

LAGOS STATE GOVERNMENT

Y2014 ANNUAL EDUCATION SECTOR PERFORMANCE REPORT



MINISTRY OF EDUCATION

O C T O B E R , 2 0 1 5

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Foreword

The commitment of the State Government towards the provision of high quality education that is accessible to all cannot be over emphasised. The basis of sustained investment in the education sector by the state government is borne out of the global recognition that accessible qualitative education is a potent determinant of economic growth and development.

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

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

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

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

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



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Acronyms

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

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

NITDA	Nigerian Information and Technology Development Agency
NSE	Nigerian Society of Engineers
NER	Net Enrolment Ratio
NERDC	Nigeria Education Research and Development Council
NGO	Non Government Organisation
NMS	National Minimum Standards
NUC	National Universities Commission
NUT	Nigerian Union of Teachers
NPE	National Policy on Education
OFMM	Office of Facility Management and Maintenance
OSAE	Office of the Special Adviser on Education
PPP	Public Private Partnership
PPRU	Press and Public Relations Unit
PSSDC	Public Service Staff Development Centre
QA	Quality Assurance
QAE	Quality Assurance Evaluation
QE	Quality Education
SAVI	State Accountability & Voice Initiative
SBMCs	School-Based Management Committees
SCE	State Council on Education
SCRPS	Special Committee for Rehabilitation of Public Schools
SDP	School Development Plan
SIP	Schools Improvement Programme
SMoE	State Ministry of Education
SOS	Support Our Schools
SPARC	State Partnership for Accountability, Responsiveness and Capability
SSIT	State Schools Improvement Team
SSIOs	State Schools Improvement Officers
SSS	Senior Secondary School
SSSCE	Senior Secondary School Certificate Examination
STSB	Science and Technical School Board
STR	Student-Teacher Ratio
SUBEB	State Universal Basic Education Board
SUG	Students Union Government
TEPO	Teachers Establishment and Pensions Office
TOT	Training of Trainers
TPA	Ten-Point Agenda
TETFund	Tertiary Education Trust Fund
TVE	Technical and Vocational Education
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission

UBEC-IF	Universal Basic Education Commission-Intervention Fund
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children Education Fund
WAEC	West African Examination Council
WASSCE	West African Senior School Certificate Examination
WAPA	Women Affairs and Poverty Alleviation

Executive Summary

This Y2014 Annual Education Sector Performance Report (AESPR) focuses on measuring the results (output, outcomes and impacts) of key education sector strategies and activities as well as the cross-cutting programmes with other sectors. Since the aim of this report is to inform efficient planning process, it is structured to link programme implementation (input-process-output) with sector results and performance (outcome-impact) through the six MTSS goals aimed at delivering the State's priority initiatives in the Education Sector. The Table below presents evidence of major outcomes from the implementation of key sector goals.

Outcomes of Sector Key Sector Strategies and Activities in 2014

S/N	GOALS	OUTCOMES	REMARKS
1	Expand and improve comprehensive early childhood care and the management of challenges in children.	Total enrolment for ECCDE increased from 67,289 in Y2013 to 90,640 in Y2014, which shows 34.7% increase in total enrolment and relative parity in male and female enrolment.	The increase in enrolment could be attributable to the sensitisation programme through SBMC in schools.
2	Make basic education accessible, free and compulsory to all children of school age in a conducive environment for self reliance	Total enrolment in Public Primary Schools shows 1.6% increase from 400,277 in Y2013 to 406,678 in Y2014. While the private primary enrolment is 561,571 for Y2014. At the Public JSS level, there was marginal decrease in enrolment from 317,612 in Y2013 to 316,419 in Y2014 while 152,636 in jnr. Private secondary schools. Male and Female enrolment in both Public Primary and Junior Secondary School shows relative parity.	The Enrolment ratio from public to private is 1:5 which means for every 6 pupils 1 attend public while 5 attends private. For every 3 students in jnr. secondary sch. 2 are in public while 1 in private. The drop in enrolment at the Public JSS could be due to the introduction of the new promotion policy, which stipulates 50% pass in six subjects including English and Mathematics; and the placement Test which is a qualifying examination for primary six pupils into Junior Secondary School.
3	Make secondary school education accessible, relevant, practical and goal	Enrolment in Public Senior Secondary Schools increased from 247,769 in Y2013 to 248,339 in Y2014 which reflects a	The observed marginal increase in enrolment could be as a result of stricter and controlled transfer into

	oriented in a conducive environment	marginal increase of 0.6% of the total enrolment. While in private the total enrolment is 121,016, with female marginally higher than male in enrolment.	public schools. For every 3 students in Snr secondary sch. 2 are in public while 1 in private.
4	Provide training and impart necessary skills to individuals who shall be self reliant economically	The results of Y2014 NABTEB examinations show amazing achievement of 62% of candidates passed with 5 credits including English, Mathematics and one trade core subject. This is astonishing improvement when compared to Y2013 where only 12.34% of candidates passed.	The performance may be attributed to the quality of intakes, more emphasis placed on practical than theory and improvement in monitoring mechanism.
5	Produce world class professionals and entrepreneurs that will provide leadership and sustain national economic growth in relevant fields	LASU produced a total of 3,472 graduates in Y2014 representing a decrease of 6.04%; MOCPED 342 NCE graduates in Y2013 and 224 in Y2014 which represent a decrease of 34.5%; AOCOED produced 548 graduates in Y2014 which was the same as Y2013; while LASPOTTECH produced a total of 3,297 ND and HND graduates, a decrease from 3,522 graduates in Y2013.	
6	Eradicate illiteracy and improve reading culture	In Y2014, twenty one (21) Adult Literacy Centres were established, giving a current total of 564 centres. Decrease in enrolment was noticed in Y2014 (12,016) compared to Y2013 (1,2611). 265 Continuing Education Centre candidates registered for Nov/Dec External Examination through the Agency. Vocational graduation ceremony was conducted for 803 graduates in different trades in five of the Agency centres	Sensitization and awareness campaign is on-going to improve the areas of coverage.

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

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

- The issue of Management of Challenges in children should be separated from ECCDE. A separate strategic goal should be formulated around this important issue during the MTSS review.
- A State wide survey for out-of-school children should be conducted in order to provide credible and reliable data needed for planning.
- Planning is the process of strategising and organising activities required to achieve desired goals. There is therefore an urgent need to entrench a strong culture of planning in all MDAs including the LGEAs.

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

Chapter 1: Introduction

1.1 Background/Linkage with Sector Policies/MTSS

In 2014 financial year, the Lagos state government continued the implementation of its priority programmes and projects in the education sector with the aim of completing all ongoing programmes and projects. The Lagos State Development Plan (LSDP), 2012 - 2025 cited the education sector as the most important driver of economic development. The implementation of LSDP which started in 2012 through to 2013 continued in 2014 to ensure sustainable development as envisioned. The LSDP articulated policy objectives for the education sector to be delivered by 2025. The objectives are stated below.

- Education is free and accessible to all children in the state and relevant to the needs of the state economy.
- Early Childhood Care and Development Education (ECCDE) is comprehensive, accessible and free to all children in the State
- Quality education is accessible to special needs students
- Lagos has a skilled workforce that meets the needs of employers and, through that employment, the economic needs of the individuals.
- All adults will have access to education throughout their lives, even if they did not finish the formal course, that is, no Lagosian need be illiterate or innumerate.

Similarly, policy targets were articulated for priority areas to ensure achievement as well as facilitate monitoring and performance evaluation. These include:

- Access and Equity;
 - 100% of Lagos State children will be attending basic school by 2025;
 - More than 50% of Lagos State children are expected to attend ECCDE programmes by 2015 ·
 - Reduce classroom - student ratio at JSS and SSS from 1:70 - 80 to 1:30 by 2020 ·
 - Each school is to have sporting facilities, potable water and safe sanitation by 2020.
- Education Quality ;
 - Each class or subject is to be taught by a qualified teacher by 2020 ·
 - Teacher - student ratio is to reduce to 1:25 at all levels by 2020.
 - Pupil - book ratio is to reduce to 1:1 in primary schools in the major subjects of English and Mathematics by 2015.

- 90% of the educational courses are relevant to the needs of the State economy.
- Regulation and Management
 - Up-dated guidelines on establishment and operation of private schools are available by 2015.
 - Guidelines for Public - Private Partnership (PPP) Initiatives are developed by 2015.
 - Mechanisms for effective quality assurance enforcement in the State education sector agreed by 2015.

The LSDP is operationalised through the annual review of Medium Term Sector Strategy (MTSS), with the 2014 - 2016 MTSS focused on consolidating the achievements of the 1st two years (2012 - 2013) of the implementation of LSDP. The goals of the 2014 - 2016 MTSS are stated below:

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

The MTSS logframe was developed to effectively plan for the education sector in the State by developing programmes and initiatives towards achieving set goals. The objectives relating to the desired outcomes were formulated from each goal. Furthermore, measurable and realistic targets were set to steer the implementation of activities to deliver short-term achievements. Key Performance Indicators (KPIs) were also developed for every set target to facilitate measurement of results and performance.

The application of a Medium Term Expenditure Framework as an approach to planning and budgeting provides the linkage between the annual budget and expenditure of the Education Sector and the State Government Strategic plans as articulated in the MTSS and Education Sector Plan (ESP) which are also in line with the Education component of the LSDP. The Lagos State Education Sector Plan is a ten-year strategic document that models the implementation of the education reform agenda and focuses on quality education, unfettered access to education, functional skill acquisition and job creation leading to poverty reduction.

1.2 Purpose of the Performance Evaluation Report

The Annual Education Sector Review (AESR) is an appraisal of sector performance against sector goals, objectives and set targets, using measurable indicators to provide informed inputs for the revision of the State's medium and short term Strategic Plans. Key recommendations of this report feed into the preparation of the Education Sector 3-years Medium Term Sector Strategy (MTSS), which will in turn inform preparation of the Y2016 Annual Budget based on the existing evidences.

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

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

The AESPR is therefore a key official means of communicating with other stakeholders about how resources are being utilised and how objectives are being achieved. It is set against baselines which are original sets of scheduled dates, budgeted amounts, expected work, scope and quality targets, developed in the planning phase. The baselines are evaluated against actual performance of programmes and projects as they are implemented.

The purpose of the report is to provide a transparent basis for accountability, decision-making on policies and programmes, learning, drawing lessons and for improvement of the next cycle of the 3-year MTSS and formulation of education budgetary planning for Y2016 - Y2018

1.3 Summary of Stakeholders in the Sector

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

Table 1.1: Summary of Stakeholders

Stakeholders (MDAs)	Roles/responsibilities	Interest	Level of influence
Ministry of Education	Policy formulation and implementation, Supervision and Control, Setting Standards/Quality Assurance, Monitoring and Evaluation, Co-ordination and Communication and administration/ supervision of State Examinations.	Education Policy Formulation /Supervision	Highly influential
Office of the Special Adviser on Education	Overseeing the administration of some agencies in the sector, such as the Library Board, Scholarship Board, Agency for Mass Education and Tertiary Institutions.	Monitoring and Regulation activities	Highly influential
Education Districts	Responsible for administration of secondary education and staff welfare.	Policy Implementation and Maintenance of Standard	Highly influential
Teachers Establishment and Pension Office	Responsible for capacity development of secondary school teachers, establishment and pensions matters.	Training, Pensions and Staff Welfare.	Highly influential
State Universal Basic Education Board (SUBEB) Lagos	Implementation, Supervision and Control, Setting standards/Quality Assurance, Monitoring and Evaluation, Co-ordination and Communication of Educational Policies for Pre-Primary and Basic Education in the State.	Administration and Management of Basic Education.	Highly influential
The Local Government Education Authorities	Responsible for the administration of Basic Education at the Local Government level	Policy Implementation and Maintenance of Standard	Highly influential
Lagos State Technical and Vocational Education Board	Administration of Technical and Vocational Education	Policy Implementation, Capacity Development and Skill acquisition.	Highly influential
Students /Pupils	Learning	Quality Education	Highly influential
Development Partners	Technical and financial assistance for education	Intervention and Improving Standards	Influential
Civil Society Organisations	Private partnership, Monitoring and Evaluation, Impact Assessment	Quality Education	Influential

Organised Private Sector	Execution of projects and initiatives, and partnership with the state to strengthen the education sector	Quality Education and School Support.	Influential
National Universities Commission	Moderates curriculum contents and ensures quality control at the University Level	Regulation of standards	Highly Influential
National Commission for Colleges of Education	Moderates curriculum contents and ensures quality control at the College of Education Level	Regulation of standards	Highly Influential
National Board for Technical Education	Moderates curriculum content and ensures quality control at the Polytechnic Level	Regulation of standards	Highly Influential
Federal Ministry of Education	Policy formulation and curriculum development	Quality Control	Highly Influential
Examination Bodies	Conduct of Placement Test and other External Examinations	Test Development and Administration	Highly Influential
School-Based Management Committees/Parents	Resource Mobilisation and Advocacy for Increased Enrolment	School Support	Influential
Teaching/Non-Teaching Staff	Teaching and School Administration	Knowledge Dissemination and Skills Development	Highly Influential

Chapter 2: Summary of Sector MTSS Focus and Programmes

2.1 Overview of Sector MTSS, Programmes and Targets

The State has undertaken budget reforms aimed at improving public sector annual budgeting and expenditure over the years. These reforms involved different approaches that ensure transparent budget framework by all the MDAs. Such reforms include: Programme-Based Budgeting, Budget Profiling and the recent approach, which is the Medium Term Expenditure Framework (MTEF).

