



**KWARA STATE UNIVERSAL BASIC
EDUCATION BOARD**

KWARA STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN (KWSMTBESP)

2024 – 2027



ECCDE Class in Kwara State



Primary Class in Kwara State



JSS Class in Kwara State

**VALIDATION OF 2024-2027 STATES MEDIUM TERM BASIC
EDUCATION STRATEGIC PLAN (SMTBESPs)**

I, Prof. Shehu Raheem Adaramaja the
Executive Chairman of Kwara State Universal Basic Education Board, being a part
to the drafting, development and finalization of the 2024-2027 State Medium Term
Basic Education Strategic Plan (SMTBESP), accept and agree with the contents of
the Plan and hereby endorse the final copy of the Plan for implementation.

By this endorsement, I also commit to the full implementation of the Plan.

Dated this: 29th day of April, _____ 2024

Name: Prof. Shehu Raheem Adaramaja

Designation: Executive Chairman.

Signature: 

Executive Chairman
Kwara State Universal Basic
Education Board, (Kwara)

Date 29/04/2024.

Stamp



KWARA STATE UNIVERSAL BASIC EDUCATION BOARD

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Kwara State Slogan: State of Harmony

Kwara State Medium Term Basic Education Strategic Plan (KWMTBESP)
2024 - 2027

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ISBN

EAN

VISION

An education system that provides inclusive, quality education and high-level manpower training for sustainable growth, development, self-reliance and life-long learning by 2030.

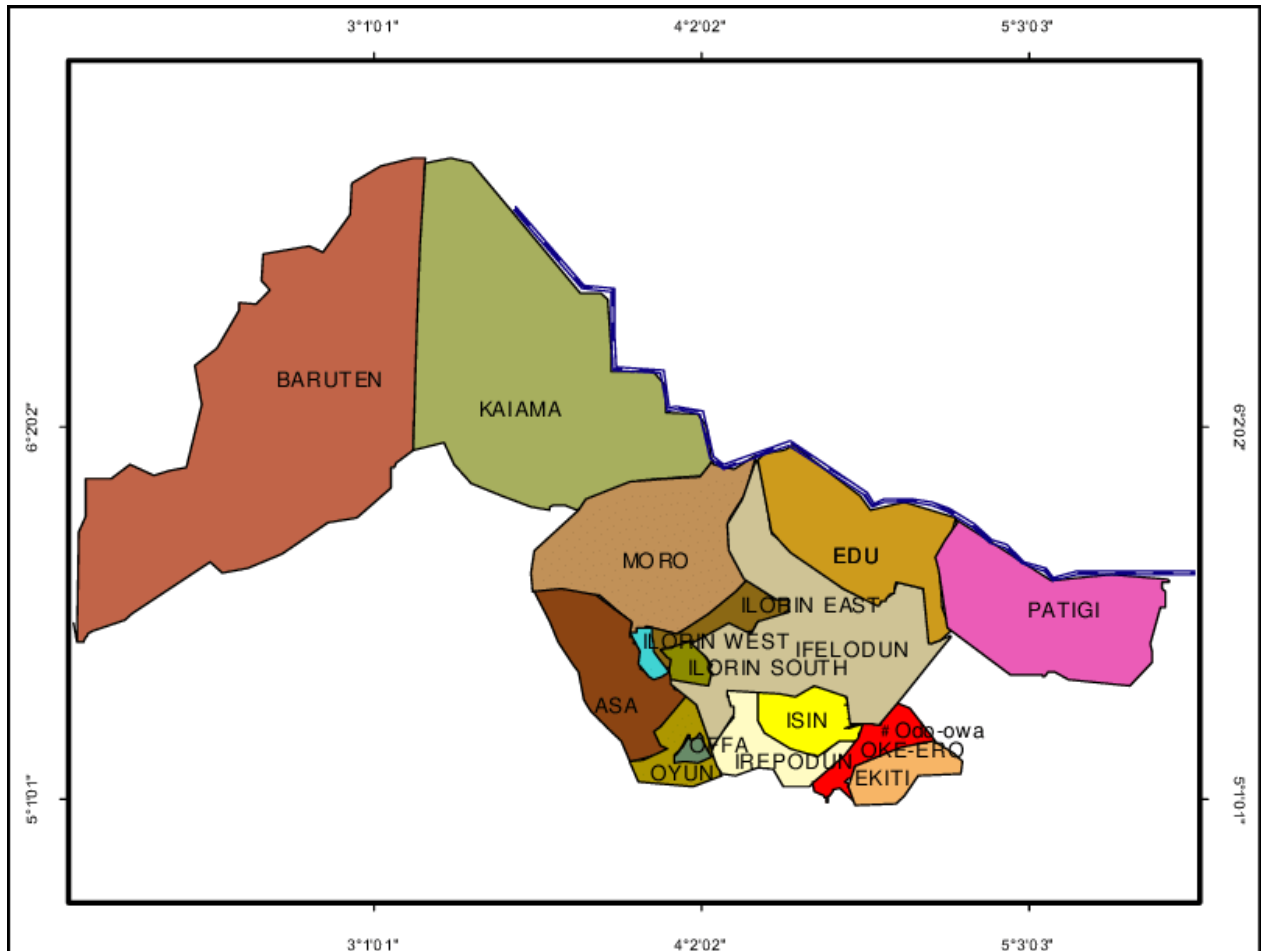
MISSION

The Kwara State Universal Basic Education Board in partnership with stakeholders is committed to ensuring qualitative educational opportunities in conformity with national standards and to develop productive, competent and responsible citizens.

CORE VALUES

- ✓ Integrity, honesty and hard work
- ✓ Transparency and accountability
- ✓ Equity and fairness
- ✓ Self-discipline and mutual respect

Kwara State Map showing all the 16 Local Government Areas



List of the Local Government Areas in Kwara State

1. Asa
2. Baruten
3. Edu
4. Ekiti
5. Ifelodun
6. Ilorin East
7. Ilorin South
8. Ilorin West
9. Irepodun
10. Isin
11. Kaiama
12. Moro
13. Offa
14. Oke-Ero
15. Oyun
16. Patigi

FOREWORD

As we stand on the threshold of an evolutionary leap in basic education within Kwara State, it is with great purpose and heightened anticipation that we present the Kwara State Medium Term Basic Education Strategic Plan (SMTBESP) for the years 2024-2027. This strategic plan is not merely a document; it is a beacon that guides our journey towards educational excellence and equity.

In crafting this plan, we have meticulously reviewed the strides and lessons from the Kwara State MTBESP 2021-2024. We have engaged in deep consultations with a diverse range of stakeholders and drawn insights from seminal strategic documents such as the Universal Basic Education Commission (UBEC) Road Map 2021-2030, the Federal Ministry of Education's inspirational 'Education for Renewed Hope: Roadmap for the Nigeria Education Sector 2024-2027', and the enlightening findings of the Nigeria Multiple Indicator Cluster Survey (MICS) 2021. We have also reflected on the data from the UBEC National Personnel Audit (NPA) of 2018 and 2022, ensuring that our strategies are data-driven and reflective of national aspirations and global best practices.

The resulting 4-year Medium Term Basic Education Strategic Plan is a synthesis of state, national, and global developmental imperatives, harmonized with the United Nations' Sustainable Development Goals. Kwara SUBEB is poised to strengthen collaborations with our valued stakeholders to elevate the quality and relevance of basic education. Our collective vision is encapsulated in the 'Every Child Counts' initiative, a testament to our commitment to every learner in our care.

This plan will be operationalized through meticulously structured annual programmers', with clearly defined activities and corresponding budgets. We pledge to uphold a rigorous and transparent monitoring process, with quarterly reports charting our progress and ensuring accountability.

Our gratitude extends to the multitude of individuals and organizations whose contributions have been instrumental in the development of this plan. A special acknowledgment must be given to the Technical Working Group, whose indefatigable efforts in data acquisition and analysis have been indispensable. The diligence of the

Kwara State Universal Basic Education Board (SUBEB) in amassing and verifying data on school enrolments, teacher demographics, and financial allocations has provided bedrock of accuracy for our strategic planning.

It is with conviction that I state Kwara's position as a model state for the School Improvement Programme will be significantly fortified through this strategic plan. Over the next four years, we foresee Kwara SUBEB achieving remarkable strides towards our commendable goals. With the unwavering support and confidence of our communities, we will realize the aspirations of the SMTBESP 2024-2027, making an indelible impact in our pursuit to render quality education accessible to every child, ensuring that indeed, every child counts.

On behalf of the entire educational fraternity in Kwara State, we invite you to join us as active participants in this transformative journey. Together, let us make education the cornerstone of a brighter future for our children and our state.

VISION:

Envisioning Kwara State as a hub of educational distinction, we are dedicated to fostering an inclusive, quality education system by 2030 that propels sustainable development and lifelong learning in harmony with global standards.

By 2030, Kwara State envisions an inclusive education system that embodies excellence, offering quality education and comprehensive skills development to empower individuals for sustainable growth, self-reliance, and lifelong learning, meeting global educational standards and contributing to the achievement of the Sustainable Development Goals

MISSION:

Our mission is to partner with stakeholders to provide quality education in Kwara State, cultivating productive and responsible citizens who meet national and global benchmarks, driving progress towards the Sustainable Development Goals

The Kwara State Universal Basic Education Board, in a steadfast partnership with stakeholders, is dedicated to actualizing an inclusive education landscape by 2030. Our mission is to ensure access to quality educational opportunities that adhere to both national and global standards. We aim to foster the development of productive, competent, and ethically responsible citizens equipped to meet the challenges of a dynamic world and to advance the Sustainable Development Goals



.....
Professor Shehu Raheem Adaramaja
Executive Chairman,
Kwara State Universal Basic Education Board

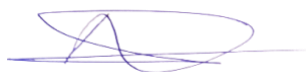
ACKNOWLEDGEMENT

The preparation of the 2024-2027 Medium Term Basic Education Strategic Plan of Kwara State Universal Basic Education Board involved the senior and mid-level officers of the Board, 16 LGEAs, Head teachers/principals of basic schools, SBMCs, CBOs and CSOs all of whom actively participated in the desk review of the situation analysis and critique of the submissions from various stakeholders.

