which have achieved MET on functional SBMC criteria (5 or more out of 8)	241

✓ Participation in the SBMC

221 SBMCs were recorded to have formed women and children committees. Cogent improvement was recorded in all aspects of women and children participation in SBMC including meetings, women and children now attends SBMC meetings. SBMCs are now taking actions to address issues raised by women and children committee.

1. Number of SBMCs where women members attend all SBMC meetings	221
2. Number of SBMCs which have established a Women's SBMC Committee	246
3. Number of SBMCs where SBMC actions reflect the concerns of women in school improvement	230
4. Number of SBMCs where Women's SBMC Committee are taking actions to improve the school and support children	233
Number of schools in state which have achieved MET on the participation of women (3 or more out of 4)	**237**
5. Number of SBMCs where child members attend all SBMC meetings	220
6. Number of SBMCs with established Children's SBMC Committee	249
7. Number of SBMCs where SBMC actions reflect the concerns of children in school improvement	225
8. Number of SBMCs where Children's SBMC Committee is taking actions to improve the school for all children	205
Number of schools in state which have achieved MET on the participation of children (3 or more out of 4)	**224**

✓ **Access and Inclusion**

SBMCs has performed excellently well towards ensuring access and inclusion of all children in schools, few school that are left out were also encouraged to embraced this act.

To this great improvement, 1195 girls and 1350 boys were enrolled with the total sum of 2545 in 4 LGEAs (Oke-Ero, Kaima, Ilorin East, and Oyun). Estimated total number of primary aged- school children enrolled due to SBMCs intervention summed up to be 532 boys and 386 girls which totalled 918.

Additional Information

Total No children in State enrolled due to SBMC action		Children affected by disability		Children unable to pay costs such as fees/levies/uniform		Children from ethnic minority		Other (please state)	
Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
1195	1350	25	26	306	285	312	316	212	186
Estimated number of primary-aged children in State not in any school		Total out of school affected by disability		Estimated total in IQTE schools (as relevant to state context)					
Girls	Boys	Girls	Boys	Girls	Boys				
532	386								

Number of SBMCs mobilising the community to support access to education for all children	242
Number of SBMCs monitoring children's drop-out from school, the cause of it, and communicating this to the community	240
SBMC and Head Teacher taking action to address and report child protection issues in and around the school (insecurity, violence, bullying, beating, harassment)	241
Number of SBMCs encouraging interaction between the parents and the school on children's well-being and learning progress	247
Number of SBMCs in State which have achieved MET on support to inclusive education (3 or more out of 4)	**244**

Roll-out Phase 1 SUBEB Summary Report

SUBEB State Summary SBMC Report	
Name of State: Kwara **LGEAs: Moro, Ilorin South, Ekiti and Edu**	
Number of schools monitored in State: 416 **Date of Report: 30th July, 2015**	
Name of Social Mobilisation Director: Mrs Ajide .M. A	

1. SBMC Communication and Reporting	
Comment *Out of 415 schools, the SBMCs in 307 schools visited develop partnership with other CBOs and relevant organisations for school development, while only 291 were able to provide clear financial records. They were admonished and encouraged to develop partnership and should ensure they have proper records and communicate such to wider community.*	
Number of SBMCs communicating and developing partnerships with other SBMCs, CBOs, organisation	307
Number of SBMCs able to produce clear financial records of monies in and out of the school account	291
2. SBMC Resource Mobilisation and Management	
Comment The SBMCs in 345 schools mobilized for resource to improve teaching and learning out comes in their various schools, also 256 schools made request to LGEA and SUBEB for support which is beyond the capacity of SBMCs and the communities. Some complained that their request have not been granted, they were advised to follow up their request. The community contribution is encouraging and the government has improved in supporting the schools.	
Number of SBMCs mobilising resources (time, funds, labour, materials/equipment) for school improvement	345
Number of SBMCs making requests to LGEA and SUBEB for support to schools which cannot be provided at community level	256
Total community contribution in schools visited (Naira)	10,699,250
Estimated total of contribution by government	29,269,900
3. School Development Planning	
Comment The SBMCs in most schools visited in conjunction with schools authority developed their priority into school development plans. They are also involved in its implementation and monitoring. The SBMCs also provide feedback to the wider communities.	
Number of SBMCs involved in school development planning process	344
Number of SBMCs monitoring progress of SDP implementation and providing feedback to the wider community	340
4. Monitoring of Teaching and Learning in the School	
Comment *SBMCs showed commitment and ownership spirit from the schools visited, now they do visit the schools to observe and monitor teaching and learning activities and have been implementing actions to address teachers and pupils' irregular attendance. They are factually active in these role and responsibilities as SBMCs.*	
Number of SBMCs visiting the school regularly to observe and monitor teaching and learning	378
Number of SBMCs monitoring teacher attendance regularly and taking action to address irregular attendance and absenteeism	324
Number of schools in state which have achieved MET on functional SBMC criteria (5 or more out of 8)	337

5. Participation in the SBMC

Comment
From 415 schools, women in 336 attend and participate in SBMCs meeting; they also have women committees formed. The children are also active in attending SBMCs meetings and the SBMCs were advised to always listen and respect the children voices for school improvement.