The Medium Term Sector Strategy (MTSS) identifies goals and objectives of the Education Sector. These are broken down into programmes and activities which are costed to inform realistic budgeting. The MTSS is reviewed annually to reflect changes in sector priorities.

The Sector's Goals and Programmes for the MTSS Period (Y2014 - Y2016)

The table below shows the MTSS log frame indicating the relationship between key elements of the MTSS.

Table 2.1: Goals, Programmes and Outcome Deliverables

Goal	Programme/Projects	Outcome Deliverable	KPI of Outcome	Baseline value (2013)	Achieved Outcome Value (2014)	Outcome Target	
						2015	2016
Goal 1: Expand and improve comprehensive early childhood care and the management of challenges in children	Provision of furniture for ECCDE Centres	1517 sets of furniture produced & distributed for use.	No of aged 2-5 years having furniture for class use.	32	68	78	85
	Construction and rehabilitation of additional classrooms with furniture	More conducive classrooms available for learners	% of classrooms in good condition/in need of minor repairs	65	35	40	35
Goal 2: Make Education accessible, free and compulsory to all children of	Enrolment drive for Basic Education	Increase in enrolment	% increase in enrolment	13	15	20	30
	Provision of water, better sanitation and security for schools	Cleaner and better secured school environment	% Schools with potable water, perimeter	20	80	0	0

Goal	Programme/Projects	Outcome Deliverable	KPI of Outcome	Baseline value (2013)	Achieved Outcome Value (2014)	Outcome Target	
						2015	2016
school age in a conducive environment for self - reliance			fencing and improved sanitary conditions				
	Capacity building and resource support for teachers and school administrators	More teachers and school administrators become better trained	Number of teachers and school administrators trained	15	50	20	30
	Re-introduction of IRI Instructional Materials & other resources to schools	A larger population of learners at the Basic Education Level have received the broadcasts	Number of lessons and content areas reviewed and broadcasts received by the learners.	0	50	30	20
	Renovation & Building of offices at SUBEB Headquarters	Conducive office accommodation provided over 90% of staff at the Headquarters	Number of offices rehabilitated.	55	45	40	35
Goal 3: Make secondary school education accessible, relevant, practical and goal oriented in a conducive environment in Lagos State	Rehabilitation and Upgrading of educational structures and facilities	More conducive and functional educational infrastructures and facilities available for learners	% of schools upgraded and are in good condition/in need of minor repairs	50	50	45	40
	Construction of teachers' quarters	More than 80% of rural and riverine teachers have access to conducive staff accommodation	% of teachers with staff accommodation	70	30	20	15
	Management and planning of admission and transfer processes	Increase in enrolment in public schools	No. of applicants offered placements in public schools	100	100	100	100
	Monitoring and Evaluation to improve school performance	Improved quality of teaching and learning	% Students achieving 5 credits at SSCE level	25	28	60	17
	Provision of instructional materials and conducive learning	Increase in the number and varieties of the	% increase in the no and varieties of the	60	20	20	0

Goal	Programme/Projects	Outcome Deliverable	KPI of Outcome	Baseline value (2013)	Achieved Outcome Value (2014)	Outcome Target	
						2015	2016
	environment	Instructional Materials	Instructional Materials.				
	Building Reliable Database for Planning and Management	A planning system backed by reliable and up-to-date data bank	Reliable data bank	20	50	15	15
Goal 4: Provide training and impart necessary skills to individuals who shall be self-reliant economically	Capacity Building for TVET Teachers and Administrators	% of qualified teachers and administrators	% of qualified teachers and administrators.	97	100	100	100
	Integration of artisans in the informal sector into TVE training	More skilful artisans operating with best practices in technical and vocational trades	% of artisans integrated into the informal sector into TVE training	60	75	75	80
	Rehabilitation and construction of infrastructural facilities	More conducive and functional infrastructures and facilities available for learners	% of Colleges rehabilitated and are in good condition/in need of minor repairs	55	75	85	95
	Partnering with organised private sector on open apprenticeship.	More public-private partnership in open apprenticeship system.	% of partnership initiatives on open apprenticeship system	75	85	85	95
Goal 5: Produce world class professionals and entrepreneurs that will provide leadership and sustain national economic growth in relevant fields	Conduct researches in conformity with societal needs	Enhanced relevance of Higher Institution socially & economically.	No of research being conducted.	20	25	35	45
	Conduct awareness campaigns on the scourge of HIV/AIDS	Institution communities level of awareness of the inherent dangers of HIV/AIDS.	No. of awareness campaigns organised	30	50	60	70
	Implementation of health care policy for PLWHAs on the campuses	Increased level of awareness on care for PLWHAs	A vibrant health care policy for PLWHAs initiated	22	30	40	40
	Internally generated funds drive	Reduction in Higher Institutions	% of revenue generated through research	10	15	15	15

Goal	Programme/Projects	Outcome Deliverable	KPI of Outcome	Baseline value (2013)	Achieved Outcome Value (2014)	Outcome Target	
						2015	2016
		dependence on government funding.	and consultancy services and private sources				
	Initiation of alumni-student mentoring programme to support and raise funds	enhanced social, economic development of Institutions	% of revenue generated through the Alumni Association	5	10	15	15
	Infrastructural facilities & power supply Improvement	Increased in alternative power sources as a result of research output	% increase in KVA generated from alternative power sources	45	50	55	60
	Teaching and learning environment enhancement	Improved knowledge and skills for better performance.	% increase in academic performance	70	70	70	70
	Training and retraining of staff	Enhanced job performance of staff for effective service delivery.	% staff with enhanced qualifications.	30	50	55	60
	Integration of ICT and Library Services for staff and Students Use	Increase in abundance of modern e-resource materials and equipment.	% of staff and students with access to computers	20	45	60	70
	Increasing the number of degree-awarding institutions in the State	Increase in the no institutions specialised degree awarding institution in the State.	No. of degree-awarding institutions in the State	30	20	30	20
Goal 6: Eradicate illiteracy and improve reading culture in Lagos State	Provision of educational opportunities for non-literate adults, youth and out of school children	Increase in the No of remedial/continuing educational centre and decrease in the number of out of school children	Adult literacy rate	30	30	30	10

2.2 Reforms in support of MTSS results

The Annual Education Sector Performance Report (AESPR) of Y2013 raised some issues about the implementation of the Y2013 - 2015 MTSS which are still pending such as:

- The issue of Management of Challenges in children should be separated from ECCDE. A separate strategic goal should be formulated around this important issue during the MTSS review.
- A State wide survey for out-of-school children should be conducted in order to provide credible and reliable data needed for planning.
- Planning is the process of strategising and organising activities required to achieve desired goals. There is therefore an urgent need to entrench a strong culture of planning in all MDAs including the LGEAs.
- A review of government policy on the involvement of the private sector in education delivery in the State should be fast tracked to improve standard.
- There should be clear demarcation of functions between SUBEB and the Education Districts on Basic Education matters to remove overlapping of functions and promote efficient utilisation of funds.
- All schools should be mandated to have School Development Plans (SDP) to promote effective management and inspection of schools,;
- There should be increased usage of the Integrated School Development (ISD) model should be adopted as a tool for determining physical, material and human needs for the school as well as coordinating interventions in schools,;
- Efforts should be made to synergise the activities of Project Unit of MoE and other relevant Agencies such as SCRPS, LMDGP, OFMM, EKO Project, SUBEB etc. in carrying out project activities to avoid observed duplication of roles.

These issues were addressed during the review of the Y2014-2016 MTSS document to develop the Y2015-Y2017 MTSS report.

The objective of the AESPR is to pull together evidence of sector performance (with emphasis on results), compare such performance with the Education Sector Plan (ESP) and the MTSS targets and utilise such to re-prioritize plans/programmes. The Annual School Census (ASC) on the other hand, is aimed at providing information to assess progress on the implementation of the Education Sector strategic and operational plans using sets of monitoring indicators.

Both the ASC and AESPR documents therefore provide substantial data and evidences for the development of the Y2015-2017 MTSS document. As a result, the conclusion of the Y2015-2017 MTSS plan of the Education Sector influenced the Y2015 budget, as it is a reflection of majority of the activities identified and recommended for implementation in the current MTSS. This is presented in form of fully costed activities and expenditure plans through which the Ministry of Education and other MDAs seek to contribute to the attainment of the goals and objectives of the Education Sector Plan, within the limits of available resources. These goals are reflections of the core areas of focus for the Education Sector as contained in Figure 2.1.



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

Chapter 3: Analysis of Key Performance Indicators (KPIs)

This section reports on performance assessment of key sector strategies and activities against set targets using appropriate measurement indicators as articulated in the MTSS. The aim is to evaluate the sector performance for 2014 based on sector strategic plans, which informs the preparation of 2016 - 2018 MTSS and Y2016 annual budget, as well as the implementation work plans.

3.1 Summary of progress against work plans

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

In a bid to improve the quality of Early Child Care Development Education (ECCDE) in the State, teachers have been exposed to various ECCDE training especially on the use of the new ECCDE curriculum and other relevant documents. A total of 100 ECCDE teachers selected from various Primary Schools in the 20 LGEAs in the State benefited from this training. The training covers the following:

- i. Culturally-Responsive Teaching
- ii. Making the classroom environment attractive
- iii. Strategies for Children who don't speak English at home
- iv. Strategies for the 21st century ECCDE teachers
- v. The ECCDE Curriculum Developmentally Appropriate Practice (DAP).

To demonstrate government's commitment to the provision of free and compulsory Early Childhood Care and Development Education (ECCDE) to all school aged children, SUBEB carried out the following:

- i. Inauguration of the Integrated Early Childhood Consultative committee at State Level.
- ii. Institutionalization and training of ECCDE Desk Officer at the LGEA Level

In addition a total of N15,226,600 (Fifteen Million, Two Hundred and Twenty-Six Thousand, Six Hundred naira) only was spent on the Mid-Day meal for a total of 1,838 special pupils in the 31 inclusive units across the State

Challenges

1. Inadequate classrooms for pupils.
2. ECCDE personnel are not enough.
3. Instructional materials are not adequate.

4. Monitoring of ECCDE at LGEA level is a challenge due to lack of utility vehicle and location of some schools
5. Training of ECCDE Desk officers is not incorporated into ECCDE teachers training

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

Infrastructural development has always being one of the major areas of concern to government in the provision of qualitative Basic Education across the State. Therefore, to improve the quality of basic education and vocational schools, the following projects were executed in Y2013:

- A total of 525 new classrooms were constructed in schools across the state
- Constructed and delivered a total of 672 numbers of cubicle toilets to schools.
- Constructed a 280m perimeter wall fence including gate and gate-House at Oroku Primary School, Lagos Mainland LGEA and another 150m perimeter wall fence with gate and gate-House at S.S. Peter and Paul Primary School Somolu.
- Procured and distributed:
 - 552 Sets of Early Childhood Care and Development Education (ECCDE) furniture;
 - 600 Pairs of Primary School Furniture;
 - 300 Pairs of Junior Secondary School Furniture; and
 - 90 Sets of Teachers' Furniture were completed and distributed to Schools

To improve numeracy and literacy, an Interactive Radio Instruction (IRI) programme earlier introduced by COMPASS/USAid was resuscitated and repackaged in line with the curriculum content for broadcast on Eko FM and Radio Lagos to pupils in Primaries 1 to 6. A sum of N6,025,000 is being paid annually for its broadcast.

Placement Test earlier introduced in 2012 continued to be an invaluable instrument for shortlisting pupils for admission into Junior Secondary Schools (JSS). In 2014/2015 academic year, 129,315 pupils sat for the examination, out of which 125,535 representing 97.07% passed the examination.

To improve the quality of Basic Education in the State teacher were given training on how to improve teaching and learning in schools, the following trainings were organised for teachers in Public Primary Schools:

- i. A total of 5,223 participants comprising SSIT, SIO, E.S, HOS, Head Teachers and Class Teachers were trained on Literacy and Numeracy between 8th and 23rd October, 2014 at designated centres across the State.
- ii. A set of 240 teachers were trained on improving literacy teaching skills facilitated by GFR Educational Consults with funding by the State Government.

- iii. 1,200 teachers in Primary 1 – 3 benefited from a training programme on improving literacy teaching skills in primary schools facilitated by GFR Consults.
- iv. 743 Head-teachers participated in the 4th level leadership training programme for Head-teachers.
- v. 4,941 teachers also participated at the Literacy and Numeracy Lesson Plan workshop facilitated by the State Schools Improvement Team (SSIT).
- vi. A Training titled 'Action Tools for Managerial Effectiveness was conducted for 40 LGEA Middle Level Officers'.
- vii. A Training on Leadership was also conducted for 16 SSITs, 80 SIOs and 46 HOSs.
- viii. A 4-day Training titled Leadership 5 was conducted for 495 Head teachers.
- ix. A residential training titled Literacy and Numeracy Week 11 - 20 was conducted for 40 SSITs.
- x. A 3-day training captioned Literacy & Numeracy Workshop was conducted for SIOs and HOS.
- xi. A training captioned Literacy & Numeracy Full Lesson Plan Week 21-30 was conducted for 401 participants comprising SSITs, SIOs, Education Secretaries (ES), Head of Section Sections (HOS) and Head teachers.
- xii. 4822 Head teachers and Class teachers were trained on Literacy & Numeracy Full Lesson Plan Week 21-30.
- xiii. A one-day Criteria Setting Workshop was organised for 25 participants comprising SSITs, SIO, ES, HOS and Stakeholders.