The following members were however constant and need to be fully acknowledged and appreciated; Director Physical Planning, Engr. S.O. Abdussallam, Director, Finance & Supply, Mallam Zakariyau Jubril Baba, Head of State School Improvement Team (SSIT), Alhaji Sherif Muhammad Raji, Head of EMIS Unit, Yusuf Mashood, Controller of Finance & Account, Mr Musa Olufemi Salami, Director of Training, Mrs Margaret Olufunke Awotunde, Head of Procurement Unit, Hajia Yakub Aminat, Head of Section (PRS) Offa LGEA, Mrs Omobola Eniafe, Mrs Afolayan Funmilayo, Ahmed Salimat Adeoti, Kannike Jibril Siraj, Eleja Shamsudeen, Alhassan Mohammed, Olabanre Funmilola, Idris Suleiman, Abdulrasheed Ballyqiz, Pastor Oderinde Samuel, Ogundipe Esther, Mohammed Abdulrahaman Inuwa, Abdulganiyu Mashood and Mr B. S. Olesin , Farouq Busaeri Elega, Abubakar Yusuf, Olayinka Awoniyi, EMIS and Planning officers from various LGEAs were all on tap and very supportive. So also, the state EMIS coordinator Bukola Olawoye and AbdulRasheed Ajao from the Ministry of Education & Human Capital Development, Yunusa Jubril from the State Bureau of Statistics and Aliyu Sepere from the State Agency for Mass Education.

Appreciation is also due to Hussein Abdulqadir Aliyu for his effort in formatting, editing, and typesetting of the document from the beginning till finalisation of the entire process.

Above all, the support and motivation of our amiable Executive Chairman, Professor Shehu Raheem Adaramaja, the Board Secretary, Mrs Gloria Omolara Adebisi and Permanent Members are highly acknowledged and appreciated.



.....
Shuaib Atanda Ibrahim
Director of Planning, Research and Statistics (DPRS)
Kwara State Universal Basic Education Board

EXECUTIVE SUMMARY

In Kwara State, the transformative power of education has been recognized as the cornerstone for socio-cultural and economic development. Consequently, the Kwara State Government has positioned the restructuring of its educational system at the heart of its development agenda. The Kwara State Medium Term Basic Education Strategic Plan (KWSMTBESP) 2024-2027 is an embodiment of this commitment, designed to catalyze growth and progress through a reinvigorated educational sector.

This Strategic Plan is rooted in a multifaceted approach as reflected in the State Development Plan (SDP), Education Sector Plan (ESP), and Education Sector Implementation Plan (ESIP), establishing a comprehensive trajectory for holistic educational reforms. The overarching goal of the KWSMTBESP is to support Kwara State in realizing its expansive policy objectives for basic education by enhancing access, inclusivity, and quality, while simultaneously strengthening institutional capacities and mobilizing resources.

The plan delineates a framework that will guide the effective implementation of basic education initiatives across the state. It integrates specific activities that have been carefully selected based on their priority level and the state's capacity to achieve impactful goals. In doing so, the plan articulates the state's pledge to close identified gaps within the basic education framework, aligning with commitments laid out by the Universal Basic Education Commission (UBEC) and the state's policy directives.

With an estimated cost of ₦ 37,402,245,150.67k, the plan provides a detailed financial perspective for the upcoming four years, shaped by macroeconomic assumptions considered viable during the development of the SDP for 2021-2025.

The creation of the KWSMTBESP was marked by inclusivity and active participation from Civil Society Organizations (CSOs), School-Based Management Committees (SBMCs), Community-Based Organizations (CBOs), and various state government MDAs whose mandates intersect with basic education. This collaborative effort ensures that the plan is well-rounded and enjoys comprehensive support across the board.

Aligned with the Universal Basic Education Commission (UBEC) Road Map 2021-2030 and the Federal Ministry of Education's Roadmap for the Nigeria Education Sector 2024-2027, the KWSMTBESP encompasses planning and management, physical infrastructure, improved access and equity, enhanced quality and relevance, and financial sustainability. The plan spans five distinct phases over four years, from 2024 to 2027. It begins with an exploration of the current state of the basic education subsector and moves through a series of policy initiatives and tactical approaches, culminating in actionable programs and robust Monitoring and Evaluation measures.

The projected financial outlay for the years 2024 to 2027 details a staggered investment designed to optimize the deployment of resources across key priority areas, ensuring that each naira expended translates into tangible educational advancements. With this in mind, the state is set to propel itself towards a future where every child in Kwara State has access to an education system that is not only nationally competitive but also globally exemplary.

Introduction to Chapter One:

The Kwara State Medium-Term Basic Education Strategic Plan (MTBESP) for 2024-2027 embodies the state's unwavering commitment to delivering quality basic education for all its children. This plan not only reflects the state's dedication to elevating educational standards but also addresses the myriad challenges within the sector.

Rooted in the principles of access, equity, inclusiveness, quality, efficiency, and system strengthening, the MTBESP 2024-2027 is aligned with both national policies and international commitments. It aims to build on the successes of past initiatives while introducing innovative strategies to address contemporary challenges. The development of this strategic plan was a holistic process, involving a thorough review of the current state of basic education in Kwara State. This review encompassed an evaluation of past achievements, ongoing challenges, and potential opportunities for growth.

Furthermore, the plan was enriched by contributions from a diverse array of stakeholders, including government agencies, educational institutions, and community

representatives. These collaborations have been instrumental in shaping a comprehensive and inclusive strategic plan.

The MTBESP 2024-2027 lays out a clear vision for the future of basic education in Kwara State. It sets specific objectives and outlines targeted activities to ensure that every child in the state has access to quality education. The plan details strategies to improve access to education, enhance the quality of teaching and learning, strengthen the education system, and secure sustainable funding.

As we embark on the implementation of this strategic plan, we are confident that our collective efforts will yield significant improvements in the education sector, contributing to the holistic development of Kwara State. This introduction serves as a primer for the strategic plan, highlighting its key focus areas and the collaborative approach underpinning its development. Together, we are poised to create a brighter future for our children and the generations that follow.

Table 1 Estimated Cost of the Kwara State Medium-Term Basic Education Strategic Plan

TOTAL COST ESTIMATE OF THE PLAN				
2024(NAIRA)	2025(NAIRA)	2026(NAIRA)	2027(NAIRA)	TOTAL COST FOR 4 YEARS
10,884,318,759.05	12,532,795,278.95	6,484,060,575.30	7,501,070,537.37	37,402,245,150.67

Table 2: PERCENTAGE DISTRIBUTION TO KEY PRIORITY AREAS IN 4 YEARS

KEY PRIORITY AREAS	DISTRIBUTION (₦)	% DISTRIBUTION
Access, Equity & Inclusiveness	209,727,390.00	0.56
Quality and Efficiency	37,059,246,084.30	99.08
System Strengthening and Efficiency	133,271,676.37	0.36
TOTAL	37,402,245,150.67	100.00

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ABBREVIATIONS AND ACRONYMS

AME	Agency for Mass Education
ASC	Annual School Census
CBOs	Community Based Organizations
CSACEFA	Civil Society Action Coalition on Education for All
CSOs	Civil Society Organizations
JSS	Junior Secondary School
ECCDE	Early Child Care Development Education
ESIP	Education Sector Implementation Plan
EMIS	Education Management Information System
ESP	Education Sector Plan
EPCG	Education Partners' Coordination Group
ESSPIN	Education Sector Support Programme in Nigeria
LG	Local Government
GER	Gross Enrolment Rate
MDAs	Ministries, Departments and Agencies
IDP	Internally Displaced Persons
ICT	Information and Communication Technology
JSS	Junior Secondary School
SEEDS	State Economic Empowerment and Development Strategy
SESP	State Education Sector Plan
LGEA	Local Government Education Authority
MTBESP	Medium Term Basic Education Strategic Plan
ASCR	Annual School Census Report
NALABE	National Assessment of Learning Achievement in Basic Education
NER	Net Enrolment Rate
NERDC	Nigeria Education, Research and Development Council
PRS	Planning, Research and Statistics
FR	Financial Report
QAB	Quality Assurance Bureau

AOPHSON	Association Of Primary School Headteachers Of Nigeria
SBMC	School-Based Management Committee
SDP	State Development Plan
ANCOPSS	All Nigeria Confederation Of Principals Of Secondary Schools
NUT	Nigeria Union Of Teachers
SSIT	State School Improvement Team
SSOs	School Support Officers
SUBEB	State Universal Basic Education Board
TPD	Teachers Professional Development
UBEC	Universal Basic Education Commission
FME	Federal Ministry Of Education
LGAs	Local Government Areas
NPopC	National Population Commission
BECE	Basic Education Certificate Examination
CGP	Community Government Partnership
GPI	Gender Parity Index

CHAPTER ONE:

1.0 INTRODUCTION

1.1 Introduction to this chapter

The Medium-Term Basic Education Strategic Plan (MTBESP) 2024-2027 represents Kwara State's commitment to ensuring the provision of quality basic education for all children. This strategic plan is a testament to the state's dedication to improving educational outcomes and addressing the challenges faced by the education sector.

In alignment with national policies and international commitments, the MTBESP 2024-2027 aims to build on the achievements of previous plans while introducing innovative strategies to tackle emerging issues. The plan is guided by principles of access, equity, inclusiveness, quality, efficiency, and system strengthening.

The development of this strategic plan involved a comprehensive review of the current state of basic education in Kwara State, including an analysis of achievements, challenges, and opportunities. It also incorporated inputs from a wide range of stakeholders, including government agencies, educational institutions, and community representatives.

The MTBESP 2024-2027 sets forth a clear vision for the future of basic education in Kwara State, with specific objectives and activities designed to ensure that every child has the opportunity to receive a quality education. The plan outlines the strategies for improving access to education, enhancing the quality of teaching and learning, strengthening the education system, and ensuring sustainable funding.

As we embark on the implementation of the MTBESP 2024-2027, we are confident that our collective efforts will lead to significant improvements in the education sector and contribute to the overall development of Kwara State. Together, we can create a brighter future for our children and generations to come.

This introduction sets the tone for the strategic plan and highlights the key focus areas and the collaborative approach taken in its development.

1.2 General Background to SMTBESP

General Background to SMTBESP:

The General Background to the Kwara State Medium-Term Basic Education Strategic Plan (SMTBESP) is rooted in the State Government's long-standing commitment to education. The guiding principle of 'Every Child Counts' underscores the sector's dedication to inclusive and equitable education for all children in the state.

The SMTBESP draws inspiration from the State Education Sector Strategic Plan (2013-2018), which was developed as a blueprint for the educational sector's growth and was subsequently reviewed in 2013 to align with the evolving policy objectives of the State Government. The focus of the revised plan aligns seamlessly with the state's vision and policy objectives for education, ensuring that every child in Kwara State has access to quality education.

The fundamental principles of the SMTBESP include:

Establishing a comprehensive and holistic medium-term plan for basic education that addresses the needs and aspirations of all learners.

Prioritizing the allocation of resources to areas of greatest need, ensuring that investments in education yield maximum impact.

Building the capacity of educators, administrators, and other stakeholders to deliver effective and efficient educational services.