9. Number of SBMCs where women members attend all SBMC meetings	336
10. Number of SBMCs which have established a Women's SBMC Committee	374
11. Number of SBMCs where SBMC actions reflect the concerns of women in school improvement	299
12. Number of SBMCs where Women's SBMC Committee are taking actions to improve the school and support children	292
Number of schools in state which have achieved MET on the participation of women (3 or more out of 4)	**288**
13. Number of SBMCs where child members attend all SBMC meetings	271
14. Number of SBMCs with established Children's SBMC Committee	330
15. Number of SBMCs where SBMC actions reflect the concerns of children in school improvement	256
16. Number of SBMCs where Children's SBMC Committee is taking actions to improve the school for all children	230
Number of schools in state which have achieved MET on the participation of children (3 or more out of 4)	**245**

6. **Access and Inclusion**

Additional Information

Total No children in State enrolled due to SBMC action		Children affected by disability		Children unable to pay costs such as fees/levies/uniform		Children from ethnic minority		Other (please state)	
Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
1217	1884	50	47	423	301	207	222	239	213

Estimated number of primary-aged children in State not in any school		Total out of school affected by disability		Estimated total in IQTE schools (as relevant to state context)					
Girls	Boys	Girls	Boys	Girls	Boys				
1557	1319	3	4	-	-				

Number of SBMCs mobilising the community to support access to education for all children	298
Number of SBMCs monitoring children's drop-out from school, the cause of it, and communicating this to the community	355
SBMC and Head Teacher taking action to address and report child protection issues in and around the school (insecurity, violence, bullying, beating, harassment)	364
Number of SBMCs encouraging interaction between the parents and the school on children's well-being and learning progress	369
Number of SBMCs in State which have achieved MET on support to inclusive education (3 or more out of 4)	**348**

Roll-out Phase 2 SUBEB Summary Report

SUBEB State Summary SBMC Report

Name of State: kwara	LGEAs: offa, Isin, Irepodun and Ilorin west

ROLL OUT 2

Number of schools monitored in State: 232   Date of Report: 30th July,2015

Name of Social Mobilisation Director: Mrs Ajide M.A

➢ SBMC Communication and Reporting

✓ SBMC Communication and Reporting
  209 SBMCs have written letters to various bodies seeking for collaboration while 42 schools had clear financial records of monies documented as can be in their various account books
  Comment
✓ At Olugbense LGEA School, SBMC were in partnership with an AT-Tarahum Islamic organisation. This resulted in the organisation giving 8 indigent pupils scholarship, free uniforms, and exercise books. CREM another organisation also gave the school five packets of biro
✓ St James I and II had issues on land encroachment. The Central SBMC waded in to resolve the issues amicably.
✓ Many of the SBMCs have written letters to various organisations and individuals using their letter head papers. This is an improvement from previous monitoring as copies of the letters were provided.
✓ one of the SBMCs of the forty four SBMCs communicate with one another on issues ranging from resources mobilization to enrolment of pupils particularly of the excluded group.
✓ At Ecwa LGEA Owu isin, SBMC partner with the church and PTA to floor and tile the school hall, they feed fifty seven boarding house pupils daily as they are indigent pupils.
✓ All saints oke onigbin partner with Anglican Church and ex- pupils to renovate a classroom.
✓ At Ecwa school odo Eku, SBMC partner with the traditional ruler to provide hostel accommodation for hundred pupils with a borehole and toilets.
✓ At Muslim CLGEA, Odo Eku, SBMC partner with the mosque and community employed teachers to repair twelve (12) damaged chalkboard, bought a set of computer and pay four Community employed teachers monthly. At demonstration Iwo, SBMC partner with a philanthropist (Kamwire) to provide bulldozer to grade and construct the field, he also provided a borehole.