The School Eye Health Programme was launched on Thursday 13th March, 2014 by His Excellency, the Governor of Lagos State, Mr Babatunde Raji Fashola (SAN) at Olushosun Primary School, Oregun. Highlight of the launch included:

- 2,014 Public Primary Schools Teacher were trained
- 1,007 screening kits were distributed
- 185 Vision corridors installed in Public Primary School across the State out of 800 approved.
- 92,652 Pupils screened.
- 166 Refractive glasses distributed to Public primary School pupils.

Increasing Access to Basic Education

As report earlier, a total of 129,315 candidates from both public and privates primary schools sat for the Y2014 Placement Test and 125,535 (97.07%) pupils who passed were admitted into public junior schools for the Y2014/2015 Academic Session. A total of 43,084 children (aged 3-5 years) were registered for the ECCDE classes while 51,292 pupils were admitted into Primary one. The State Government paid for the Practical Examination of 90, 268 JSS3 students during Basic Education Certificate Examination (BECE).

The Lagos State Universal Basic Education Board (SUBEB) in its unrelenting efforts geared toward community participation in school governance, organised capacity development programme for SBMC members in the 1,007 public primary schools, women groups and communities across the state. The Board in partnership with UBEC and technical support from ESSPIN provided the under listed capacity development and strengthening for all the categories of stakeholders mentioned below:

- Conducted orientation training for Civil Society Organisations (CSOs) and Social Mobilization Officers (SMOs) on Mentoring visit 1-4. The development of plan to step down the training to 135 SMOs across the 20 LGEAs and the development of mentoring plan visit for the schools and communities was carried out during the training.
- Women capacity development was conducted for 40 participants, including 10 CSOs, 22 SMOs, 4 SMD staff, and 6 women leaders
- 3rd level Training for SBMC was conducted by CSO, SMO and supervised by the Board. A total of 5,020 SBMC members benefited from the training.
- Conducted mentoring visits 1-4 in each of the 1007 public primary schools across the 20 LGEAs
- Conducted community forum in various communities in 19 LGEAs involving traditional rulers, community members, Local Government Chairmen, Supervisory Councillors, CSOs, women leaders, old students associations, SMOs, and pupils.
- Annual State Self-Assessment was conducted to assess progress. The State Self-Assessment team included CSOs, SMOs SMD staff and SSIT.

The key achievements of the SBMC includes but not limited to:

- Effective coordination of SBMC programme in all the LGEAs.
- Functional and effective SBMCs in the 1007 public primary schools.
- SBMC members mobilized the communities for enrolment of children of school age without discrimination.
- Increased partnership with private/public organizations and individuals for resource mobilization through the SBMCs resource mobilization drives.

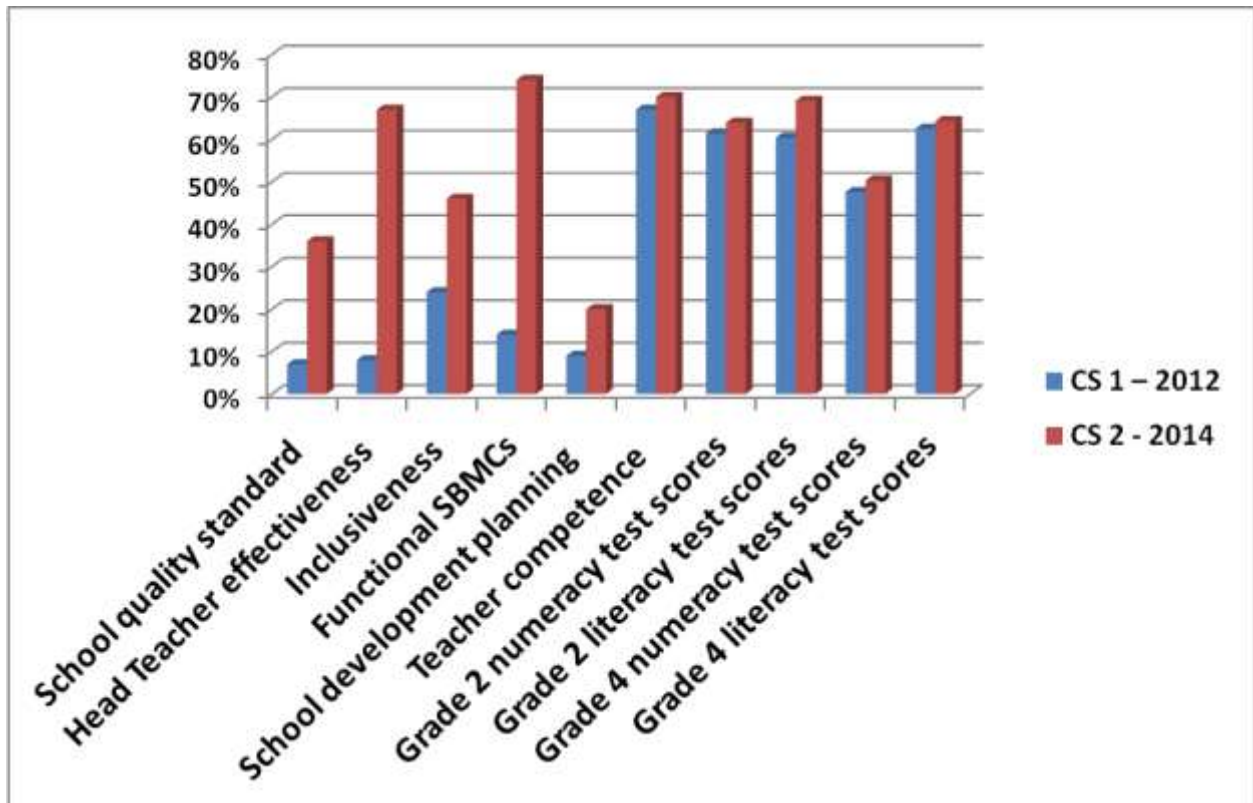
- In 2014 the SBMCs interventions in schools was valued at N225,803,345.00 (two hundred and twenty five million, eight -hundred and three thousand, three hundred and forty -five naira only).
- Expanded access to basic education for out-of-school children, physically challenged children etc. through community sensitization.
- Communities have taken ownership of the schools, monitoring teaching and learning in schools thereby improving access, equity and quality basic education service delivery.
- Created safe space for women and children's participation in SBMC activities through training and mentoring.
- Conducted 4 mentoring visits in 1007 public primary schools through the technical support from ESSPIN. The Board is expected to fund mentoring visits 5-8.

However there are challenges that need to be addressed. These include:

- Conflict between Parent Forum and SBMC in schools on the ownership of schools.
- Head teachers not given adequate supports to the SBMC and preference to Parent Forum
- Inadequate funding of SBMCs programmes.

Monitoring Learning Achievement (MLA) Project

The first and second rounds of the ESSPIN Composite Surveys (CS1&CS2) were conducted in 2012 and 2014 .The aim was to assess the effect of ESSPIN's integrated School Improvement Programme (SIP), and to report on quality of Education in the six ESSPIN -supported States. The CS2 was conducted to provide data that could be compared with the first round to evaluate the extent of improvements on key indicators. The CS2 report findings was compared to CS1 and it is noteworthy that there are several contextual points which could have an impact on learning outcomes, one of which is rapid increases in pupil enrolment which could put a strain on existing schools and teacher resources. A graphical representation of CS1 and CS2 reports is shown below;

Figure 3.1: Composite Surveys Summary

3.1.3 Goal 3: Enhance Planning, Management & Infrastructure for Basic Education Administration

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

- The Y2014 Departmental Work Plans (DWP) for SUBEB Headquarters and the 20 LGEAs were successfully prepared, discussed and approved for implementation.
- Y2012/2013 Annual Schools Census (ASC) was also conducted. Collated data had been merged, cleansed and analysed and the report is awaiting publication.
- Y2013 Annual Education Sector Performance Report (AESPR) was drafted, critique and approved by the Honourable Commissioner for dissemination.
- Medium Term Sector Strategy (MTSS) review/drafting session of Y2015 - Y2017 MTSS was held in July, 2014.
- Y2015 annual budget was prepared and defended in the State House of Assembly.

To make Senior Secondary Education more accessible and conducive, the following infrastructural developments were carried out in Y2014.

- 20 junior and Senior Secondary Schools were rehabilitated/renovated and delivered for use across the 6 Education Districts;

- 10,000 pairs of students' furniture were distributed to schools for use across the 6 Education Districts;
- Installed science laboratory fittings and furniture, procured science equipment and chemicals for 32 state senior secondary schools spread across the 6 Education Districts.
- Perimeter fences were constructed in 13 schools across the 6 Education Districts.
- Rehabilitated the Boys Hostel at Lagos State Civil Service Junior Model College, Igbogbo-Ikorodu.

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

- Constructed 8 blocks of 18 classrooms each; and perimeter fences in 8 schools;
- Rehabilitated 55 Classroom Block at Surulere (Ajigbeda Girls Senior Secondary, Salvation Army Primary School and Abimbola Gibson Nursery/Primary School).
- Procured and Delivered science equipment to 6 senior secondary schools.
- Production and Supply of 750 student's, 280 Teacher's, 14 vice principal's and 7 principal's furniture are at 50% completion.
- 32 state senior secondary schools were installed with 3 standard science laboratories by the Ministry of Education.

To enhance effective planning and management of education, the review of the MTSS for Y2014 - Y2016 was successfully carried out and formed the basis for the preparation of all other planning and management tools such as the annual budget and the Departmental Work Plans (DWP). In response to a report presented by UNESCO which submitted that there were over one million out-of-school children in Lagos State, His Excellency, the Governor, directed that a committee be constituted to design and develop modalities for the conduct of an out-of-school children survey. The Committee met and had submitted a report. The Survey is however yet to be conducted.

In the year under review, about 118 prospective school owners were given Name Clearance, while 140 nursery/primary and secondary private schools were granted provisional approval and 212 nursery/primary and secondary schools were given special permission. In addition 5 vocational/remedial centres were granted approval.

Seventy two (72) Schools across the state involved in Examination malpractices and schools that were operating below standard were sanctioned in accordance with the Government policy.

The spelling Bee Competition was successfully staged with Master Edun Olabanji emerging as the winner. The winner had the singular opportunity of being the One Day Governor of

Lagos State and also going on a two week educational trip to Finland in company of two runners-up.

To enhance Monitoring and Evaluation across Senior Secondary schools the following activities were carried out in Y2014 to improve teaching and learning outcomes in schools:

- The Lagos State Office of Education Quality Assurance (LSOEQA) was established by an Executive Order (No. EO/BRF/11 of 2013) to strengthen Government's control and regulation of schools below tertiary level in the State.
- Regular monitoring of Family Life and HIV Education (FLHE) Carrier subject to enable learners adopt healthy lifestyle so as to curb the spread of HIV/AIDS in the society.
- Grading of private schools was carried out in Ojo local government (Ojo, Iba and Oriade environment).
- A total of five hundred and thirty eight (538) schools were given assessments forms and five hundred and two (502) were validated
- QA Dept in conjunction with other relevant agencies e.g. Federal Inspectorate Service quality assured a total of 434 nursery/primary, junior secondary and senior secondary schools (private/public) using the national quality assurance instrument.
- Re-inspection of twenty eight approved private secondary schools to ensure compliance with government guidelines on operation of private school.
- Monitoring of teaching/learning and leadership/management were carried out in 460 public junior and senior schools by joint team of officers in MoE & Education Districts.
- Accreditation evaluation was conducted in 97 public and private secondary schools to enable them register their students for external examinations such as Senior School Certificate Examination (SSCE) and Basic Education Certificate Examination (BECE)

To enhance the implementation of the National Curriculum and Co-curricular activities in senior secondary schools, the senior secondary education curriculum was adapted into scheme of Work for SS1-3. In addition, SS2 scheme of work was reviewed in Y2014 by the various subject teachers. Furthermore, the following publications were produced and distributed to public schools to improve the quality of teaching and learning:

- 1,189 copies of schemes of work
- 59,238 copies of Continuous Assessment Scores (CAS) booklets;
- 524,219 sets of textbooks were procured and distributed to all our primary, junior and senior secondary schools.
- 6,878 books titles were reviewed during the major book review to produce approved booklists for nursery/primary, junior and senior secondary schools.

- 1,165 copies of "ABD for beginners" in the teaching of Yoruba language in primary schools were procured and distributed.

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

- Organised and successfully conducted annual competitions such as - the Lagos State schools' debate, the Brighter Rewarding Future (BRF) quiz competition, Festival of Arts and Culture, Festival of Choral & Classical Music, Principals Cup Football Competition, and Uniformed Voluntary organizations.
- 20 teachers from the State public schools received awards for excellent performance and immense contributions to Co-curricular activities during the year.
- 25 people were given awards in recognition of their contributions to special schools and inclusive units during the international day for persons living with disabilities.