Facilitating improved coordination and integration of all available resources, including external assistance, to enhance the overall effectiveness of the education sector.

These principles serve as the foundation for the SMTBESP, guiding its development and implementation to ensure that the educational needs of every child in Kwara State are met, now and in the future.

1.3 Review of 2021-2024 SMTBESP

The 2021-2024 Kwara State Medium-Term Basic Education Strategic Plan (SMTBESP) was strategically aligned with seven out of the ten pillars outlined in the Federal Ministry of Education's Ministerial Strategic Plan (MSP). This period marked a shift in focus from merely quantifying outputs to critically assessing outcomes and their impact on the education sector.

During this review period, Kwara State made commendable strides in enhancing access to education. This was achieved through the School-Based Management Committee (SBMC) enrolment drive initiatives and the establishment of additional schools in underserved and remote areas. The state also witnessed a notable improvement in learning performance, attributed to the enhanced capacity of teachers through targeted Teacher Professional Development (TPD) programs and the distribution of instructional materials, supported by the Universal Basic Education Commission (UBEC) and the state government huge investment in the technological transformation in instructional delivery at the primary schools level with its flagship programme: Kwara state Leading Educational Achievement and Reform Now (KwaraLEARN) programme of the current administration powered by New Globe.

A significant milestone was the advancement of Information and Communication Technology (ICT) in education. The state established one SMART school, three E-Learning Centres, one in each senatorial district, and constructed 38 Digital Literacy Centres across the 16 LGEAs with the support of UBEC. These initiatives were instrumental in integrating technology into the learning environment, thereby enriching the educational experience for students and teachers alike.

Furthermore, the quality of infrastructure in basic schools saw substantial improvement, facilitated by the state's access to matching grants from UBEC for the years 2014 through 2020. This investment in infrastructure laid a solid foundation for a conducive learning environment, ultimately contributing to the overall enhancement of the education sector.

In essence, the 2021-2024 SMTBESP was intricately linked with the State Education Sector Plan (SESP), ensuring coherence and continuity in the pursuit of educational excellence in Kwara State. The plan's alignment with broader strategic objectives underscores the state's commitment to providing quality education and fostering an environment conducive to learning and development.

1.4 Rationale and Purpose of the 2024-2027 Plan

The Kwara State Medium-Term Basic Education Strategic Plan (MTBESP) for 2024-2027 is crafted with the aim of addressing the pressing educational challenges facing the state. These challenges include low enrollment rates, gender disparities, limited teacher capacity, inadequate infrastructure, insufficient learning materials, and a lack of emphasis on capacity building for education planners.

The core purposes of this Strategic Plan are to:

Steer the Board towards realizing its vision and mission for education in Kwara State.

Establish clear priorities, goals, and objectives to guide the formulation of annual budgets.

Facilitate the seamless integration of planning, budgeting, and evaluation processes to enhance the delivery and quality of educational services across the state.

Monitor and report on the progress made towards achieving the set objectives.

Cultivate and disseminate a unified vision for the basic education sector among all stakeholders.

To ensure the successful review of the existing 2021-2024 MTBESP and the development of the 2024-2027 plan, the following strategies were employed:

Collecting and analyzing data on key performance indicators from sources such as the Annual School Census Report (ASCR), National Assessment of Learning Achievement in Basic Education (NALABE) Report, and Financial Reports to inform a comprehensive diagnosis of the current state of basic education in Kwara.

Conducting a desk review of the sectoral diagnosis and situation analysis by a technical team comprising Heads of Section, Education Management Information System (EMIS) officers from the 16 Local Government Education Authorities (LGEAs), directors and desk officers from the board's departments, and representatives from various educational associations and committees.

Engaging with relevant stakeholders, including heads of basic schools, School-Based Management Committees (SBMCs), Civil Society Organizations (CSOs), the Nigeria Union of Teachers (NUT), and other educational bodies for briefings and consultations.

Consulting with different sections and departments within the LGEA and schools to gather their action plans and school development plans.

Harmonizing the various costed departmental work plans, LGEAs Action Plans, and School Development Plans to formulate the 2024-2027 MTBESP.

Organizing a state-wide critique workshop with stakeholders to review the draft 2024-2027 MTBESP.

Finalizing the 2024-2027 MTBESP in a meeting with the board's management and presenting it for approval.

Through these meticulous processes, the 2024-2027 MTBESP is poised to usher in a new era of educational excellence in Kwara State, ensuring that every child has access to quality education and the opportunity to reach their full potential.

1.5 Scope of the 2024-2027 SMTBESP

The SMTBESP covers the period of 4 years; 2024 to 2027, and in alignment with the Ministerial Strategic Plan (2018 – 2022), the programmes and activities are prepared with focus on 8 out of the 10 pillars that the Federal Ministry of Education (FME) has mapped out in the plan. These include:

Pillar One – Out-of-School Children

Pillar Three – Science, Technology, Engineering and Mathematics (STEM),
Technical, Vocational Education and Training (TVET)

Pillar Four – Basic Education

Pillar Five – Teacher Education, Capacity Building and Professional Development

Pillar Six – Curriculum and Policy Matters

Pillar Eight – Education Data and Planning

Pillar Nine – Information and Communication Technology (ICT) in Education

Pillar Ten – Library Services in Education

The major programmes of the strategic plan include:

- Pre-Primary (ECCDE) Education;
- Primary Education;
- Junior Secondary Education;
- Quranic, Arabic and Islamic Education (already being streamlined into the four main categories);
- Special Needs and Inclusive Education;
- Adult and Non-Formal Education;
- Nomadic Education; and
- Technical and Vocational Education.

1.6 Strategic Vision

1.6.1 Vision

An education system that provides inclusive, quality education and high-level manpower training for sustainable growth, development, self-reliance and life-long learning by 2030.

1.6.2 Mission

The Kwara State Universal Basic Education Board in partnership with stakeholders is committed to ensuring qualitative educational opportunities in conformity with national standards and to develop productive, competent and responsible citizens.

1.6.3 Values

- ✓ Integrity, honesty and hard work
- ✓ Transparency and accountability
- ✓ Equity and fairness
- ✓ Self-discipline and mutual respect

1.7 Situation Analysis

- ✓ Kwara State has 1,613 primary schools and 479 Junior secondary schools with gross enrolment rate of 41.91, 55.37 and 66.27 for ECCDE, Primary and Junior secondary schools respectively

1.7.1 Socio-economic Context of the State

1.7.2 Demographic Context

Kwara State, located on the coordinates 8°30'N 5°00'E, was carved out of the northern region on 27th May, 1967 when the Federal Military Government broke the four regions that constituted the Federation of Nigeria into 12 states and got a legal backing through the Military Government's Provisional Decree No. 14 of 1967. Kwara State is in the North-Central geo-political zone of Nigeria and is bounded by Niger State in the north, Osun and Ekiti States in the south, Kogi State in the east and Oyo State in the west. The State also shares an international boundary with the Republic of Benin.

The State has a land mass of 35,705 km² and density of 89.42 km² (NBS 2016) with 16 LGAs, a large portion of which is arable and with a population of 2,365,353 million

according to the 2006 population census, which is made up of 1,193,783 male and 1,171,570 female while the 2022 census projection puts the State population as 3,551,023 which is made up of 1,759,073 and 1,791,950 female. The main ethnic group in the State is Yoruba, with significant numbers of people with Nupe, Baruba and Fulani ancestry. The State Sub-Population for Children age 3 – 5 years as at 2022 is 324,599 (161,213 Male and 163,386 female); Age 6 – 11 years stands at 552,745 (279,136 Male and 273,609 female) while Age 12 – 14 years is 231,016 (116,663 Male and 114,353 female). The Population Growth Rate is put at 2.5% (Source: NPopC population projection 2022).

1.7.3 Macroeconomic Context

The State has a GDP of \$3.7 billion and a GDP per Capital of \$1,104 with 0.6% GDP Growth Rate. Agriculture remains the major economic strength of the State. However, the State's economy is also driven by small scale manufacturing and other governmental economic activity. Quartz, limestone, marble, feldspar, clay, kaolin, granite rocks, silica sand and dolomite are among the solid mineral deposits in the State that provide raw materials for some of the manufacturing companies. The main opportunities for investment in Kwara State exist in agribusiness, manufacturing, mining and tourism. This informed the emphasis placed on entrepreneurial education in the state that resulted in the establishment of International Vocational and Technical Education College located at Ajasse-Ipo in Irepodun Local Government Area of the State.

1.7.4 Social Context

There is a considerable level of social vices in the State, the most common, are issues of child labour, use of narcotics by school-age students, street hawking, street children, orphaned children, early marriage and extreme poverty. This has increased the number of out-of-school children in the State, so also is an increase in dropout rate. The social mobilization department of the board do engage stakeholders from time to time to create awareness on the consequences of these social vices via community visits, radio programme, rally to markets and other public places in order to tackle these menaces.

1.7.5 Humanitarian Context/Education in Emergencies

There is no IDP camp presently in the State even though the relative peace in the State makes it prone to influx of people from neighbouring states (especially in the Northern and Southern axis of the State). The state education system can currently cope to absorb the school-aged children among the migrants. However, the State is fully prepared to rise up to the challenge should the situation demand.

CHAPTER TWO:

2.0 BASIC EDUCATION SECTOR ANALYSIS (BESA)

2.1 INTRODUCTION

This chapter deals with current situation of basic education in the state in terms of facilities and personnel.

2.2 Policy and Legal Context of Basic Education in the State

The Kwara State Primary Education Board was established on 28th July 1994, following the promulgation of Decree 96 of 1993 at the national level and the enactment of the enabling State Edict No 12 of 1994. The enactment of the UBE Act 2004 at the national level informed the change from Kwara State Primary Education Board to Kwara State Universal Basic Education Board with the passing of the State Basic Education Law 2005 that was assented to by the then Executive Governor of Kwara State, Dr. Abubakar Bukola Saraki in July 2005.

The Kwara State Basic Education Law, 2005 provided for compulsory, free universal basic education and to establish a Universal Basic Education Board for the State; provide for a local government area, a district education committee for each district in the State and other connected purposes. The various state government policies on education guide the implementation of the basic education programme in the state.

The UBE Roadmap covering 2021-20230 has seven pillars and the pillars are:

- Access and Equity
- Crisis and Emergency in Education
- Quality and Learning Outcomes
- Teachers Quality and Management
- System Strengthening
- Education Financing and Resourcing
- Sector Co-ordination, Collaboration and Partnership

While the federal ministry of education (FME) Roadmap covering 2024-2027 has eight goals which are:

- Equitable Access
- Quality Education and Learning Outcomes
- Skills and Entrepreneurial Education
- Research and Innovative Education
- Infrastructure Planning
- Education Financing and Resourcing
- System Strengthening
- Policy Recommendations

2.3 Governance and Management of Basic Education

Kwara SUBEB is headed by the Executive Chairman who is assisted by three Permanent Board Members. There are seven departments in the Board namely, Human Resource and Administration, Finance and Supply, Quality Assurance, Planning, Research and Statistics, Physical Planning, Training and Social Mobilisation.