Number of SBMCs communicating and developing partnerships with other SBMCs, CBOs, organisation	209
Number of SBMCs able to produce clear financial records of monies in and out of the school account	209

➢ SBMC Resource Mobilisation and Management

Comment
✓ Many SBMCs Offa showed evidence of mobilising resources for school improvement. A total of One million, Nine Hundred and Eighty-three Thousand, Three Hundred and five naira (#1,983,305) was mobilised by all the schools in cash and kind prior to this mentoring visit in Offa LGEA schools
✓ At demonstration Iwo, SBMC partner with a philanthropist (Kamwire) to provide bulldozer to grade and construct the field, he also provided a borehole.
✓ At CAC Isanlu isin, SBMC partner with CAC church to repair the toilet and employ a teacher to complement the need of the teacher.
✓ At Ecwa school Oke Aba, SBMC partner with the community to employ a nightguard and provided burglary proof for the room where their three newly purchased computers are kept
✓ The SBMC of St. Andrew's Catholic School Oro bought plastic chairs and tables for ECCD (N78,310.00).
✓ The SBMC of United LGEA School Aran-Orin renovated a block of 2 – classrooms (N120,000.00).
✓ At Community LGEA School Agbeola-Oro, the SBMC completed a 6-face toilet facility (₦117,000.00).
✓ The SBMC of St. Paul's School I, Omu-Aran mobilized the sum of ₦358,000 used for fencing of the school and construction of gate.
✓ The SBMC of ECWA Demonstration school, Oko constructed modern toilet for teacher and pupils and renovation of the geographical garden by an old pupil (N270,000.00).

- ✓ At Community LGEA School Ilala, the SBMC initiated the extension of bore-hole water from the town to the school. (N57,000.00).
- ✓ At Ogidiri II a community donated 150 blocks of 9" for the school fence at the rate of #130 each. In all the school mobilised the sum of #78,500 used to commence the fencing of the school to prevent encroachment
- ✓ SUBEB also Built a modern toilet and a well for ECWA LGEA school at a cost of #1,200,000
- ✓ Fatima LGEA School Igbo-idun mobilises the sum of #45,300 used for paying SBMC employed teachers.
- ✓ At St James I a sum of #23,000 was mobilised to floor KG class.

Number of SBMCs mobilising resources (time, funds, labour, materials/equipment) for school improvement	215
Number of SBMCs making requests to LGEA and SUBEB for support to schools which cannot be provided at community level	171
Total community contribution in schools visited (Naira)	17,635,210
Estimated total of contribution by government	16,636,770

➢ School Development Planning

Comment
- ✓ visited have well prioritised school development plan and their SBMCs are actively involved in the implementation of the plans.

Number of SBMCs involved in school development planning process	215
Number of SBMCs monitoring progress of SDP implementation and providing feedback to the wider community	203

➢ Monitoring of Teaching and Learning in the School

Comment

Number of SBMCs visiting the school regularly to observe and monitor teaching and learning	206
Number of SBMCs monitoring teacher attendance regularly and taking action to address irregular attendance and absenteeism	204
Number of schools in state which have achieved MET on functional SBMC criteria (5 or more out of 8)	210

➢ Participation in the SBMC

Comment

17. Number of SBMCs where women members attend all SBMC meetings	202
18. Number of SBMCs which have established a Women's SBMC Committee	219
19. Number of SBMCs where SBMC actions reflect the concerns of women in school improvement	191
20. Number of SBMCs where Women's SBMC Committee are taking actions to improve the school and support children	179
Number of schools in state which have achieved MET on the participation of women (3 or more out of 4)	192
21. Number of SBMCs where child members attend all SBMC meetings	190
22. Number of SBMCs with established Children's SBMC Committee	208
23. Number of SBMCs where SBMC actions reflect the concerns of children in school improvement	178
24. Number of SBMCs where Children's SBMC Committee is taking actions to improve the school for all children	165
Number of schools in state which have achieved MET on the participation of children (3 or more out of 4)	184

> **Access and Inclusion**

Additional Information

Total No children in State enrolled due to SBMC action		Children affected by disability		Children unable to pay costs such as fees/levies/uniform		Children from ethnic minority		Other (please state)	
Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
1643	1566	51	65	694	690	544	631	349	359

Estimated number of primary-aged children in State not in any school		Total out of school affected by disability		Estimated total in IQTE schools (as relevant to state context)					
Girls	Boys	Girls	Boys	Girls	Boys				
108	109								

Number of SBMCs mobilising the community to support access to education for all children	205
Number of SBMCs monitoring children's drop-out from school, the cause of it, and communicating this to the community	200
SBMC and Head Teacher taking action to address and report child protection issues in and around the school (insecurity, violence, bullying, beating, harassment)	206
Number of SBMCs encouraging interaction between the parents and the school on children's well-being and learning progress	207
Number of SBMCs in State which have achieved MET on support to inclusive education (3 or more out of 4)	209