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

In Y2014 the following activities were carried out with the aim of improving the skills of students and teachers of Technical and Vocational Education in the State:

- 80 teachers had industrial attachment training on skill development.
- 25 teachers were also trained on teaching and learning strategies.
- Renovated 2 prototype block of classroom and constructed 1,870m perimeters wall fence at GTC Adosoba.
- Constructed LASTVEB HQ, as well as provided furniture and office equipment.
- 1,224 students were presented by the State for National Business and Technical Examination Board (NABTEB) examinations out of which 1,118 (62%) passed with five credits, including English Language, Mathematics, two core and one trade related subjects.
- The partnership between Samsung Nigeria Limited and Lagos Eko Project in conjunction with LASTVEB provided training to 400 students in electronics, air-conditioning and instrumentation using a hybrid curriculum through the established Academy.
- 2,029 students were enrolled in the 5 Technical Colleges of which 332 (15.87%) are females.
- 2,000 artisans in the informal sector of the state were trained in Y2014, which is far less than 5,000 trained in Y2013 in various trades.

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

To promote peaceful academic environments required for value based learning and good governance, the Lagos State Polytechnic (LASPOTECH) carried out the following activities in Y2014:

- i) Various orientation and sensitization programmes were organized on a regular basis among the students on the need to avoid social vices; involving, students' union executives, head of classes (HOCs), students' religious leaders and leaders of various registered students' association.
- ii) Counselling sessions were also organized for some students' found to be involved in indecent acts.
- iii) The Christian and Muslim community also uses some part of their special programmes such as '**LASPOTECH on her knees**' and '**Dahwah Week**' respectively to sermonize against social vices.
- iv) Placement of campaign materials in strategic places within the campus discouraging students from embarking on social vices.
- v) Sports and other departmental social activities were used by management and students' executives alike to channel the energies of the students' positively as well as encourage healthy social interactions amongst students.

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

- Partnered with selected non-governmental organisations to conduct seminars for the students in the areas of empowerment and entrepreneurial skills acquisition.
- Organized sporting activities and events which recorded large number of students' participation.
- Organized scholastic programmes to promote learning among students.
- Printed and distributed student handbooks to all new students, stating all academic information, rules and regulation with regards to conduct on campus.
- Sensitized students through billboards on the evils of cultism, drug abuse and examination malpractice.

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

- Procurement of multimedia projectors with screen for Schools and academic Directorates;
- Procurement of internet enable Desktop Computer system for ICT centre; and
- Procurement of additional interactive white board for designated lecture rooms.

The activities carried out in Y2014 to strengthen institution's financial base and strengthening Alumni Associations in other to reduce dependence on government for funding included the following:

- **LASU:** established Open Distance Learning Programme, Executive Courses through LASU Consult and a Private Sector Participation programme.
- **LASPOTECH** - the activities carried out in 2014 to raise institutions financial base include the followings:
 - i) The Polytechnic reviewed downward the fees paid in the School of Part Time programmes. This was done to increase the number of students' patronage of the Institution's programmes, for the purpose of increasing IGR on the long run for the Institution.
 - ii) Take-over of LASPOTECH Guest House from the hospitality management firm of Messer Complete Hospitality Services Limited earlier contracted and subsequent transfer to LASPOTECH Konsult Limited for more effective supervision and management. In addition, funds for the guest house chalets' renovation have been secured and renovations are due to commence in year 2015. On completion of the renovations, it will elicit more patronage to the guest house.
 - iii) Procurement of water production and bakery equipment for the School of Technology through the assistance of TETFUND. Plan is at an advanced stage for installation and soon operation for commercial exploitation of these opportunities will commence.
 - iv) Upward review of some user charge rates/fees payable for usage of the institution's properties, spaces and other miscellaneous payments was effected within the year.
- **In AOCOED** - the following activities were undertaken:
 - i) Introduced evening NCE programme to expand access for part-time students
 - ii) Solicited financial assistant from the Alumni Association towards construction of a permanent secretariat
 - iii) Reviewed of charges on rental facilities available in the college
 - iv) vigorously pursued identified means of external funding particularly getting maximum funding assistance available to the college through Tertiary Education Trust Fund (TETFUND) intervention in the area of Capital Projects, Library development, staff conferences, Academic Staff training and Development, Researches, teaching practice and special intervention fund.
 - v) Explored other external support organisations including NITDA, NCC etc.

To enhance infrastructural development and learning equipment in Tertiary Institutions, rehabilitation and construction activities were carried out in 2014 to improve physical environment of the institutions.

- **LASPOTECH** - embarked upon the following projects:

Projects undertaken in 2014 and costs

S/N	Projects	Cost (₦)
1	Fund for the renovation of Digital Park at Isolo Campus	1,964,990.00
2	Preparatory works for installation of Water Processing Machine at School of Technology	1,704,682.00
3	Expansion of doorway to School of Technology Laboratory at Ikorodu campus.	1,098,400.00
4	Renovation of "Students' Toilet facilities" at School of Agriculture & students Affairs building, Ikorodu Campus.	947,530.00
5	Expansion of entrance gate for installation of Tombake Equipment in the Bakery hall School of Technology Ikorodu campus.	1,168,238.00
6	Re-roofing of broken Perspex roofing sheet at the School of Environmental Studies, Ikorodu Campus	695,920.00
7.	Reconstruction of collapsed fence along Farm Settlement, Ikorodu Campus.	566,085.00
8	Construction of Entrepreneurship Study Centre at Ikorodu Campus. (Work In Progress - TETFUND Sponsored)	142,114,508.05
9	Construction of Marketing Department Building at Ikorodu campus (Work in Progress - TETFUND Sponsored).	119,353,890.52
10	Construction of Insurance Department Building at Ikorodu Campus. (Work in Progress - TETFUND Sponsored).	120,443,457.69
11	Construction of Estate Management Building, Ikorodu Campus. (Work in Progress - TETFUND Sponsored).	85,705,391.25
12	Construction of Quantity Surveying Building, Ikorodu Campus. (Work in Progress - TETFUND Sponsored).	83,948,311.04
13	Construction of Farm Building for School of Agriculture, Ikorodu Campus. (Work in Progress - TETFUND Sponsored).	48,327,599.32
14	Renovation of Digital Park building at Surulere Campus.	1,684,115.00

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

ICT facilities development: The Directorate of Information and Communication Technology was created to develop LASPOTECH home-grown portal for effective information management, in preparation for the take-off of the Institution's DLI Programme. Work has since commenced and in progress.

- **In LASU:**
 - i) Two Lecture theatres were provided for the Faculty of Law awaiting commissioning.
 - ii) Construction of Faculty of Science building has been completed.
 - iii) Construction of Management Sciences Building, Senate Building, Students' Arcade, and Library complex are ongoing.

- In AOCOED, the following activities were carried out:
 - i) Construction of School of Arts and Social Sciences building is still on going
 - ii) Construction of a modern 1,200 seater multipurpose Auditorium and
 - iii) Procurement and installation of over 600 units of 4-seater academic furniture.

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

- **LASU** - during the year, the institution, in conjunction with TETFund, sponsored a number of academic and non-academic staff for further studies including national and international conferences and seminars.
- **LASPOTECH** carried out the following activities: to build capacity of teaching and non-teaching staff, number of staff trained
 - i) 38 academic and 55 non-academic staff were sponsored to attend different workshops, seminar and conferences to update their knowledge during the year 2014.
 - ii) Entrepreneurship educators were also trained during the year under review to expose both new and existing facilitators to current trends in entrepreneurship programme.
 - iii) 6 staff were also sent for Post-graduate degree (2 - MSc and 4 - PhD) programmes locally and oversea under the auspices of TETFUND. In addition, 76 staff went for various conferences in year 2014 through TETFUND intervention for conferences.
 - iv) In house training was organized for 45 computer operators, 12 typist and 47 senior registry staff on "modern appreciation/the Internet" in the year under review to enhance service delivery of the Registry personnel.
 - v) Also, all the Institution's drivers were sent to LASDRI for the mandatory routine test during the year.

- **AOCOED:**
 - i) Encourage and approved various on-the-job conferences, seminars and workshops for college staff, both in-house and outside the work environment.
 - ii) Approved disciplinary based staff training and development programmes particularly for academic staff. Equally, encouraged non-academic staff to pursue further studies in their chosen field of endeavours.

To increase the level of students' intakes and increase access for Lagos State indigenes in particular and residents in general, various measure were undertaken by the tertiary institutions.

- **In LASPOTECH,** measure undertaken in 2014 to increase students' intake included:
 - i) Gave priority in 2014/2015 Academic session admission to Lagos indigenes.
 - ii) Additional streams were approved for some courses by NBTE to increase carrying capacity, which further enhanced admission opportunity for students' of Lagos State origin.
 - iii) Accreditation of additional programs in ND Mechatronics Engineering and ND Statistics was secured from NBTE to increase the array of courses offered by the Polytechnic so as to attract more students to the institution to pursue their dream courses.
 - iv) Measures were also undertaken in 2014 to increase participation of Lagos State indigenes through the activities of the State of Origin Verification Committee (SOVC), which has the mandate to ensure that the interest of Lagos State indigenes is protected and given priority both in the admission of students and employment of staff.
 - v) The Students' Affairs Unit ensures the dissemination of relevant information on scholarships and bursary awards to students. Various awards were given to graduating students who have distinguished themselves or performed excellently.
 - vi) In addition, tuition-fee waivers are given to some of our sports athletes who distinguish themselves in sports activities on behalf of the Polytechnic, from time to time.
- **In AOCOED:** the College maintained the some admission policy in favour of Lagos State indigenes.
 - i) Special cut-off policy for Lagos State indigenes and this has increased the percentage of qualified indigenes admitted
 - ii) Intensified the school-to-school admission drive policy.
 - iii) Admission policy of 40% quota for Lagos Indigenes. As a result, 54.2% of students admitted in Y2014 were Indigenes of Lagos

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

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

- Aired the literacy-by-radio programme "Eko Mooko-Mooka" on Eko FM 107.5 for 52 weeks at 4 slots per week on Wednesdays and Saturdays.
- 21 additional Adult Literacy Centres were established across the State.
- 1,312 learners were examined across the State during the Unified Assessment Exercise after 9 - 12 months of learning.
- Vocational graduation ceremony was conducted for 499 graduates in different trades from the 5 centres being coordinated by the Agency.
- 12,016 adult learners were enrolled in the Adult Literacy Centres across the State while 9,838 learners - made up of 3,965 males and 5,873 females - graduated in the year under review.

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

- Conducted 3 advocacy visits/sensitisation campaigns in 3 LGAs with a target reach-out of 5,000 people.
- Collaborated with NGOs like Action Health Incorporated, African Youth Empowerment and Change Initiative (AYECI), Lions Club, Rotary Club etc., to assist the girl-child and rehabilitate those, out-of-school, provide empowerment/facilities and establish more centres. A total of 82 school drop-out girls were placed at various Vocational and Adult Literacy Centres, and all were empowered upon graduation to set up their own vocational practice in Y2014.

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

- Teaching and learning materials were distributed to 215 Adult Literacy Centres of the Agency and that of the LGAs/LCDAs.
- The Annual Adult Literacy quiz competition was conducted for 251 adult learners in the State, out of which 20 qualified for the finals and eight were awarded prizes.
- Strong collaboration between the Agency and the LGAs Education Departments was maintained to promote and secure support for the Adult Literacy Programme.
- The Agency presented 1,064 Continuing Education candidates for the November/December WASSCE (Private) External Examination.

3.2 Assessment of Actual Performance against Targets for Each KPI

This section of the report provides detailed analysis of the sector performance against Key Performance Indicator (KPI) targets. Tables and graphical illustrations are extensively used to clearly show results and trends.