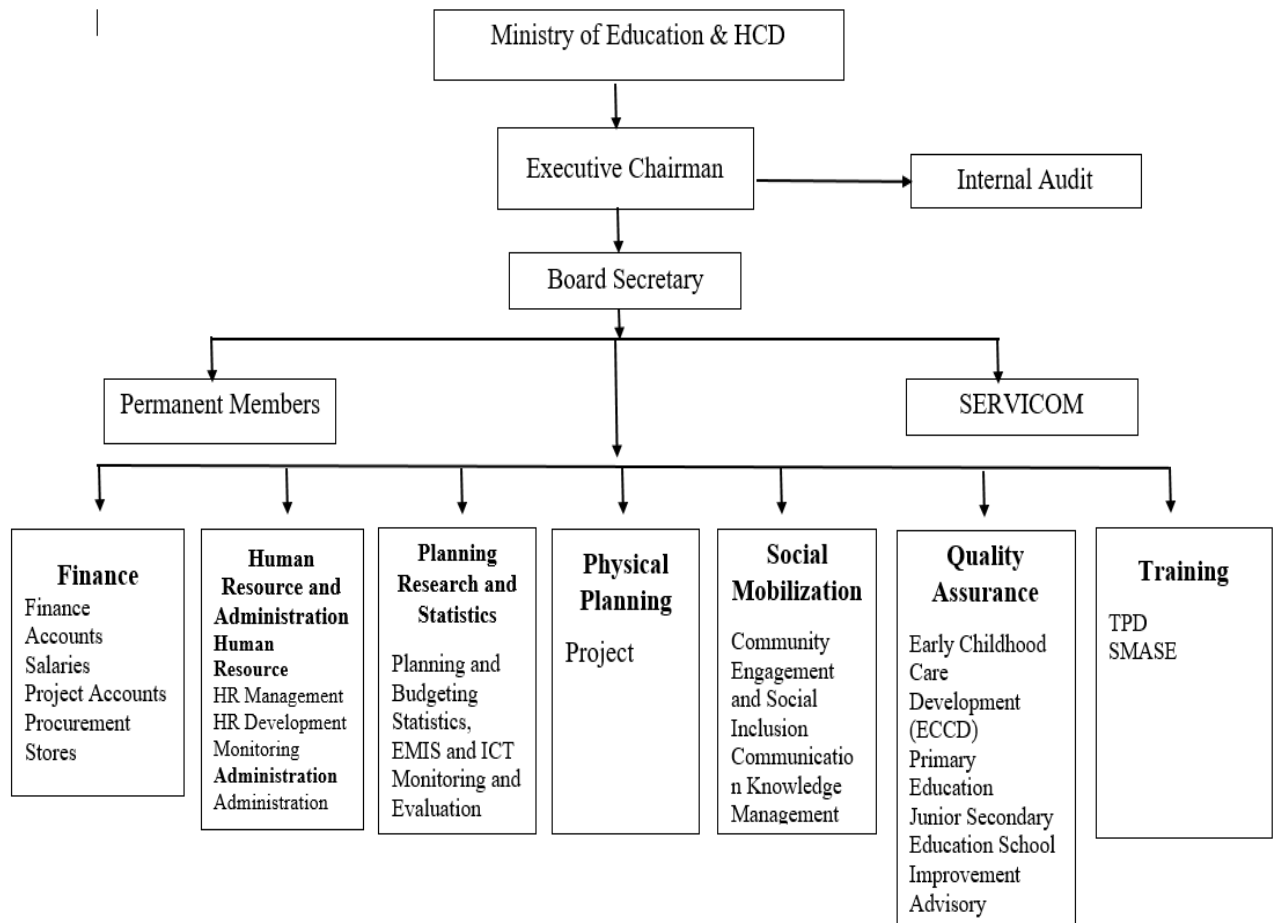
Functions of Kwara State Universal Basic Education Board

The functions of the Board, in accordance with SUBEB Law, are outlined below:

- Manage the Universal Basic Education Programme in the State.
- Implement the policy guidelines for the successful operation of the Universal Basic Education Programme in the State.
- Carry out the Recruitment, Appointment, Promotion and Discipline of Teaching and Non-Teaching Staff on Salary Grade Level 07 and above.
- Post and deploy Staff including interstate, inter Local government and inter service transfers.
- Receive grants from the Commission and disburse same in accordance with agreed formula to the Local Government Educations Authorities.

- Regulate the appointment, retirement and re-absorption of teachers.
- Undertake capital projects in Schools.
- Advise the State Government on the orderly development of Basic Education in the State.
- Prepare, after consultations with Local Governments and other relevant Stake holders, Periodic Master Plans for a balance and coordinated development of Basic Education in the State.
- Carry out from time to time in conjunction with the commission and Local Governments a personnel audit of teaching and non-teaching staff of all basic education institutions in the State.
- Monitor Federal, State and Local Governments input into the implementation of the Universal Basic Education.
- Present periodic progress reports on the implementation of the Universal Basic Education to the Governor through the Commissioner.
- Establish a Basic Education Data Bank and conduct research on basic education in the State.
- Support capacity building for teachers and managers of basic education in the State.

Figure 2.1 ORGANOGRAM OF KWARA SUBEB



Kwara State LGEAs: Mandate and Structure

There are 16 Local Government Councils (LGCs) in Kwara State. Each LGC has a Local Government Education Authority (LGEA) charged with managing the delivery of basic education services (pre-primary, primary and junior secondary). An Education Secretary, who is usually nominated by the Local Government Council and appointed by SUBEB, heads the LGEA. Although the LGEAs are not technical departments within the SUBEB, they are a creation of SUBEB and structured along the same departmental lines as those of the SUBEB. The operations of the LGEA are divided into several Sections and Units.

The Mandate of the LGEAs, according to the State UBE Law of 2005, includes the following:

- Oversee the day-to-day operations of the universal basic education in the area;
- Appoint, post, transfer, promote and discipline staff on salary grade levels 01-06 subject to the approval of the Board;
- Make recommendations to the Board on the promotion and discipline of teaching and non-teaching staff on salary grade level 07 and above;
- Submit annual estimates, annual accounts and monthly returns to the Board;
- Pay salaries, allowances and other benefits to the teaching and non-teaching staff;
- Distribute instructional materials and equipment to Schools;
- Take all reasonable steps and care to ensure full enrolment and attendance of pupils and students in schools;
- Provide regular feed-back to the Board on the reaction of the people to Government education measures;
- Maintain accurate and reliable data of all schools including teaching and non-teaching staff, pupils, students, infrastructures, equipment and instructional materials;
- Maintain data of early childhood care and development centres as well as the institutions for special education.

MANDATES OF THE KWARA STATE AGENCY FOR MASS EDUCATION

The Kwara State Agency for Mass Education was established through the enactment of Edict 3 of 1992, which was later reviewed on 17th October 1995, to give it legal backing to carry out the following statutory responsibilities:

- Organize and carry out literacy programmes, which shall include reading, writing, numeracy, moral and civil education in the State.
- Organize and carry out moral and continuing education programmes, which may lead to the acquisition of skills.

- Develop in the adults the abilities to use skills acquired to enhance their knowledge and understanding of their social and physical environment in order to improve on their mode of living.
- Regulate and supervise adult and non-formal education programmes provided by other bodies besides the Agency.
- Promote and or undertake acquisition of vocational skill for post basic literacy graduates and other literate adults.
- Give special attention to women education, Basic Literacy, Post Literacy and Vocation.
- Promote programmes of training studies, courses and research to be undertaking by the Agency.

PROGRAMMES OF THE AGENCY

The following are the programmes run by the Agency:

- Basic Literacy;
- Post Literacy;
- Continuing Education;
- Vocational/Skill Acquisition; and
- Correctional (Prison) Education (Literacy and Vocation).

MANDATES OF THE STATE MINISTRY OF EDUCATION AND HUMAN CAPITAL DEVELOPMENT

The mandate of the State Ministry of Education and Human Capital Development includes the following:

- Policy formulation and dissemination;
- Coordination and Supervision of Agencies and Departments;
- Mobilization and Utilization of Resources; and
- Organizational Management and Development.

POLICY THRUST OF EDUCATION IN THE STATE

- Ensure that kwara becomes a model for the administration of public education in terms of quality of training as well as relevant infrastructure nationwide.
- To contribute to the state's policy with regards to industry by promoting entrepreneurship, sports, civil studies and ICT skills at a very early age within the kwara state school curriculum.
- To expand the state's involvement in education beyond primary school, secondary school and tertiary to vocational centres for adults and semi-adults.

2.4 Basic Education Sub-Sector Capacity and Diagnosis

2.4.1 Access to and Equity in Pre-primary Education

Table 2.1 Public and Private Pre-Primary Schools Enrolment by Gender

PUBLIC					PRIVATE				
Male	Female	Total	% Male	% Female	Male	Female	Total	% Male	% Female
26,396	22,160	48,556	54	46	44,492	43,002	87,494	51	49

Source: NPA 2022

Table 2.1 above shows enrolment in public and private pre-primary school by gender. Male enrolment is higher in private pre-primary schools and female enrolment is also higher in private pre-primary schools.

2.4.2 Gross and Net Enrolment Rates in Pre – Primary

Table 2.2: Gross and Net enrolment in pre-primary school by gender

Population Projection (3-5)			Gross Enrolment			Net Enrolment			GER %			NER %		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
161,213	163,386	324,599	70,888	65,162	136,050	51,326	45,947	97,273	43.97	39.88	41.91	31.84	28.12	29.97

Source: NPA 2022

Table 2.2 shows the Gross Enrolment Rate of 41.91% which implies a non-schooling gap of 58.09% and a Net Enrolment Rate of 29.97% which implies a non-schooling gap of pre-primary school aged children of 3-5 of 70.03%.

2.4.3 Access to and Equity in Primary

Table 2.3: Public and Private Primary Schools Enrolment by Gender

PUBLIC					PRIVATE				
Male	Female	Total	%Male	%Female	Male	Female	Total	%Male	%Female
102,058	93,306	195,364	52.2	47.8	55,006	55,685	110,691	49.7	50.3

Source: NPA 2022

Table 2.3 shows enrolment in public and private primary schools by gender. Male enrolment is higher than female in both public and private primary schools.

2.4.4 Gross and Net Enrolment Rates in Primary

Table 2.4: Gross and Net Enrolment Rate in Primary School

Population Projection (6-11)			Gross Enrolment			Net Enrolment			GER %			NER %		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
279,136	273,609	552,745	157,064	148,991	306,055	137,064	125,877	262,941	56.27	54.45	55.37	49.01	46.01	47.57

Source: NPA 2022

Table 2.4 above shows the Gross Enrolment Rate as 55.37% leaving a non-schooling gap of 44.63% while the Net Enrolment Rate is 47.57% which implies that 52.43% of school age 6-11 are not in school.

2.4.5 Access to and Equity in Junior Secondary School

Table 2.5: Public and Private Junior Secondary School Enrolment by Gender

PUBLIC					PRIVATE				
Male	Female	Total	% Male	% Female	Male	Female	Total	% Male	% Female
60,472	63,097	123,569	48.9	51.1	14,027	15,498	29,525	47.5	52.5

Source: NPA 2022

Table 2.5 shows enrolment in public and private junior schools by gender. Male and Female enrolment is higher in public junior schools than Male and female enrolment in private junior secondary school.

2.4.6 Gross and Net Enrolment Rates in Junior Secondary School

Table 2.6: Gross and Net Enrolment Rates in Junior Secondary School

Population Projection (12-14)			Gross Enrolment			Net Enrolment			GER %			NER %		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
116,663	114,553	231,016	74,499	78,595	153,094	51,669	58,595	110,264	63.86	68.61	66.27	44.29	51.15	47.73

Source: NPA 2022

Table 2.6 above shows the Gross Enrolment Rate as 66.27% leaving a non-schooling gap of 33.73% while the Net Enrolment Rate is 47.73% which implies that 52.27% of school age learners in the 12-14 age bracket are not in school.

2.4.7 Retention, Transition, Completion, Repetition and Drop-out Rates (Primary and JSS)

Table 2.7: Transition Rate (Primary)

Public and Private Schools Transition Rate in Percentage			
	Male	Female	Total
Public	130.0	131.4	130.3
Private	332.7	340.4	336.5
Public and Private	231.4	235.9	233.4

Source: ASC 2022

Table 2.7 above shows a transition rate of 233.4% for public and private primary schools because of early transition to junior secondary schools.

Table 2.8: Public and Private Primary Drop-Out Rate

	DROP OUT			ENROLMENT			DROP OUT RATE %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Public	800	715	1,515	110,107	99,604	209,711	.07	0.7	0.7
Private	455	437	892	38,767	38,526	77,293	1.2	1.1	1.2
Total	1,255	1,152	2,407	148,874	138,130	287,004	0.8	0.8	0.8

Source: ASC 2022

Table 2.8 above shows a Drop-Out Rate of 0.8% for both public and private schools. Though insignificant, there is need for more effort to ensure retention of all pupils in the school by all stakeholders.

Table 2.91: Public and Private JSS Drop-Out Rate

LEVEL	DROP OUT			ENROLMENT			DROP OUT RATE %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Public	959	797	1,756	57,857	55,125	112,982	1.7	1.4	1.6
Private	137	92	229	13,019	13,144	26,163	1.1	0.7	0.9
Public and Private	1,096	889	1,985	70,876	68,269	139,145	1.5	1.3	1.4

Source: ASC 2022

Table 2.9 above shows a Drop-Out Rate of 1.6 for public Junior Secondary Schools as against 0.9 for private Junior Secondary Schools. This is higher and requires more attention, being the consequential effects of the social vices menace more prevalent at this level.

2.4.8 Out-of-School Children

Table 2.102: Out-of-school children in Basic schools by LGEAs

Projected population 3-5	Gross Enrolment Pre-Primary	Estimated OOSC Pre-primary	Projected population 6-11	Gross Enrolment Primary	Estimated OOSC primary	Projected population 12-14	Gross Enrolment JSS	Estimated OOSCJSS
324,599	136,050	188,549	552,745	306,055	246,690	231,016	153,094	77,922

Source: NPA 2022

Table 2.10 above, which is based on the projected population of school-age children shows that 188,549 children of school age (3-5) that are supposed to be in pre-primary school are out-of-school. On the other hand, 264,690 of 6-11 school age cohort expected to be in primary school are out of school and 77,922 of 12-14 school age cohort that are supposed to be in junior secondary school are out of school.

2.4.9 Special Education Programmes (Special Needs, Nomadic, Tsangaya, etc.)

Table 2.11: No. of Schools, Learner's Enrolment and Teachers by Gender in Special Needs Schools

Primary				Teachers		
No. of Schools	Male	Female	Total	Male	Female	Total
6	341	252	593	14	22	36

Source: ASC 2022

Table 2.11 above shows a significant number of pupils/students with special needs enrolled across all levels. There is need for provision of learning equipment/infrastructure to ensure inclusivity.

Table 2.12: No. of Schools, Learner's Enrolment and Teachers by Gender in Nomadic Schools

Primary				Teachers		
No. of Schools	Male	Female	Total	Male	Female	Total
78	4,796	4,428	9,224	153	151	304

Source: ASC 2022

Table 2.12 above shows that there is low enrolment of nomads at the primary level. There is the need for more efforts on enrolment drive.

Table 2.13: No. of Schools, Learner’s Enrolment and Teachers by Gender in Islamiyyah Integrated Schools

Primary				JSS			
No. of Schools	Male	Female	Total	No. of Schools	Male	Female	Total
4	264	257	521	1	44	49	93

Source ASC 2022

Table 2.13 above shows low enrolment across all levels of the Islamiyyah integrated schools.

Table 2.14: No. of Schools, Learner’s Enrolment and Teachers by Gender in Tsangaya Schools

Pre-primary				Primary			
No. of Schools	Male	Female	Total	No. of Schools	Male	Female	Total
2	49	33	82	2	89	88	177

Source: ASC 2022

Table 2.14 above shows the distribution of pupils in the Tsangaya schools in the State.

2.4.10 Technical and Vocational Education and Training (as applicable to basic education)

Table 2.35: No. of Schools, Learner’s Enrolment and Teachers by Gender in Technical and Vocational Education Schools

Science and Technical college	No. of School	No. of Pupils			No. of Teachers		
		Male	Female	Total	Male	Female	Total
	5	488	268	756	67	43	110

Source: ASC 2022

The above Table 2.15 shows the number of pupils and teachers in the Technical & Vocational schools in the State.

2.5 Quality and Efficiency

2.5.1 Teacher’s and Teacher Qualifications by Level

Table 2.16: Number of Public Pre-Primary School Teachers by Gender

Total no. of Teachers			Qualified			%	Unqualified			%
Male	Female	Total	Male	Female	Total		Qualified	Male	Female	
324	1,446	1,770	255	1,162	1,417	80.1	69	284	353	19.9

Source: NPA 2022

Table 2.16 above shows 1,417(80.1%) teachers are qualified which implies that 353(19.9%) teachers are not qualified to teach in pre-primary schools.

Table 2.174: Number of Public Primary School Teachers by Gender

Total no. of Teachers			Qualified			% Qualified	Unqualified			% Unqualified
Male	Female	Total	Male	Female	Total		Male	Female	Total	
4,801	6,070	10,871	4,188	5,330	9,518	87.6	613	740	1,353	12.4

Source: NPA 2022

Table 2.17 above shows 9,518(87.6%) teachers are qualified which implies that 1,353(12.4%) teachers are not qualified to teach in primary schools.

Table 2.18: Number of Public Junior Secondary School Teachers by Gender

Total Number of Teachers			Qualified			% Qualified	Unqualified			% Unqualified
Male	Female	Total	Male	Female	Total		Male	Female	Total	
4,167	5,284	9,451	3,717	4,712	8,429	89.2	450	572	1,022	10.8

Source: NPA 2022

Table 2.18 above shows 8,429 (89.2%) teachers are qualified which implies that 1,022(10.8%) teachers are not qualified to teach in Junior Secondary Schools.

2.5.2 Teacher Deployment and Distribution by LGA, Urban/Rural by Level

Table 2.195: Rural/Urban distribution of Teachers by Category

LGEA	PRIMARY					JUNIOR				
	RURAL	%	URBAN	%	TOTAL	RURAL	%	URBAN	%	TOTAL
ASA	1,071	92.4	88	7.6	1,159	670	100	0	0	670
BARUTEN	541	87.0	81	13.0	622	254	86.1	41	13.9	295
EDU	498	67.0	245	33.0	743	321	60.0	216	40.0	537
EKITI	103	34.9	192	65.1	295	43	28.9	106	71.1	149
IFELODUN	568	62.3	343	37.7	911	325	61.8	201	38.2	526
ILORIN EAST	355	33.6	700	66.4	1,055	251	23.2	830	76.8	1,081
ILORIN SOUTH	223	24.0	707	76.0	930	139	16.8	687	83.2	826
ILORIN WEST	237	15.0	1,344	85.0	1,581	236	15.0	1341	85.0	1,577
IREPODUN	440	64.0	247	36.0	687	477	50.9	460	49.1	937
ISIN	224	71.1	91	28.9	315	147	68.4	68	31.6	215
KAIAMA	271	76.6	83	23.4	354	90	58.4	64	41.6	154
MORO	538	72.0	210	28.0	748	139	34.5	264	65.5	403
OFFA	84	16.1	439	83.9	523	5	14.2	352	85.8	357
OKE-ERO	170	64.0	96	36.0	266	153	87.4	22	12.6	175
OYUN	203	47.3	226	52.7	429	61	15.9	323	84.1	384
PATIGI	276	69.9	119	30.1	395	113	58.5	80	41.5	193
TOTAL	5,802	52.7	5,211	47.3	11,013	3,424	40.4	5,055	59.6	8,479

Source: ASC 2022

Table 2.19 above shows that there are 5,211 (47.3%) primary school teachers in urban areas while 5,802(52.7%) in rural areas and 5,055 (59.6%) Junior Secondary School teachers are in urban areas while 3,424 (40.4%) are in rural areas.

2.5.3 Pupil -Teacher Ratios by Level

Table 2.20: Pupil-Teacher Ratio in Public Pre- Primary Schools

Total Enrolment (M+F)	Total No. of Teachers(M+F)	Pupil-Teacher Ratio	Qualified Teachers	Pupil-Qualified Teacher Ratio
48,556	1,770	1:27	1,417	1:34

Source: NPA 2022

Table 2.20 above shows a Pupil-Teacher Ratio of 1:27 for all teachers in pre-primary schools and Pupil-Qualified Teacher Ratio of 1:34. This indicates the need to recruit more teachers to reduce the Pupil-Qualified Teacher ratio to national standard of 1:25.