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

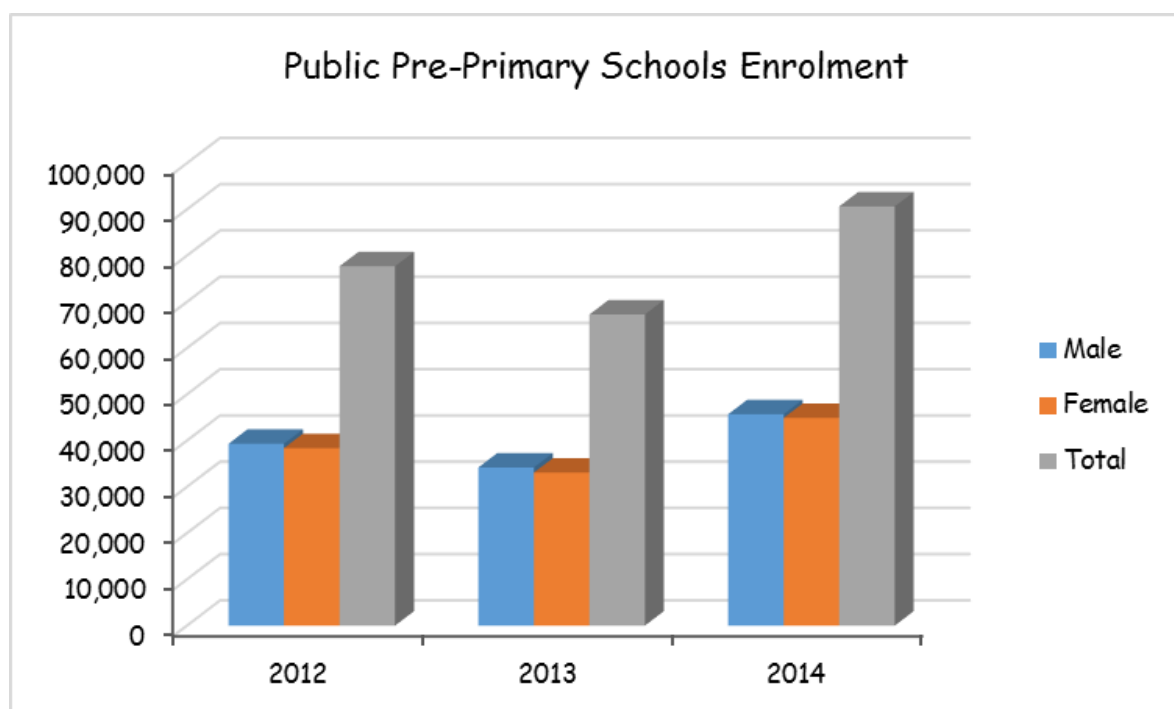
Table 3.2.1: Shows total ECCDE enrolment in public and private schools

	2012	2013	2014 Public	2014 Private
Male	39,328	34,192	45,726	243,241
Female	38,384	33,097	44,914	240,063
Total	77,712	67,289	90,640	483,304
% of Girls	49.4	49.2	49.5	49.7

Source: Lagos State Annual Schools Census 2012, 2013, 2014

Table 3.2.1 illustrates ECCDE enrolment in public and private schools and also the proportion of girls' to boys' enrolment. The figure shows that total enrolment at ECCDE level increased by 34.7% from 67,289 in Y2013 to 90,640 in Y2014. It is worthy to note that both male and female enrolment increased by 33.7% and 35.7% respectively in Y2014.

Figure 3.2.1: Total ECCDE Enrolment in Public Schools



Source: Lagos State Annual Schools Census 2012, 2013, 2014

Tables 3.2.2 and 3.2.3 show the enrolment of special needs children in Public Primary, Junior and Senior secondary schools by levels and type of disabilities.

Table 3.2.2: Enrolment of Children with Special Needs in Public Primary Schools

Type of disability	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Blind /visually impaired	35	29	25	27	27	56
Physically challenged	78	48	43	55	35	32
Hearing / speech impaired	200	205	181	180	129	120
Mentally challenged	381	146	125	104	53	31
TOTAL *	694	428	374	366	244	239

Table 3.2.3: Enrolment of Children with Special Needs in Public Secondary Schools

Type of disability	JSS 1	JSS 2	JSS 3	SSS 1	SSS 2	SSS 3
Blind /visually impaired	15	15	8	17	17	14
Physically challenged	37	75	20	38	30	15
Hearing / speech impaired	137	73	102	63	53	36
Mentally challenged	18	5	3	3	1	-
TOTAL *	207	168	133	121	101	65

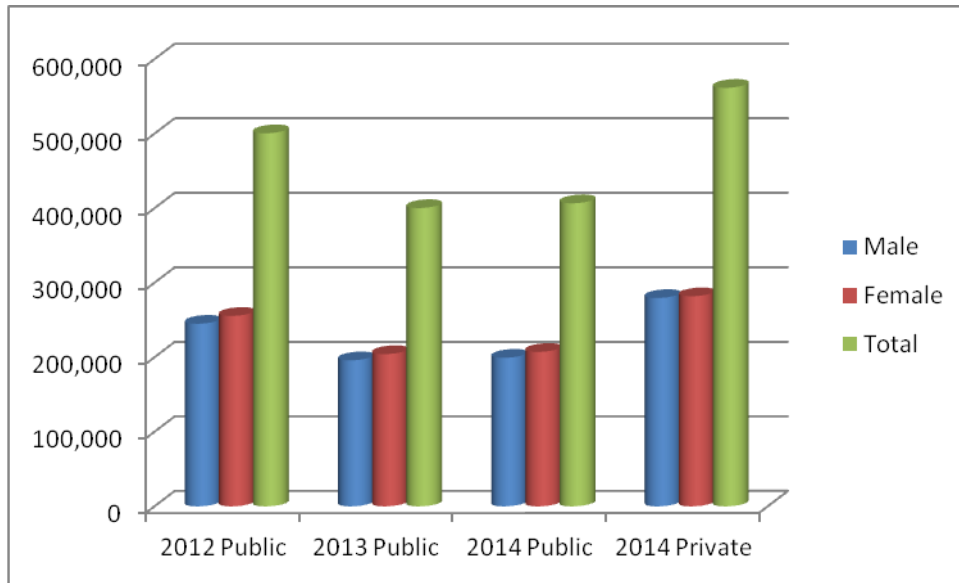
Goal 2: Make Basic Education accessible, free and compulsory to all children of school age in a conducive environment for self-reliance.

Table 3.2.4: Shows primary schools enrolment in public and private schools

	2012 Public	2013 Public	2014 Public	2014 Private
Male	245,031	195,973	199,396	279,627
Female	255,587	204,304	207,282	281,944
Total	500,618	400,277	406,678	561,571
% of girls	51.1	51.0	51.0	50.2

Source: Lagos State Annual Schools Census 2012, 2013, 2014

Table 3.2.4 illustrates Public and Private Primary School enrolment and also the proportion of girls' enrolment to boys. The figure shows that there is a marginal increase of 1.6% in total enrolment at Public Primary Schools level from 400,277 in Y2013 to 406,678 in Y2014.

Figure 3.2.4: Total Primary School Enrolment in Public and private Schools

Sources: Lagos State Annual Schools Census 2012, 2013, and 2014

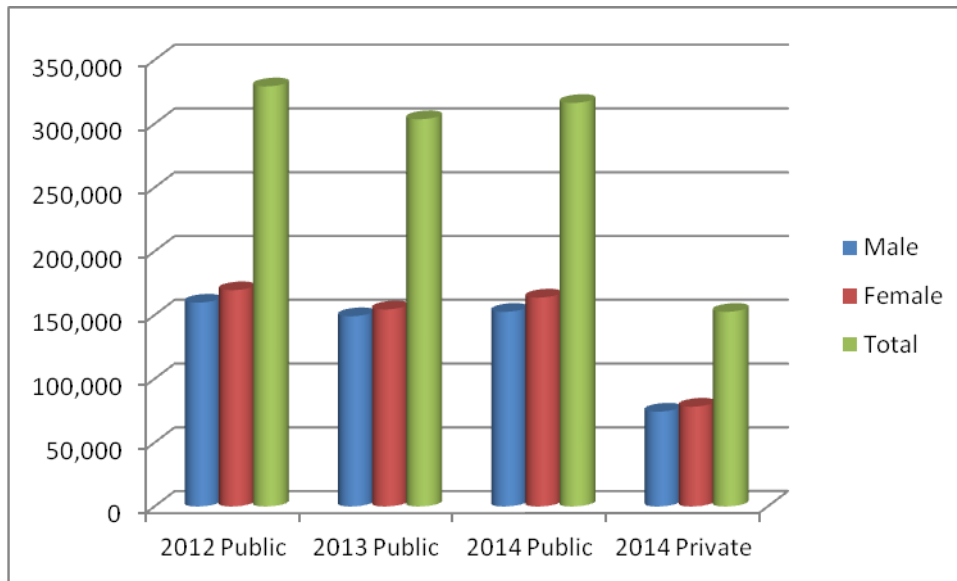
Figure 3.2.4 is a graphical presentation of primary school enrolment in public and private schools

Table 3.2.5: Shows Junior Secondary school total enrolment in public and private schools

	2012 Public	2013 Public	2014 Public	2014 Private
Male	159,822	149,184	152,612	74,371
Female	169,573	154,475	163,807	78,265
Total	329,395	303,659	316,419	152,636
% of girls	51.5	50.9	51.8	51.3

Sources: Lagos State Annual Schools Census 2012, 2013, and 2014

Table 3.2.5 shows an increase in Junior Secondary enrolment for both male and female students in Y2014. Total enrolment increased by 4.2% from 303,659 in Y2013 to 316,419 in Y2014.

Figure 3.2.5: Total Junior Secondary School Enrolment in Public and private Schools

Source: Lagos State Annual Schools Census 2012, 2013, 2014

Figure 3.2.5 is a graphical presentation of Junior Secondary school enrolment in public and private schools

Table 3.2.6: Condition Primary and Junior Secondary Schools Classrooms

Level	Total No. of Classrooms			% of Classrooms In Need of Major Repairs			% Classrooms With Inadequate Seating		
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Primary	10,992	12,449	11,453	30.1	19	27	45.5	32.5	55
JSS	3,844	4,010	4,296	11.5	17	15	27.9	80.6	77

Source: Lagos State Annual Schools Census 2012, 2013, 2014

Table 3.2.6 shows a significant decrease of 8% in the total number of classrooms available from 12,449 in Y2013/14 to 11,453 in Y2014/15 at the primary school level, while the junior secondary schools recorded 7.1% increase from 4,010 in 2013/2014 to 4,296 in 2014/2015 school year. Meanwhile, the percentage of Classrooms in Need of Major Repairs for primary school level increased from 19% in Y2013/14 to 27% in Y2014/15, but the same could not be said for the JSS level where there is a decrease of 2% from 17% in Y2013/14 to 15% in 2014/15. Likewise, classroom with inadequate seating increased from 32.5% to 55% at the primary school level, while that of JSS decreased from 80.6% in Y2013/14 to 77% in Y2014/15 school year

Table 3.2.7: Availability of Safe Water and Sanitation in Public Primary and JS Schools

Academic Year	Level	Total No. of Schools	Schools with no source of safe water		Pupils per toilet
			Number	%	Number
2012/2013	Primary	1004	409	40.8	73
	JSS	328	68	20.6	130
2013/2014	Primary	1,007	409	40.8	73
	JSS	348	68	20.6	130
2014/2015	Primary	1,010	282	28	75
	JSS	349	48	14	94

Sources: Lagos State Annual Schools Census 2012, 2013, 2014

Table 3.2.7 shows a considerable reduction in the percentage of schools without safe water from 40.8% in Y2013/2014 to 28% in 2014/15 and from 20.6% in Y2013/14 to 14% in Y2014/15 at the primary and junior secondary levels respectively. Nevertheless, the number of pupils/students per toilet increased slightly from 73:1 in Y2013/14 to 75:1 in Y2014/15 at the primary school level while it decreases significantly from 130:1 in Y2013/14 to 94:1 in Y2014/15 at the JSS level.

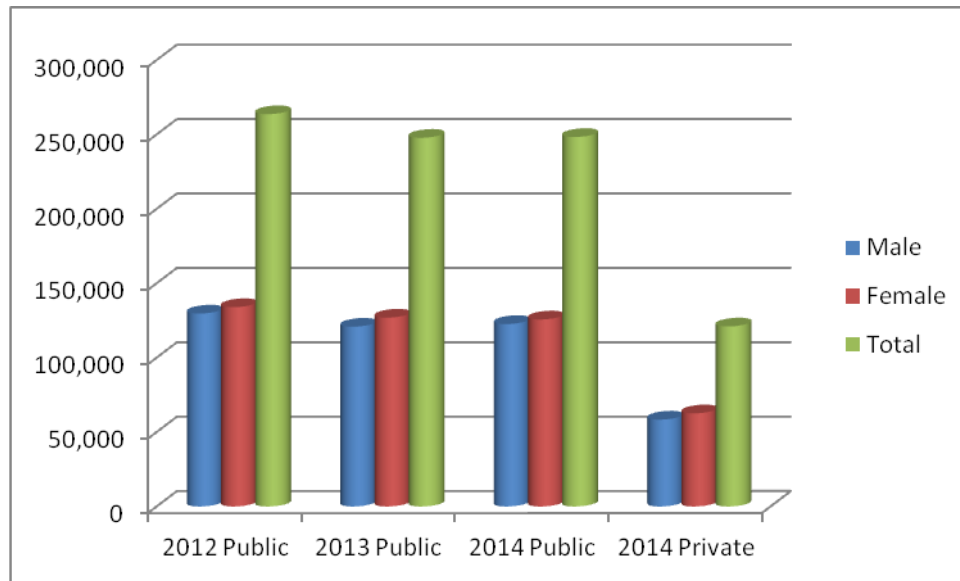
Goal 3: Make Senior Secondary School Education accessible, relevant, practical and goal oriented in a conducive environment in Lagos State.

Table 3.2.8: Public and Private Senior Secondary Schools Enrolment Trend

	2012 Public	2013 Public	2014 Public	2014 Private
Male	129,680	120,843	122,629	58,400
Female	133,983	126,926	125,710	62,616
Total	263,663	247,769	248,339	121,016
% of girls	50.8	51.2	50.6	51.7

Sources: Lagos State Annual Schools Census 2012, 2013, 2014

Table 3.2.8 shows a marginal increase in public senior secondary enrolment by 0.2% from 247,769 in Y2013/14 to 248,339 in Y2014/15.