Table 2.21: Pupil-Teacher Ratio in Public Primary Schools

Total Enrolment (M+F)	Total No. of Teachers(M+F)	Pupil-Teacher Ratio	Qualified Teachers	Pupil-Qualified Teacher Ratio
195,364	10,871	1:18	9,518	1:21

Source: NPA 2022

Table 2.21 above shows a Pupil-Teacher Ratio of 1:18 for teachers in primary schools and 1:21 for Pupil Qualified Teacher Ratio.

Table 2.22: Pupil-Teacher Ratio in Public Junior Secondary Schools

Total Enrolment (M+F)	Total No. of Teachers (M+F)	Pupil-Teachers Ratio	Total No. of Qualified Teachers	Pupil-Qualified Teachers Ratio
123,569	9,451	1:13	8,429	1:15

Source: NPA 2022

Table 2.22 above shows a Pupil-Teacher Ratio of 1:13 for teachers in Junior Secondary schools and 1:15 for Pupil-Qualified Teacher Ratio. Although the ratio looks pretty good but the reality is that there is acute shortage of teachers in the rural schools due to over concentration of teachers in urban schools.

2.5.4 Textbooks and Pupil Textbooks Ratios by Level

Table 2.23: Pre-Primary Schools Pupil-Textbook Ratio

Total Enrolment	Subject	No of Textbooks	Pupil-Textbook Ratio
48,556	English	3,337	15:1
	Mathematics	3,011	16:1
	Basic Science	2,356	21:1
	Social Studies	2,273	21:1

Source: NPA 2022

Table 2.23 above shows textbook-pupil ratio in pre-primary schools for English, Mathematics, Basic Science and Social Studies at the ratio of 15,16,21 and 21 pupils to 1 textbook, respectively. This indicates an acute shortage of pupil's textbooks in 4 core subjects.

Table 2.24: Primary Schools Pupil-Textbook Ratio

Total Enrolment	Subject	No of Textbooks	Pupil-Textbook Ratio
195,364	English	90,208	2:1
	Mathematics	86,791	2:1
	Basic Science	84,144	2:1
	Social Studies	83,765	2:1

Source: NPA 2022

Table 2.24 above shows textbook-pupil ratio in Primary schools for English, Mathematics, Basic Science and Social Studies at the ratio of 2,2,2 and 2 pupils to 1 textbook, respectively. This indicates an acute shortage of pupil's textbooks in 4 core subjects.

Table 2.25: Junior Secondary Schools Pupil-Textbook Ratio

Total Enrolment	Subject	No. of Textbooks	Pupil-Textbook Ratio
123,569	English	24,068	5:1
	Mathematics	24,773	5:1
	Basic Science	15,533	8:1
	Social Studies	15,374	8:1

Source: NPA 2022

Table 2.25 above shows Pupil-Textbook Ratio in Junior Secondary schools for English, Mathematics, Basic Science, Social Studies and Basic technology at the ratio of 5, 5,8

and 8 learners to 1 textbook, respectively. This indicates an acute shortage of learner’s textbooks in 4 core subjects.

2.5.5 Learning Outcomes

2.5.5.1 Monitoring of Learning Achievements/National Assessment of Learning Achievement in Basic Education/NALABE

Table 2.25: Analysis of Pupils Performance

	ENGLISH		MATHEMATICS	
	Multiple choice	Essay questions	Multiple choice	Essay questions
Pry 5				
National Average	50	50	50	50
State score	51	49	55	50
Pry 6				
National Average	50	50	50.04	49.08
State score	47	49	53	48

Primary 5

English Studies Achievement Test

The National average for English Studies in both multiple choice and essay questions was 50 while average score for the State was 51 in multiple choice and 49 in essay questions respectively. The result shows that learners at this level perform better in multiple choice than essay type questions.

However, the State was not among the top 4 states that beat the national average for both multiple choice and essay questions.

Mathematics Achievement Test

The National average for Mathematics in both multiple choice and essay questions was 50 while average score for the State was 55 in multiple choice and 50 in essay questions respectively. The result shows that learners at this level perform better in multiple choice than essay type questions.

The gender disaggregation shows that the national average for Mathematics multiple choice questions for male was 49.50 while the average score for female learners was 50.56. In the male category the state ranked 4th position with an average score of 54.76. While the female though not among the top 4 states had an average score of 55.16 which was far above the national average.

Primary 6

English Studies Achievement Test

The National average for English Studies in both multiple choice and essay questions was 50 while average score for the State was 47 in multiple choice and 49 in essay questions respectively. The result shows that learners' performance at this level was not encouraging as they could not meet the national average.

Mathematics Achievement Test

The national average score for Mathematics in both multiple choice and essay questions was 50.04 and 49.08 respectively while average score for the state was 53 in multiple choice and 48 in essay questions. The results show that learners at this level perform better in multiple choice than essay questions. The Mathematics test was categorized into 3 main content areas namely; number and numeration, algebraic process, and everyday statistics. The National average for Number and numeration was 64.4 the average score for Kwara was 69.07. The national average for Algebraic process was 59.11 while the state has an average score of 63.45. 34.48 was the national average score for everyday statistics while Kwara scored an average of 36.66.

The above results show that the State perform better in all the 3 content areas of Mathematics tests (NALABE, 2017).

2.5.5.2 Basic Education Certificate Examination (BECE)

Below is the analysis of BECE result for year 2022

Table 2.26: Analysis of BECE Result for Year 2022

Subjects	No Enrolled	No Passed	% Passed	No failed	% Failed	No Absent	% Absent
Eng. Lang	53,412	46,270	86.6	4,626	8.7	2,516	4.7
Maths	53,412	46,365	86.8	4,691	8.8	2,356	4.4
Cultural & Creative Art	53,412	45,639	85.4	5,204	9.7	2,569	4.9
Business Studies	53,412	46,947	87.9	3,888	7.3	2,577	4.8
National Values	53,412	46,065	86.2	4,973	9.3	2,374	4.5
IRK	40,011	33,489	83.7	3,712	9.3	2,810	7.0
CRK	13,243	11,518	87.0	1,126	8.5	599	4.5
Pre-vocational St.	53,412	45,970	86.1	5,094	9.5	2,348	4.4
French	21,091	17,588	83.4	2,070	9.8	1,433	6.8
Arabic	32,129	26,838	83.5	2,344	7.3	2,947	9.2
Yoruba	50,482	43,387	85.9	4,546	9.0	2,549	5.1
Hausa	3,067	2,524	82.3	247	8.1	296	9.6
Islamic History	408	347	85.1	29	7.1	32	7.8
Arabic-JIS	441	339	76.8	14	3.2	88	20.0
Basic Sc. & Tech	53,412	46,209	86.5	4,730	8.9	2,473	4.6

Source: Kwara State Ministry of Education and Human Capital Development

The above Table 2.26 shows overall that 84.9% of the students passed the examination, 8.3% failed the examination and 6.8% abstained from the examination.

2.5.6 Basic Education Curriculum

The State adopts wholly the National Basic Education Curriculum approved for use by the National Education Research & Development Council (NERDC) and adapt same to guide instructional delivery in all education institutions across the State. To ensure proper implementation, the State established a school support mechanism and developed a cadre of trainers trained and certified by the Cambridge University under the Education Sector Support Programme in Nigeria (ESSPIN). The team constitutes the State School Improvement Team (SSIT) with members drawn from teacher training institutions, Basic and Post Basic education institutions and other education MDAs in the State and have been engaged in the development of lessons plan, training and support

to teachers on instruction delivery in line with national curriculum. The State also engages a cadre of School Support Officers (SSOs) who are trained by the SSIT, they are attached to schools to ensure compliance and to support teachers in delivering the contents of the curriculum through lessons observations and feedback process.

The Education Resource Centre at the State Ministry of Education & Human Capital Development has been fully equipped to develop content relevant instructional materials to support effective implementation of the national curriculum in the State education institutions across all levels.

However, the copies of the NERDC curriculum are not sufficient to go round all the schools and there is the need for further training for teachers on the breaking down of the curriculum into syllabus and scheme of works. There is the need to establish a mechanism for evaluation of the effectiveness and context relevance of the curriculum to the State’s current socio-economic realities.

2.6 School Infrastructure

2.6.1 Classroom Environment (PCL, Proportion of good classrooms etc)

Table 2.67: No of Classrooms

LEVEL	Good Classrooms	Bad Classrooms	Total	Ratio
PRE -PRIMARY	1,027	691	1,728	28:1
PRIMARY	4,947	3,298	8,245	24:1
JSS	1,490	994	2,484	50:1

Source: NPA 2022

Table 2.27 above shows that there are 1,027 good classrooms and 691 bad ones with a ratio of 1 classroom to 28 pupils in Pre-primary, 4,947 good classrooms and 3,298 bad ones in Primary and 1,490 good classrooms and 994 bad one in JSS with a ratio of 1 classroom to 50 learners in Junior Secondary schools.

2.6.2 Availability of Furniture for Learners and Teachers

Table 2.28: Distribution of Learner’s Furniture in Public

LEVEL	Pupils/Students Enrolment	No. of Furniture	Gaps
Pre-Primary	48,556	16,765	31,791
Primary	195,364	96,538	98,826
JSS	123,569	62,384	61,185

Source: NPA 2022

Table 2.28 above shows that there is a gross shortage of pupils’ furniture supply at the pre-primary level with 65% of pupils without furniture, 51% for Primary and 50% for Junior secondary. The gaps show acute shortage of pupils’ furniture across the 3 levels of education.

2.6.3 School Safety (fencing, security guards, etc.)

Table 2.297: Fencing in Schools

LEVEL	Total No. of Schools	Total No. of Schools fenced	% of Schools fenced
Primary	1,564	160	10
JSS	478	97	20

Source: NPA 2022

From the Table 2.29 above, only 160 (10%) of schools are fenced at the primary level and 97 (20%) at the junior secondary level. This poses security threat and makes the schools prone to land encroachment.

2.6.4 School Health and Hygiene (sources of water, toilets, waste disposal, availability of clinics, first aid box, health personnel, etc.)

Table 2.308: Main Source of Safe Water in Public Primary Schools, Percentage of Schools

No. of Schools	No. of Schools with Safe water		No. of Schools with Health facilities	
	Number	%	Number	%
1,564	404	26	1,035	66

Source: NPA 2022

Table 2.30 above shows that 26% of all Public Primary Schools in the State have source of safe water while 66% has good health facilities. This has a serious implication on Hygiene and Sanitation.

Table 2.31: Main Source of Safe Water in Public Junior Secondary Schools, Percentage of Schools

No. of Schools	No. of Schools with Safe water		No. of Schools with Health facilities	
	Number	%	Number	%
478	251	53	407	85

Source: ASC 2022

Table 2.31 above shows that 53% of all Public Junior Secondary School in the State have source of safe water and 85% have good health facility. More effort required to ensure proper hygiene and sanitation for a safer school.

Table 2.32: Toilets in Public Primary Schools

LEVEL	Enrolment	No. of Toilet	Ratio
Pre-primary & Primary	243,920	2,117	1:115
JSS	123,569	1,509	1:82

Source: NPA 2022

Table 2.32 above shows that there are 2,117 toilets in Pre-primary and Primary schools with a ratio of 1:115 while there are 1,509 toilets in junior secondary schools with a ratio of 1:82. This ratio shows that toilet provision, which is an important sanitary requirement, is inadequate and should be improved upon.

Note: The adequate ratio for toilets is considered to be 50 pupils to 1 toilet.

2.6.5 Other facilities (sources of power, libraries, playgrounds and equipment, laboratories, workshops, etc.)

Table 2.33: Other Facilities in School by Level

LEVEL	Total No. of schools	No. and % of schools with Computers		No. and % of schools with Laboratory		No. and % of schools with Library		No. and % of schools with Playgrounds	
		Number	%	Number	%	Number	%	Number	%
PRY	1,564	128	8	16	1	122	8	1,029	66
JSS	478	183	38	230	48	235	49	361	76

Source: NPA 2022

Table 2.33 above shows that 92% of public primary schools do not have computers and 62% at the junior secondary level. 99% and 52% of schools at the Primary and Junior secondary level respectively are without laboratories. Only 8% and 49% of schools respectively have school library at the Primary and Junior secondary level while 66% and 76% of Primary and Junior secondary schools have playgrounds.

2.7 System Strengthening and Efficiency

2.7.1 Education Management Information System

There are 18 ICT centres across the 16 Local Government Education Authorities that serves as data banks and E-library for the schools. Head of EMIS and other EMIS personnel that handle data management operate each centre. It also has a Centre Manager who serves as liaison between the ICT centres, the beneficiary neighbouring schools and the LGEAs.

However, the ICT equipment (including Server PC, Workstations) and the internet infrastructure at the ICT resource centres and LGEA EMIS nodes are obsolete. This has hindered effective data management and transmission across the data nodes (schools, LGAs and state). The batteries for the solar power back up system have all outlived their useful lives and no longer serve the purpose for power bank. The hitherto functioning LGEA database that provided data evidences for planning, performance monitoring and evaluation have been out of date and upgrade required for efficient data management to support basic education service delivery.

2.7.2 Quality Assurance and School Support Systems at SUBEB and LGEA Levels

Quality Assurance Process

The State Universal Basic Education Board has developed legislation and guidelines for quality assurance in line with federal systems, and capacity of State Quality Assurance Officers have been built through training on Quality Assurance, E- Quality Assurance and data collection using mobile devices. There is however a weak capacity in reports writing, delay in release of funds, and inadequate monitoring vehicles.

2.7.3 Community and Civil Society Participation in Education Management and School Governance

The Civil Society/Government partnership has the Civil Society Action Coalition on Education for All (CSACEFA) as its umbrella. The CGP works in partnership with the State education sector, especially at the basic education level, to ensure better schools’

governance and improvement in schools' performance. In 2014, the CGP worked in collaboration with the State education sector in 13 LGEAs namely: Edu, Ekiti, Irepodun, Isin, Ilorin East, Ilorin South, Ilorin West, Moro, Kaiama, Oyun, Offa, Oke-Ero and some parts of Asa LGEA. They are closer to the various host communities, so they have ears of the communities and also serve as links between communities and the education sector. In most cases, they are the voice of the voiceless, especially women and children. The Civil Society Organizations have complemented the effort of the State Government by supporting the education sector in achieving the following:

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

The Civil Society Organizations have demonstrated readiness to collaborate with the State education sector in carrying out any assignment given to them from time to time as contained in the Memorandum of Understanding signed with the State.

However, the CGP activities have slowed down significantly in the State due to lack of continuous engagement and proper coordination by the State Basic Education MDAs.

2.8 Cross Cutting Issues

2.8.1 Gender and Basic Education

Upon the completion of the 2021 /2022 Annual School Census, it was discovered that there were more males than females enrolled in schools. In order for the State to attain

gender parity, the Social Mobilization Department is engaged in meeting with relevant stakeholders on the stoppage of early marriage, engaging female children in domestic chores and hawking during school hours.

2.8.1.1 Gender Parity Index (Pre-Primary, Primary and JSS)

Table 2.34: Gender Parity Index in Basic Schools

LEVEL	Male	Female	GPI
Pre-Primary	70,888	65,162	0.92
Primary	157,064	148,991	0.95
JSS	74,499	78,595	1.05

Source: NPA 2022

Table 2.34 above shows gender disparity in favour of males in Pre-primary and Primary with 0.92 and 0.95 while in Junior Secondary School there is Gender disparity in favour of female with GPI of 1.05.

2.8.1.2 Gross and Net Enrolments/Rates by Gender

Table 2.35: Primary School's Gross and Net Enrolment Rates

Population Projection (6-11)			Gross Enrolment			Net Enrolment			GER %			NER %		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
279,136	273,609	552,745	157,064	148,991	306,055	137,064	125,877	262,941	56.27	54.45	55.37	49.01	46.01	47.57

Source: NPA 2022

Table 2.4 above shows the Gross Enrolment Rate as 55.37% leaving a non-schooling gap of 44.63% while the Net Enrolment Rate is 47.57% which implies that 52.43% of school age 6-11 are not in school.

Table 2.36: Junior Secondary School's Gross and Net Enrolment Rates

Population Projection (12-14)			Gross Enrolment			Net Enrolment			GER %			NER %		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
116,663	114,553	231,016	74,499	78,595	153,094	51,669	58,595	110,264	63.86	68.61	66.27	44.29	51.15	47.73

Source: NPA 2022

Table 2.6 above shows the Gross Enrolment Rate as 66.27% leaving a non-schooling gap of 33.73% while the Net Enrolment Rate is 47.73% which implies that 52.27% of school age learners in the 12-14 age bracket are not in school.

2.8.1.3 Gender Distribution of Teachers by Level

Table 2.16: Number of Public Pre-Primary School Teachers by Gender

Total no. of Teachers			Qualified			% Qualified	Unqualified			% Unqualified
Male	Female	Total	Male	Female	Total		Male	Female	Total	
324	1,446	1,770	255	1,162	1,417	80.1	69	284	353	19.9

Source: NPA 2022

Table 2.16 above shows 1,417(80.1%) teachers are qualified which implies that 353(19.9%) teachers are not qualified to teach in pre-primary schools.

Table 2.179: Number of Public Primary School Teachers by Gender

Total no. of Teachers			Qualified			% Qualified	Unqualified			% Unqualified
Male	Female	Total	Male	Female	Total		Male	Female	Total	
4,801	6,070	10,871	4,188	5,330	9,518	87.6	613	740	1,353	12.4

Source: NPA 2022

Table 2.17 above shows 9,518(87.6%) teachers are qualified which implies that 1,353(12.4%) teachers are not qualified to teach in primary schools.

Table 2.18: Number of Public Junior Secondary School Teachers by Gender

Total Number of Teachers			Qualified			% Qualified	Unqualified			% Unqualified
Male	Female	Total	Male	Female	Total		Male	Female	Total	

4,167	5,284	9,451	3,717	4,712	8,429	89.2	450	572	1,022	10.8
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Source: NPA 2022

Table 2.18 above shows 8,429 (89.2%) teachers are qualified which implies that 1,022(10.8%) teachers are not qualified to teach in Junior Secondary Schools.

2.8.1.4 Gender Distribution of SUBEB and LGEA Staff

Table 2.40: Gender distribution in SUBEB Headquarters

Departments	Male	Female	Total
Human Resource & Administration	35	35	70
Planning, Research and Statistics	4	4	8
Finance and Supply	21	8	29
Quality Assurance	4	9	13
Training	3	2	5
Social Mobilization	6	5	11
Physical Planning	15	1	16
Total	88	64	152

Source Kwara SUBEB Staff Nominal Roll 2022

Table 2.40 above shows that there are 88 (58%) male headquarter members of staff while 64 (42%) are female. This indicates gender disparity in favour of male staffers.

Table 2.41: Gender Distribution in LGEAs

LGEA	SECTIONS									
	ADMIN		PRS		F&S		SM		QA	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
ASA	10	6	8	0	5	4	4	2	8	4
BARUTEN	7	4	4	0	4	2	3	2	19	5
EDU	11	1	7	0	9	3	6	0	18	2
EKITI	9	5	4	2	8	2	2	1	4	6
IFELODUN	10	7	5	3	4	2	2	3	7	9
ILORIN EAST	14	6	6	3	7	5	1	2	9	3
ILORIN SOUTH	3	5	6	1	7	2	5	2	6	8
ILORIN WEST	19	9	8	4	5	4	3	4	4	4
IREPODUN	13	8	5	2	8	3	3	2	5	2
ISIN	6	4	5	2	2	2	1	1	8	8

KAIAMA	11	9	5	0	4	1	3	2	11	4
MORO	14	1	3	2	6	1	5	1	4	1
OFFA	8	5	6	0	6	1	3	0	5	4
OKE-ERO	8	4	4	0	1	1	2	1	5	9
OYUN	9	5	6	2	6	2	3	1	3	3
PATIGI	9	3	5	0	9	0	5	0	9	1
	174	80	90	23	96	32	51	24	106	69

Source: Kwara LGEA Staff Nominal Roll 2022

Table 2.41 above shows that there are 517 (69%) male LGEAs members of staff while 228 (31%) are female. This indicates gender disparity in favour of male staffers.

2.8.2 Special Needs and Inclusive Education

Table 2.42: Enrolment by Gender of Learners in Special Needs Schools

Type of Disability/Challenge	Primary			JSS		
	Male	Female	Total	Male	Female	Total
Blind/Visual impairment	58	50	108	9	11	20
Hearing impairment	134	100	234	70	50	120
Physically challenged	79	60	139	46	30	76
Mentally challenged	69	65	134	7	5	12
Albinism	3	6	9	2	2	4
Autism	2	2	4	0	2	2
TOTAL	345	283	628	134	100	234

Source: ASC 2022

Table 2.42 shows the distribution of the Special Needs children across 2 levels of basic education by the nature/type of the disability/challenge. This underscores the need for the state commitment to inclusive education in system programming of basic education intervention.

Table 2.43: Enrolment by Gender of Learners in Nomadic Schools

No. of Schools	Primary			Teachers		
	Male	Female	Total	Male	Female	Total
78	4,796	4,428	9,224	153	151	304

Source: ASC 2022

Table 2.43 above shows low enrolment of the nomads at the primary level. There is the need for more efforts on enrolment drive.