Figure 3.2.8: Senior Secondary Schools Enrolment in public and private schools

Source: Lagos State Annual Schools Census 2012, 2013, 2014

Figure 3.2.8 is a graphical presentation of Senior Secondary school enrolment in public and private schools. Note that private schools data was only available for 2014/15 school year because the Annual School Census did not cover private schools in the previous years.

Table 3.2.9: Student-Teacher Ratio in Public Senior Secondary Schools

Year	No of Schools	Total Number of Teachers	Student-Teacher Ratio
2012/2013	313	10,252	26:1
2013/2014	316	14,428	17:1
2014/2015	318	10,101	25:1

Source: Lagos State Annual Schools Census 2012, 2013 and 2014

Table 3.2.9 shows that the student/teacher ratio in public senior secondary schools increased from 17:1 in Y2013/14 to 25:1 in Y2014/15. The noticed increase can be attributed to retirement of teachers in the Y2014 without corresponding recruitment to replace the retired teachers.

Table 3.2.6: Performance Analysis of Public Schools Candidates in WASSCE

YEAR	No. of Candidates	5 Credit Pass including English & Maths	% Pass
2012/2013	44, 950	17, 323	38.5
2013/2014	51, 556	21, 913	43.0
2014/2015	45,991	21,220	46.1

Table 3.2.6 indicates a significant decrease in the number of candidates who sat for the WASSCE and also a slight decrease in the number of candidates for passed with 5 credits including English Language and Mathematics. However the percentage of candidates who passed increased due to the decrease of total candidates. The relative improvement in the students' performance in WASSCE from 2012/2013 to 2014/2015 could be attributed to the continuity of the following reforms in the sector:

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

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

Table 3.2.7: Enrolment in the 5 Technical Colleges by Gender

S/N	College	Y2012		Y2013		Y2014	
		Female	Total	Female	Total	Female	Total
1	GTC Ado-Soba	82	536	75	427	78	453
2	GTC Agidingbi	139	526	114	626	96	316
3	GTC Epe	20	213	22	281	17	221
4	GTC Ikorodu	91	641	75	517	114	654
5	GTC Ikotun	86	525	6	295	27	385
	TOTAL	418	2441	292	2146	332	2,029

Source: LASTVEB Periodic Report 2014

Table shows decrease in enrolment by 117 students in the 5 Technical Colleges in the state. This could be attributed to failure to sustain the aggressive awareness campaigns carried out in previous years. However, a marginal increase was noticed in enrolment of female students in the 5 technical colleges from 13.6% in Y2012/13 to 16.4% in Y2013/2014. This suggests that there may be need to further sensitize parents and prospective female students on the value of technical and vocational education.

Table 3.2.8: Teachers in Technical Colleges by Qualification

	GTC, Ado-Soba	GTC Agidingbi	GTC Ikorodu	GTC Ikotun	GTC Epe	Total
HND	8	10	13	11	7	49
HND/PGDE	11	5	10	1	9	36
BSc Ed/BA. Ed	37	46	51	64	25	223
Others	5	5	4	8	5	27
Total	61	66	78	84	46	335

Source: LASTVEB Periodic Report 2014

Table 3.2.8 indicates that out of a total of 335 teachers in the technical colleges, 49 have HND, 36 have HND and PGDE and 223 have BSc Ed/BA Ed, while 27 teachers have other unspecified qualifications.

Table 3.2.9 Enrolment by Gender into GVESTP and SLMATP in Y2014/2015

S/N	Field	Gender		Total
		Male	Female	
A	GV-ESTP	1,009	455	1,464
B	SL-MATP	383	171	554
	Total	1,392	626	2,018

Source: LASTVEB Periodic Report, 2014

Table 3.2.9 reveals that male enrolment is substantially greater than female enrolment in both GVESTP and SLMATP.

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

The state tertiary institutions reported various achievements aimed at delivering their mandates and stated goal. Key achievements in this regard are presented below:

Table 3.10: Students Enrolment and Population of Lagos State Indigene

Year	Total No of Students Enrolled for Exams				Total No of Graduates			No Of Graduates Who Are Lagos Indigenes			
	Male	Female	Total	% of indigenes	Male	Female	Total	Male	Female	Total	%
2012/13	1,283	1,830	3,113	27.5%							
2013/14	670	1,612	2,282	26.1%	200	348	548	71	63	134	24.5
2014/15	439	670	1,109	87.5%	200	348	548	78	101	179	32.7

Table 3.10 shows the gender-disaggregated trend in enrolment at AOCOED from 2012/13 to 2014/15 school year. It indicates decrease in overall enrolment from Y2012/13 to Y2014/15, whilst female enrolment continues to be significantly higher than male. The table also indicates that the enrolment of Lagos State indigenes increased in Y2014 when compared to Y2013.

LASPOTECH

Table 3.12: Students Enrolment and Population of Lagos State Indigenes

Year	Total No of Students Enrolled				Total No of Graduates			No Of Graduates Who Are Lagos Indigenes			
	Male	Female	Total	% of indigenes	Male	Female	Total	Male	Female	Total	%
2012/13	2,546	1,697	4,243	17%							
2013/14	2,458	2,112	4,570	23.4%	1,838	1,331	3,169	N/A	N/A	634	20
2014/15	3,170	3,321	6,491	12.5%	1,005	976	1,981	N/A	N/A	555	28%

Table 3.2.12 indicates substantial increase in the number of students who enrolled but a significant decrease in the percentage who are Lagos State indigenes from 2013/14 to 2014/15 academic year. Likewise, there number of graduate decreased substantially from 3,169 in 2013/14 to 1,981 in 2014/15 but the proportion who are Lagos State indigenes increased.

LASU

Table 3.15: Students Enrolment and Population of Lagos State Indigenes

Year	Total No of Students Enrolled				Total No of Graduates			No Of Graduates Who Are Lagos Indigenes			
	Male	Female	Total	% of indigenes	Male	Female	Total	Male	Female	Total	%
2012	5,597	7,210	12,807	29.8%							
2013	4,673	6,103	10,776	34.8%	1458	2014	3472			1250	
2014	1,433	1,499	2,952	35.7%							

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

Table 3.2.18: Enrolment and completion figures for Adult Learners

Year	No Of Literacy Centres	Enrolment / Completers	No Of Adult Learners		
			MALE	FEMALE	TOTAL
2012	492	Enrolment	4,128	5,953	11,081
		Completers	2,899	5,387	8,286
2013	543	Enrolment	5,027	7,584	12,611
		Completers	3,667	5,886	9,553
2014	532	Enrolment	4,794	7,222	12,016
		Completers	3,965	5,873	9,838

Table 3.2.18 shows that the enrolment figures continued to increase from Y2012 to Y2014. The same is applicable to the number of learners who completed the Adult Literacy Programme from 2012 to 2014.

3.3 Impact Analysis of Strategies and Programmes on Relevant KPIs

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

Indicators	Primary Schools			Junior Secondary Schools			Senior Secondary Schools		
	Y2012/2013	Y2013/2014	Y2014/2015	Y2012/2013	Y2013/2014	Y2014/2015	Y2012/2013	Y2013/2014	Y2014/2015
Gross Enrolment Rate (%)	92	N/A	69	84	N/A	69	64	N/A	57
Net Enrolment Rate (%)	31	N/A	60	36	N/A	47	28	N/A	38
GPI on Pupil Enrolment	1.04	1.04	1.02	1.06	1.03	1.07	1.03	1.15	1.04
% of Qualified Teachers	98	88	95	81	94	95	92	90	90

Pupil/Teacher Ratio	43	31	38	37	29	34	26	17	25
Pupil/Qualified Teacher Ratio	43	36	40	25	34	35	28	19	27
GPI on Teachers	4.71	5.06	4.95	2.5	2.4	2.38	1.3	1.3	1.29
Pupil/Total Classroom Ratio	46	47	45	86	96	74	63	41	61

Key: Find below explanations arising from the above table.

Pupil-teacher ratio in Public Primary Schools increased marginally from 31:1 in Y2013/2014 to 38:1 in Y2014/15, while pupil-qualified teacher ratio increased from 36:1 in Y2013/2014 to 40:1 in Y2014/2015. These ratios are still within the recommended ratio of 45:1 for the State.

In the Junior Secondary School, pupil-teacher ratio increased from 29:1 in Y2013/2014 to 34:1 in Y2014/2015, while student - qualified teacher similarly increased from 34:1 to 35:1 and in the Senior Secondary Schools, the student-teacher ratio increased from 17:1 in Y2013/2014 to 25:1 in Y2014/2015, while student-qualified teacher ratio also increased in the same period.

The increase in the ratio in the Junior Secondary and Senior Secondary Schools respectively was probably due to exit of teachers from service at various Education Districts in the State during the period under review.

The above statistics also shows consistent improvement in girl-child enrolment over that of the boys across all the levels of education in the State in the last three years.

Conclusion and Recommendations

1. Total enrolment for ECCDE increased from 67,289 in Y2013/14 to 90,640 in Y2014/15, which shows 34.7% increase in total enrolment and relative parity in male and female enrolment. Total enrolment in Public Primary Schools shows 1.6% increase from 400,277 in Y2013/14 to 406,678 in Y2014/15. While the private primary enrolment is 561,571 for Y2014/15. At the Public JSS level, there was marginal decrease in enrolment from 317,612 in Y2013/14 to 316,419 in Y2014/15, while 152,636 students are enrolled in Private secondary schools. Male and Female enrolment in both Public Primary and Junior Secondary School shows relative parity.
2. Enrolment in Public Senior Secondary Schools increased from 247,769 in Y2013/14 to 248,339 in Y2014/15 which reflects a marginal increase of 0.6% of the total enrolment. While in private schools the total enrolment is 121,016, with female marginally higher than male in enrolment.

3. The results of Y2014 NABTEB examination show that 62% of candidates passed with 5 credits including English, Mathematics, two trade related and one core subjects. This is amazing achievement when compared to Y2013 where only 15% of candidates passed. The cause(s) for the astonished performance should be sustained.
4. Monitoring and Evaluation (M&E) Units have been established at the Ministry of Education (MOE) and the State Universal Basic Education Board (SUBEB). M&E Desk Officers have also been appointed at the 20 LGEAs, but there is the need to establish the M&E unit at the (six Districts, LASTVEB and OSAE).
5. Quality Assurance Directorate at LASTVEB and tertiary institution level needs to be strengthened for better performance and internal monitoring and evaluation of activities.
6. The M&E Officers capacity should be strengthened to ensure timely collection of relevant data for quarterly reports and strategic planning especially for the MTSS. There is also the need to strengthen the M&E Units in the MoE and at SUBEB with the deployment of more capable officers to meet up with the demands of the job.
7. The need to compile credible and reliable data for planning cannot be overemphasised. Issues raised around the existence of a significant number of Out-of-School Children in Lagos State should be systematically investigated. Financial provision should be made for the conduct of a State-wide survey of Out-of-School Children.
8. Efforts should be made to synergise the activities of Project Unit of MoE and other relevant Agencies such as SCRPS, LMDGP, OFMM, EKO Project, SUBEB, LGAs, e.t.c in carrying out project activities to avoid observed duplication of efforts.
9. To ensure compliance with the Special People's Law (2011), financial provision should be made for the recruitment and training of special education teachers with necessary arrangements made for the provision of instructional materials, media and physical facilities to ensure unhindered access to education for all.
10. There is the need to comprehensively evaluate the Free Mid-day Meal Policy of the State Government with a view to ascertaining its actual impact on student attendance, motivation, wellbeing and learning.
11. The Educational Management and Information System (EMIS) Unit at the MoE, Districts, SUBEB and LGEAs should be strengthened by the deployment of professionally qualified staff and provision of facilities to ensure effectiveness.
12. Employment and posting of all categories of special education teachers to all inclusive units must be given utmost priority. All categories of special education teachers must be available in all units, with at least 2 in every area of special needs. The deployment should be based on the available population and class level.

Chapter 4: Sector Financial Performance

4.1 Sector Budget Appropriation, Disbursement and Expenditure Trends

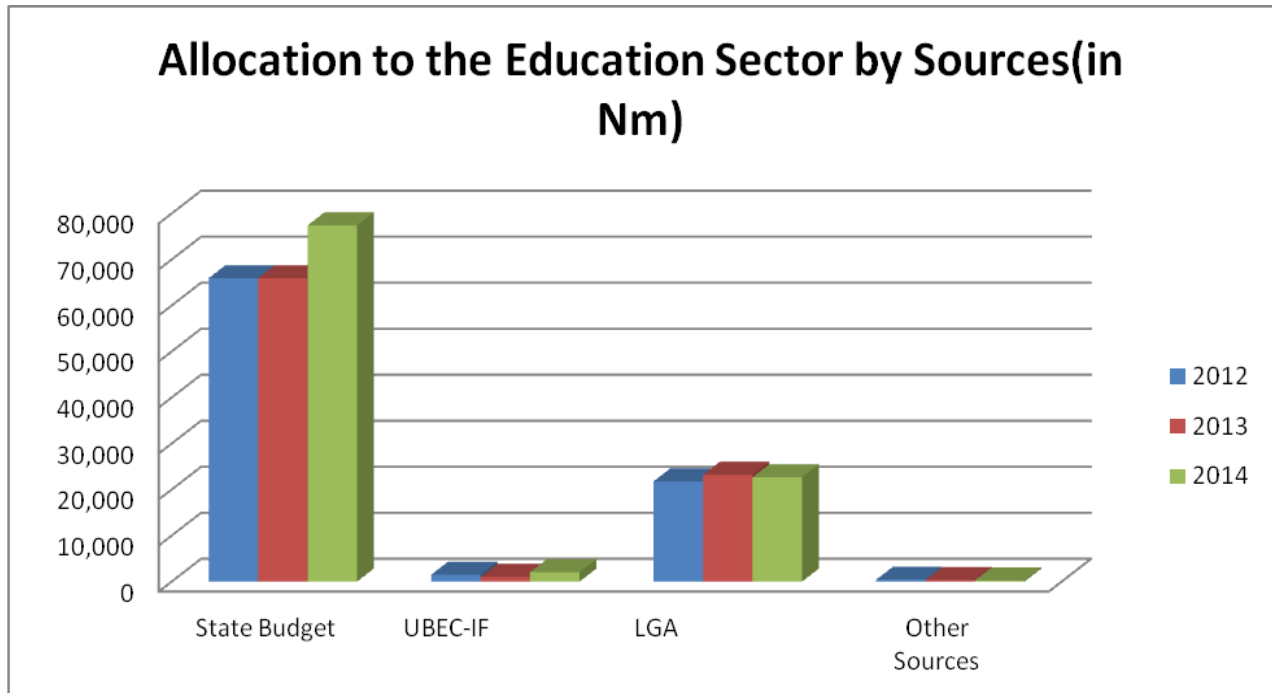
The main source of financing activities in the Education Sector is through State Government annual budget allocations which comprises recurrent and capital budget. The Y2014 budget allocation to the sector was 15.81% of the State budget. Other sources of funds included Universal Basic Education Commission Intervention Fund (UBEC-IF), Tertiary Education Trust Fund (TETFund), Millennium Development Goals (MDGs), Local Government Areas (LGAs) and Non-Governmental Organisations (NGOs). The UBEC-IF is for infrastructure, instructional materials and teachers' professional development at the Basic Education level.

The State 2014 budget allocation was split among pre-primary/primary (3%), Secondary/LASTVEB (60%), Tertiary (18%), Central Administration (2%) and others programmes (16%). Statutorily, UBEC requires that the Sector must allocate 70% to infrastructure, 15% to textbooks and instructional materials and 15% to teachers' Professional Development. The Local Government Areas (LGAs) contributed to the education sector funding through payment of primary school teachers' salaries and other capital commitments. Table 4.1 shows trends in funding and expenditure for the last three years 2012 - 2014.

Table 4.1: Education Sector Funding (in Million Naira)

YEAR	State Budget		UBEC-IF		LGA		Other Sources	
	Amount	% of Total Funding	Amount	% of Total Funding	Amount	% of Total Funding	Amount	% of Total Funding
2012	72,173	75.5	1,500	1.2	21,804	22.9	411	0.4
2013	65,944	72.8	1,030	1.1	23,228	25.7	354	0.4
2014	77,424	75.6	2,061	2.0	22,696	22.2	259	0.2

Sources: Y2014 Abridged Annual Budget LASG MEPB; UBEC, TETFund, ESSPIN etc

Figure 4.1: Education Sector Budget Allocations

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

Table 4.1 and figure 4.1 show a substantial increase in the state budget allocation to the education sector from 2013 to 2014. The funding from UBEC also increased substantially, there was marginal decrease in LGAs allocation.

Table 4.2: State recurrent and capital budget by type and level for Y2014

Level	Distribution of Budget Allocation (%)	Budget Allocations (Nm)								
		Recurrent			Capital			Total		
		2012	2013	2014	2012	2013	2014	2012	2013	2014
Primary, including pre-primary	3.07		1,21	1.53		7.86	0.85		1.99	2.38
Secondary, including technical and vocational	60.25		35.06	39.07		7.53	7.58			46.65
Tertiary	18.11		11.50	10.5		3.17	3.48			14.02
Central Administration	2.23		2.09	1.60		3.08	0.13			1.73
Other Programmes	16.34	9,733	4.26		2,918	-			12.65	
Total	100	62.47	54.15		14.95	11.79			77.42	

Source: 2014- Annual Budget Brochure (MEPB) and MDAs Y2014Budget

Table 4.2 shows how the Y2014 budget allocation to the sector was distributed to run its projects and programmes. Allocation to the education sector from the state is to meet recurrent and capital expenditures. Note that recurrent and capital budget of Y2014 presented in Table 4.2 exclude interventions from the UBEC-IF, TETFund and LGA. It

could be observed that secondary education including EKO Project and LASTVEB had the largest share (60.25%) of the allocation. This table also shows a similar allocation distribution pattern as Y2013 budget.

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

Year	Total State Budget			Budget on Education			State Budget on Education as % of Total State Budget		
	Recurrent	Capital	Total	Recurrent	Capital	Total	Recurrent	Capital	Total
2012	207,366	232,098	439,464	58,749	13,424	72,173	28	5	33
2013	229,729	269,876	499,605	52,550	13,394	65,944	23	5	28
2014	234,665	255,025	489,690	62,474	14,950	77,424	27	6	33

Source: 2014 Lagos State Abridged Annual Budget

Table 4.3 shows trends in State total budget against budget on education for the years 2012-2014 excluding other sources such as federal allocation through UBEC, TETFund and share of Local Government financing of primary school teachers' salaries. The share of total State recurrent and capital budget was 27% and 6% respectively.

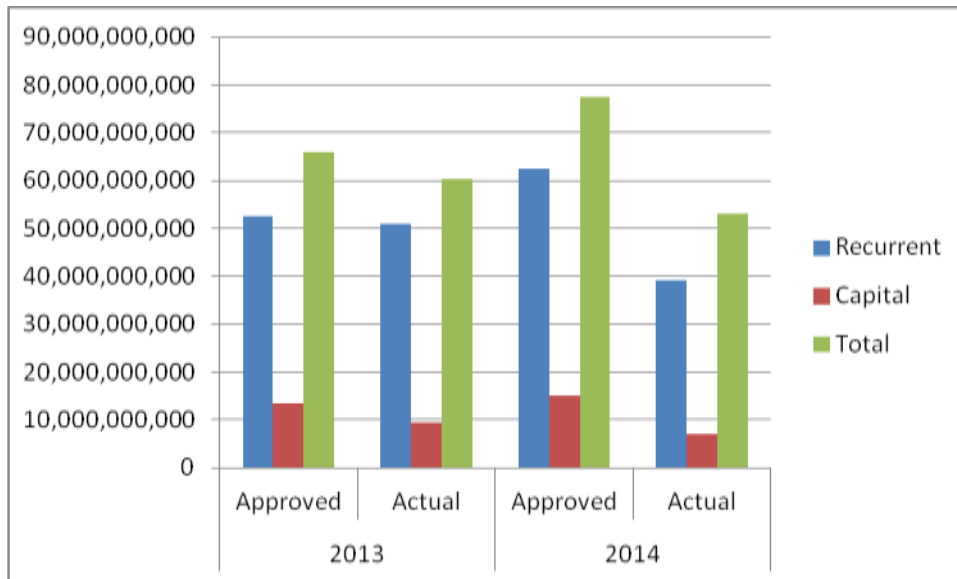
Table 4.4: Analysis of Sectorial Allocation and Actual Expenditure for the Y2012-Y2014

Year		Recurrent	Capital	Total	% Performance
2012	Approved	58,748,743,473	13,424,696,851	72,173,440,324	78.2%
	Actual	42,366,867,408	7,846,753,357	50,213,620,765	
2013	Approved	52,549,742,255	13,393,764,643	65,943,506,898	91.4%
	Actual	50,996,980,243	9,306,510,194	60,303,490,437	
2014	Approved	62,473,932,276	14,949,895,596	77,423,827,872	59.7%
	Actual	39,272,152,871	6,941,114,196	46,214,297,069	

Source: 2012-2014 Lagos State Abridged Annual Budget and Y2015 Budget

Table 4.4 presents the trend of actual capital and recurrent expenditures against the approved budget for Y2012-2014. The table indicates a decrease in both the actual recurrent expenditure and capital expenditure in the Year Y2014 compared to 2013. This is a reflection of decrease in the actual funds releases to the Education Sector compared to Y2013. There the total budget performance in terms of utilisation rate decreased from 91.4% in Y2013 to 59.7% in Y2014. However this performance is partly due to the fact that LASPOTECH budget and actual expenditure are not included. Similarly, Eko Project actual expenditure is not available as at the time of reporting.

Sectorial Allocation/Actual for Y2013-Y2014



4.2: Overview of Partners, NGOs and Private Sector Assistance Trends

The State Government, through the Education Sector, is in partnership with International Development Partners (IDPs) such as United Nations Educational Scientific and Cultural Organisation (UNESCO), United Nations International Children Education Fund, (UNICEF), United Nations Fund for Population Activities (UNFPA), UKAid/Department for International Development (DFID), the World Bank. Faith Based Organisations and Corporate bodies also assisted the Education Sector in Y2014. Table 4.5 provides details of support by each of the partner agencies/organisations.

Table 4.5: Donors/Partners and NGOs in the Sector

Donor/Partner	Type of Support	Sub-Sector Supported
UKAid/DFID (ESSPIN, DEEPEN)	Grants & Technical Support	Basic Education
UNICEF	Grants	Primary Education
World Bank	Financial Support/Loans	Secondary Education
Faith Based Organisations	Donations/provision of education facilities	Basic Education & Senior Secondary Education
Corporate Organisations	Donations/ provision of education facilities	Basic Education & Senior Secondary Education

The nature of support received from these International Development Partners (IDPs), Faith-Based Organisations, NGOs, and Corporate bodies has been highly beneficial and fruitful, particularly in the areas of promoting access to education, and production of

skilled manpower in the Education Sector. The introduction of Support Our Schools (SOS) programme by the MoE and the Social Mobilization Department at SUBEB and LGEAs will further enhance better coordination of the various activities geared towards supporting the Sector by these donors. The list of donor/partner agencies supporting the Education Sector in the State is however not exhaustive.

Conclusions and Recommendations

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

Chapter 5: Institutional and Organisational Capacity Development

This presents a review of the institutional and organisational capacity development of the education sector.

5.1 Review of Institutional and Organisational Capacity Development

A committee was set up to review the existing 1988 edition of Lagos State education policy. The Lagos State education policy is an overview of the state education objectives targets and strategies which provides framework for education development in Lagos state that is realigned with the national policy on education. The document therefore, addresses the important issue of a functional model for education governance in the State. The draft of the reviewed edition is awaiting his Excellency's approval.

Teachers' competency framework (TCF) is an initiative of Lagos State Ministry of Education launched in Y2014. TCF is a structure that charts the career path of a teacher so as to enhance performance. The objective of TCF is to continually build the capacity of teachers, and to affirm their competency with a view to ensuring that effective teaching and learning takes place, through child-centred methods, thereby improving learning outcomes.

State Annual Education merit award was instituted in order to enhance efficiency and effectiveness among our personnel with a view to bringing out the best in them. Thus, as part of the efforts of Lagos State Government to show appreciation to the personnel and students that have demonstrated exemplary qualities in the dispensation of their duties as well as contribute positivity to the improvement of the standard of education in the State, government resuscitated the Annual education Merit Award in year 2007 and ever since it has been an annual event with winners of the secondary school category going home with a brand new KIA RIO car and the same was introduced for winners of the Primary School' category in 2011. In addition, successful recipients at the state level usually compete with their counterparts from other states of the federation for the President's Teachers and School's Excellence Award which is celebrated on every 5th October, World Teachers' day.

The Education Management Information System (EMIS) has been upgraded for better data storage and data management. We have successfully compiled and published school's

directories for all our primary, junior and senior secondary schools as well as 1,298 private schools in the state. Similarly, 3,750 Head teachers and 1,873 Assistant Head teachers were trained in Y2014 by State School Improvement Team (SSIT)

5.2 Conclusions and Recommendations

- The policy should be reviewed regularly and the reviewed edition should be approved and published for use.
- Efforts should be intensified on the implementation of the Teacher Competency Framework (TCF).

Chapter 6: Factors in the Success/Failure of Performance Management

This chapter summarises the factors that aided the achievements recorded in the sector with a view to highlighting the roles of such factors in the achievement of goals and objectives. It also attempts to emphasise relevant and related training programmes undertaken by the MDAs in the sector during the period under review.

In SUBEB 5,223 teaching and non-teaching staff received capacity building while 743 head-teachers participated in a 4 days leadership training programme. Another 2, 552 Primary 1 - 3 teachers were trained on Improving Literacy Teaching Skills; 50 special education teachers were trained on performance improvement, 61 Care givers and ECCDE desk officers at the LGEA participated in the workshop on Active Model Learning approach in Pre-Schools; 200 classroom teachers were trained on Emotional Literacy Study Skills and Health; 40 Teachers Liberians and Library assistance were trained on Effective Utilization of Library in Public Primary Schools.

The Lagos 'Eko Project' which is an initiative to improve the quality of Public Junior and Senior Secondary Education in the state succeeded in developing capacity of over 7,000 teachers and school administrators during the year. Some of the capacity building efforts included:

- 150 teachers received training on the use of Digital tools in the classroom using Google Educator Group;
- 500 Master trainer teachers and administrators were trained to support step-down training to other teachers.
- Online Resources for Teachers and Administrators - a virtual resource portal created for teacher to get access to over 1,000 relevant resources on secondary school curriculum, e.g. educational videos, notes, PowerPoint and audio files on various teaching skills.
- Secondary School information Management System (SSIMS) - 70 EMIS Officers from Education District were trained on SSIMS in the areas of data collection, analysis, monitoring performance, target setting and data utilization for decision making.
- 20 Zonal Centres fully equipped to provide ICT support to Schools were created across the Education Districts.
- Governor Education Award- 128 junior and senior schools received N256 million Naira from the Executive Governor for improved students' performance and 12 Best Principals received international training to encourage them.

- Volunteers Teachers Scheme (VTS) - 400 Volunteer teachers were engaged to teach English, Mathematics, Sciences and Life Skills.
- Teachers Professional Development (TPD) - 830 Vice Principals, Teachers and School District administrators were trained. 2 Teachers were sponsored to the Google headquarters in California USA.

In addition, all 671 secondary schools received grants worth averagely N2.5 million on a yearly basis depending on population.

TEPO also organised structured training programmes for three thousand, three hundred and eighty four (3,384) schools staff including principals, vice-principals and classroom teachers, in tandem with current effective teaching and school management strategies. To improve teaching and learning of Mathematics in Schools with a view of achieving improved performance in internal and external examination, the Ministry of Education sponsored a Mathematics training/clinic for fourteen (14) mathematics teachers spread across the six (6) education districts on Modern and innovative techniques of teaching Mathematics at the national Mathematics Centre (NMC), Kwali, Abuja between 10th -14th August, 2014. The training was cascaded to 442 Mathematics teachers in all the six (6) Education Districts.

LASTVEB also organised capacity building for the staff as follows:

- Eighty (80) teachers had industrial training on skill development.
- Twenty five (25) teachers were also trained in Teaching and Learning Strategy.

Tertiary Institutions in Lagos State had different capacity development programme for different categories of Staff

Lagos State emerged as the overall best State at the 2014 national Junior Engineers, Technicians and Scientist (JETS) competition with the following results.

- 1st Position in Inter State Quiz Competition
- 1st Position in National Theme project
- 1st Position in Free choice Project
- 1st and 3rd Position in Physics
- 2nd Position in Biology
- 3rd and 4th Position in Mathematics
- 5th Position in Agricultural Science

Lagos State won 1st, 5th and 6th positions at the National Festival of Schools Science held at Uyo, Akwa-Ibom State and qualified to represent Nigeria at 2014 international Science fair in California, U.S.A. The State did the Country proud at the event. Similarly, Lagos State emerged as overall best State at the 2014 national Physics competition held in May,

2014 at Uyo, Akwa-Ibom. The State also took 3rd position at the zonal final of the NNPC National Science quiz competition held in June, 2014 at Akure, Ondo State.

These interventions continued to yield positive impact on learning outcomes and quality of education at all levels in the Sector. The percentage of candidate who passed at the senior secondary school level with 5 credits and above including English and Mathematics rose from 43% in Y2013 to 46% in Y2014.

Conclusions and Recommendations

In Y2014, the capacity building effort of the MDAs was found to have improved with a resultant effect on teachers' quality, in lessons delivery, school governance, learners' academic performance, and monitoring skills of QA Officers.

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

Chapter 7: Forward Look: Review and Adjustment of Sector Policy & Strategy

The Y2014 annual education sector performance review exercise provided opportunity for key stakeholders in the Education Sector to assess how well they fared in the reporting period. Specifically, while a number of achievements have been recorded, some gaps that need to be addressed have also been identified. A conscious link between the desire to attend or close these gaps will go a long way in the improvement of the policy making business of the Sector and consequently improve the strategies to be employed for driving the policies. To achieve this, key recommendations are made.

7.1 Recommendations for Policy Strategy and Programme Adjustments

These recommendations include:

- MDAs that are yet to establish M&E Units should do so and embark on capacity development of the Officers.
- Capturing of private school data in the ASC should be made an urgent priority so as to put to rest the contentious issue of the actual population of Out-of-School children in the State.
- There is need to strengthen EMIS Units in all the MDAs in the Education Sector for effectiveness of planning and policy implementation. This should involve the procurement of appropriate equipment, training of personnel and creation of such units where they are currently non-existent.

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

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

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

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

7.2 Recommendations for Medium-Term Budget Adjustments

In order to attain the goals of the sector within the state development plan, the Medium Term Expenditure Framework and Medium-Term Budget Framework should be adjusted to improve funding of critical programmes and activities in the education sector as follow:

- Provision should be made for the recruitment and training of special teachers, and provision of instructional materials and physical facilities to ensure unhindered access to education for children with special needs.
- The need to conduct a state-wide survey of Out-of-School children is again being emphasised.
- The need to review Mid-day Meal policy to cover more pupils in the State, expand staff quarters for teachers, provide water and sanitation facilities to schools in rural and riverine communities.
- Provision of furniture and adequate toilet facilities for pupils should be made as a matter of priority. A ratio of forty pupils to one toilet (40:1) is recommended.
- Provision of drinkable water in schools as this will increase enrolment and reduce the likely spread of epidemic.
- Provision of more facilities and equipment for vocational subjects in the Inclusive Units/schools in the State.
- Deliberate action should be initiated to accommodate learners with special needs transiting from the primary to the junior secondary schools and then to the senior secondary schools by providing facilities to support their learning needs.
- There is need to build more classrooms and establish maintenance units in the schools.
- Recruit and train more teachers as well as provide adequate security in the schools i.e. perimeter fences, security guards, alternative power supply and also raise awareness of parents on the benefits of educating their children.
- Establish more schools especially in newly created development areas like Alimosho, Agege, Ifako Ijaiye, Eti Osa, Ibeju - Lekki, Ojo, Badagry and Ikorodu.
- Establish more technical colleges across the state to promote technical and vocational education.
- Public-Private Partnership initiative should be encouraged and new strategies be developed to increase participation.
- More sensitization/awareness on adult and mass literacy programmes should be carried out.

7.3 Strengthening Partnerships in the Sector

To strengthen partnerships in the Education Sector:

- State Government urgently needs to create consortium of business corporations, government agencies, Faith-Based Organizations (FBOs), philanthropists, NGOs and SBMCs to raise resources for the attainment of education targets.
- The annual "Breakfast Meeting with the Governor" programme should be maintained and sustained to encourage more Private Sector support for education in view of its noticed significant impact.
- Encourage Public Private Partnership (PPP) to sustain school adoption efforts so as to raise resources such as IT equipment and training support and to provide managerial and pedagogic support for school development.
- Strengthen the School Based Management Committees (SBMCs) in the State by institutionalizing Community Based Performance Monitoring (CBPM) to achieve reforms and the attainment of targets of the Education Sector.
- Review the laws establishing SUBEB and the Education Districts so as to avoid overlap of their functions, particularly on the issues concerning teachers' recruitment, transfer, discipline, promotion and payment of salaries at JSS level.

Annex 1: Data Sources and Methodology

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

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

Annex 2: Key Performance Indicator Targets and Statistics

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

Goal / Objective	KPIs	Data/information required to measure KPI	Source(s) of Data	Frequency of data collection	Data Available	Baseline Figure	Targets/ Milestones		
							Year 1	Year 2	Year 3
	Transition Rate	Number of persons (male & female) graduating from primary school per session (Public and private schools)	Annual school census	Annually	Yes	M- 57,287 F- 58,403			
		JSS 1 enrolment figure per session (public and private schools)	Annual school census	Annually	Yes	551,206			
	Pupil-Classroom Ratio	Percentage of classroom needing repairs	Annual school census	Annually	Yes	(Public Primary) Pupil - Classroom - 1:57			
		Percentage of classrooms with adequate seating				(Public JSS) Pupil - Classroom - 1: 101			
	Pupil-Toilet ratio	Percentage of schools with safe water and school with toilets.	Annual school census	Annually	Yes	(Public Primary) Pupil-Toilet ratio - 1:100			
						(Public JSS) Pupil - Toilet ratio			

Goal / Objective	KPIs	Data/information required to measure KPI	Source(s) of Data	Frequency of data collection	Data Available	Baseline Figure	Targets/ Milestones		
							Year 1	Year 2	Year 3
						- 1:131			
Make senior secondary school education accessible, relevant, practical and goal oriented in a conducive environment in Lagos state	Proportion of SSS students making minimum qualification. (five credits including Maths and English)	WASSCE enrolment figure per year	Basic education services	Annually	Yes	44,950	2.5	3	3.5
		Number of persons passing with minimum credit in WASSCE per year	Basic education services	Annually	Yes	17,323			
Produce world class professionals and entrepreneurs that will provide leadership and sustain national economic growth in relevant field	Proportion of students graduating from professional courses in tertiary institutions in Lagos State	Total number of students graduating from tertiary institutions in Lagos State per year (school session)	Digest of Statistics 2011	Annually	Y e s	???			

Goal / Objective	KPIs	Data/information required to measure KPI	Source(s) of Data	Frequency of data collection	Data Available	Baseline Figure	Targets/ Milestones		
							Year 1	Year 2	Year 3
Provide training and impart necessary skills to individuals who shall be self reliant economically	Percentage of people seeking admission and graduating from TVEs institutions in Lagos State	Total number of persons that applied for admission into Lagos state Technical colleges per year and proportion of candidates offered admission for that year	Digest of Statistics 2011	Annually	Yes	Nos of applicants - 3,223 Proportion offered admission - 60%	80	80	80
		Total number of students that graduate from Lagos State Technical colleges per year	Digest of Statistics 2011	Annually	Yes	???			
Provide education for all adults and non-completers of formal education through acquisition of literacy, numeracy, vocational and social competencies in collaboration with global partnership	Adult Literacy Rate	Projected population of adults in Lagos state (male and female)	Lagos Bureau of Statistics	Annually	Y e s	???	3	3.5	4
		Population of literate adults (male and female)	Lagos Bureau of Statistics. Household Survey 2011	Annually	Yes	???			

Annex 3: Projected School-Age Population

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

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

Source: Priority Table Volume IV by National Population Commission

(B) Population assumptions

The population of Lagos State by LGA (see Table B) has been estimated using:

- the 2006 Lagos Population figures: by LGA and by age group
- the United Nations population growth rate for Nigeria

Sprague multipliers were used to transform the age-group population figures into single-year population figures. These were then regrouped according to official Nigerian age groupings

by education level: 3-5 years for pre-primary education, 6-11 years for primary education, 12-14 years for junior secondary education and 15-17 years for senior secondary education.

(B) Population projections by LGA based on Lagos State Y2006 Population Figures									
LGEA	6-11 years			12-14 years			15-17 years		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Agege	81,290	73,388	154,678	35,895	34,229	70,124	36,010	34,136	70,146
Ajeromi/Ifelodun	104,256	111,398	215,654	46,037	51,958	97,995	46,183	51,817	98,000
Alimosho	158,428	148,298	306,725	69,958	69,167	139,125	70,180	68,981	139,161
Amuwo Odofin	43,367	35,057	78,424	19,150	16,352	35,502	19,210	16,307	35,518
Apapa	38,140	40,333	78,473	16,842	18,811	35,653	16,895	18,761	35,656
B a d a g r y	27,003	30,210	57,213	11,924	14,090	26,013	11,962	14,053	26,015
Epe	22,095	26,654	48,749	9,756	12,432	22,188	9,788	12,398	22,185
Eti Osa	66,290	81,930	148,220	29,272	38,213	67,485	29,365	38,109	67,475
Ibeju Lekki	7,148	7,815	14,963	3,157	3,646	6,802	3,166	3,635	6,801
Ifako/Ijaye	54,763	57,012	111,775	24,182	26,591	50,772	24,259	26,519	50,778
Ikeja	47,367	50,083	97,450	20,916	23,359	44,275	20,983	23,296	44,279
Ikorodu	52,472	50,848	103,320	23,170	23,717	46,886	23,244	23,652	46,896
Kosofe	76,004	63,721	139,726	33,561	29,720	63,281	33,668	29,640	63,307
Lagos Island	66,536	62,305	128,840	29,380	29,059	58,439	29,474	28,981	58,455
Lagos Mainland	47,029	47,437	94,466	20,766	22,124	42,890	20,833	22,065	42,898
Mushin	98,570	99,766	198,336	43,526	46,533	90,058	43,664	46,407	90,071
Ojo	73,144	67,910	141,054	32,299	31,674	63,972	32,401	31,588	63,989
Oshodi/Isolo	74,176	97,004	171,180	32,754	45,243	77,997	32,858	45,122	77,979
Shomolu	74,515	79,507	154,022	32,903	37,083	69,986	33,009	36,983	69,992
Surulere	100,619	90,158	190,777	44,431	42,051	86,482	44,573	41,938	86,510
TOTAL	1,313,212	1,320,835	2,634,047	579,877	616,049	1,195,926	581,723	614,387	1,196,110