Table 2.44: Enrolment by Gender of Learners in Islamiyyah Integrated Schools

Primary				JSS			
No. of Schools	Male	Female	Total	No. of Schools	Male	Female	Total
4	264	257	521	1	44	49	93

Source ASC 2022

Table 2.44 above shows low enrolment across all levels of the Islamiyyah integrated schools.

Table 2.45: Enrolment by Gender of Learners in Tsangaya Schools

Pre-Primary				Primary			
No. of Schools	Male	Female	Total	No. of Schools	Male	Female	Total
2	49	33	82	2	89	88	177

Source: ASC 2022

Table 2.45 above shows the distribution of pupils in the Tsangaya schools in the State.

2.9 Summary of Key Issues from the Diagnosis

ACCESS

One of the major issues noted from this diagnosis has to do with access. This has led to the following problems:

- Low learners' enrolment in pre-primary, primary and junior secondary schools with GER of 41.91%, 55.37% and 66.27% respectively
- Gender disparity in favour of males in pre-primary and primary schools with GPI of 0.92 and 0.95 respectively.
- High number of out-of-school children, 188,549; 246,690 and 77,922 for pre-primary, primary and junior secondary schools respectively.

QUALITY

The diagnosis shows major issues in Quality and the problems are highlighted hereunder:

- 19.9% (353), 12.47% (1,353) and 10.8% (1,022) of teachers at the pre-primary, Primary and Junior Secondary schools, respectively, are unqualified.
- Inadequate toilets (1:115 in pre-primary and primary; and 1:82 in junior secondary school)
- Water source 26% (404) have water source in pre-primary and primary; and 503% (251) in junior secondary schools.
- 691, 3,294 and 994 of classrooms are in bad condition in pre-primary, primary and junior secondary schools, respectively.
- Inadequate textbooks for learners in schools, for pre-primary, primary and Junior Secondary School with ratio of 15,16,21 and 21; 2,2,2, and 2; 5,5,8 and 8 pupils to 1 textbook in English, Mathematics, Basic Science and Social Studies respectively.
- Insufficient teachers in pre-primary (1:27).
- Inadequate furniture for learners and teachers; learners seating deficit of 31,791; 98,826; and 61,185 for pre-primary, primary and junior secondary schools respectively
- Inadequate vehicles for schools' support, supervision and monitoring activities
- Lack of safety in schools as only 160(10%) and 97(20%) of primary and junior secondary schools are fenced.

SYSTEM STRENGTHENING

From the diagnosis, issues discovered across the system are highlighted below:

- Untimely conduct of Annual School Census.
- Weak data management system.
- Irregular training of ICT and Planning personnel.
- Inadequate ICT equipment and internet infrastructure.

CHAPTER THREE:

3.0 THE STRATEGIC PROGRAMME

3.1 Priority Programmes

Kwara State has an enviable record of commitment to education reform. KWA-SEEDS set out ambitious targets for enrolment growth, practical measures such as the abolition of school fees have been implemented, and a new programme of reform - “Every Child Counts” is built around four key components. These are:

- Teacher Quality Improvement (TQI), Supply and distribution;
- Strengthening School Support capacity;
- Improving schools’ infrastructure and Quality Assurance Monitoring capacity;
and
- Institutional building capacity.

These four components appropriately tackle major issues in Kwara State. They provide a mechanism for sustained progress towards the achievement of Goal 4 of the Sustainable Development Goals. They confront issues at all levels of the education spectrum, from the quality of basic education to the chronic over-supply and low quality of pre-service teaching; and they are presented in a form well-suited for public understanding and support.

3.1.1 Access, Equity and Inclusiveness

Under this segment, the objectives are to:

- reduce the number of out of school children; and
- enhance access to basic education for disadvantaged group e.g., Nomads, Almajiris and special need.

3.1.2 Quality and Efficiency

The various activities are carried out under this theme:

- improve basic education through ECCDE.

- enhance the quality of teachers, head teachers and school supervisors in basic education schools.
- create a conducive learning environment through provision of improved infrastructure and facilities.
- provision of teaching and learning materials in schools.
- deliver quality basic education.
- improve sporting and recreational activities in basic schools.
- improve agricultural education training and entrepreneurship.

3.1.3 System Strengthening and Efficiency

Under System Strengthening and Efficiency, the following activities will be undertaken:

- to make available reliable, accurate and timely education data for evidence-based decision making
- monitoring of plans and budget implementations
- provision of library service in basic schools
- capacity building for non-teaching staff and other education stakeholders.

3.1.4 Sustainable Funding

The major source of funding for the Basic Education sub-sector in the State is through the State's education budget sourced from the monthly allocation from the Federation Account and the State's Internally Generated Revenue (IGR). The 16 Local Government Councils fund the salaries of teachers and personnel of the Local Government Education Authorities. Another key source of funding for basic education is the Universal Basic Education Intervention Fund (UBE-IF), which among others, provides funds for provision of school infrastructure, training and retraining of teachers, instructional materials and promotion of other extra-curricular activities through the UBE Matching Grants. Other sources of funding are individual philanthropic contributions such as scholarship, donation of money, books and materials.

3.2 SMTBESP Results Framework

The MTBESP framework was designed to identify, fund and monitor the Kwara State 10-year long-term goals and policies, as set out in the ESP, ESA, SESP and SEEDS within a rolling four-year framework of costed activities. This is aimed at addressing the highest priorities achievable within the available resources. For each sector goal, there is a set of objectives to be reached within the four-year timeframe of the MTBESP. For each objective, there are one or more targets. Each target then has a set of costed activities designed to reach the target, with a corresponding Key Performance Indicator [KPI] which will measure actual performance in reaching the desired target and form the basis of the Monitoring and Evaluation system.

Table 3.1: Results Framework

Policy	Policy Objectives	Strategies	Output Indicators	Outcomes	Outcome Indicators	
					Baseline	Targets 2027
ACCESS, EQUITY AND INCLUSIVE-NESS	i. To reduce the number of out-of-school children.	International day of the Girl Child (Every 11th October	1,000 participants expected (Girls)	Girl Child enrolment increase	3	1,000
	ii. To enhance access to basic education for disadvantaged group e.g., Nomads, Almajiris and special need.	Advocacy visit and awareness creation to the stakeholders on the effect of girl child hawking in the major markets and streets across the 3	16 LGAs across the state	Market women and children were fully aware of the negative effect of hawking		

		senatorial districts.				
		Celebration of special needs and physically challenged children (Every April 25th)	One day celebration of physically challenged and special needs conducted	Ensure that all children of school age are in school irrespective of their status	0	40
		International/world Albinism Day (Every June 13th)	International/world albinism day celebrated	Stigmatization , segregation and discrimination against Albino children minimised	2	102
		Create awareness to community on child labour, a yearly programme by the department.	1,750 Participants	Child labour will be reduced and their children have access to quality basic education.	440	2,190
		International women's day	840 Participants across the State	To be self-reliance and able to support their children education.	0	840
		Advocacy/sensitisation visit to communities on out of school-aged children/ drop-out across the State.	16 LGAs across the State.	Nomad were back to school.	0	16

		Awareness campaign to communities on negative effect of Rape on girl-child.	16 LGAs across the State.	Paedophiles rape of underage girls will be reduced.	0	16
		Advocacy, sensitization and enlightenment campaign on pupils enrolment drive across the 16 LGAs of the State.	35,200 participants were enlightened about the children enrolment.	there is increase in enrolment in our basic schools.	GER ECCDE 36.4% PRIMARY 45.7% JSS 52.3%	GER ECCDE 70% PRIMARY 70% JSS 70%
QUALITY AND EFFICIENCY	i. Improve basic education through ECCDE.	7 days training of ECCDE teachers on Reggio Emilia	2,600 ECCDE teachers trained.	Teachers trained.	412	3012
	ii. To enhance the quality of teachers, head teachers and school supervisors in basic schools.	7 days of primary school teacher on School Based Training.	19,500 teachers trained.	Teachers trained on School Based.	3,000	22,500
	iii. To create a conducive learning environment through provision of	A 7-day training of teachers on jolly phonics.	12,000 teachers trained on jolly phonics.	Teachers trained on jolly phonics.	2,565	14,565
		Training of mathematics and science teachers (SMASE).	10,000 teachers trained on SMASE.	Teachers pedagogical skills improved on SMASE.	1,900	11,900

	improved infrastructure and facilities	Leadership training for JSS Principals and Head-teachers.	2,400 JSS principals and Head-teachers trained.	JSS principals and Head-teachers trained.	266	2,666
	iv. Provision of teaching and learning materials in schools.					
	v. To deliver quality basic education.					
	vi. To improve sporting and recreational activities in basic schools.					
		7-Day training of School Support Officers on Morden way of monitoring schools (KOBBO COLLECT)	950 School Support Officers trained on New instrument	School Support officers skills enhanced	171	1,121
		Monitoring of teaching and learning in schools.	2,110 schools monitored for quality assurance.	Improvement in the quality of service delivery.	432	2,542

		Purchase of Hilux vehicles for SUBEB Headquarters for monitoring and supervision of schools.	3 Toyota Hilux van purchased.	Continuous quality assurance/support ensured in schools across ALL local governments.	2	5
		Purchase of Hilux vehicles for 16 LGEAs for monitoring and supervision of schools.	16 Toyota Hilux van purchased.	Continuous quality assurance/support ensured in schools across 16 local governments.	15	31
		Recruitment of NCE and graduate teachers.	6,000 teachers recruited.	Reduction in pupils-teachers ratio.	20,743	26,743
		Organising debate competition at the State and National levels including spelling bee and reading competitions.	250 pupils participated in the competitions.	Pupils participated in the competitions.	0	250
		Procurement of sports facilities.	18 each of; jerseys, track suites, soccer boots procured.		0	18
		Organising sporting competitions.	4 sporting competitions (COPA, Chanel Kids, Governor's cup) conducted.	Sporting competition conducted.	0	4
		Construction of 109 block of 2 classrooms	109 classrooms constructed	Classrooms constructed	13,987	14,764
		Construction of 89 block of 3 classrooms.	89 classrooms constructed	Classrooms constructed	13,987	14,764

	Construction of 73 block of 4 classrooms.	73 classrooms constructed.	Classrooms constructed.	13,987	14,764
	Construction of 90 VIP Toilets	90 VIP toilets constructed.	VIP toilets constructed.	2311	2,401
	Provision of 48 digital literacy centres.	48 digital literacy centres provided.	Digital literacy centres provided.	0	48
	Provision of 279 student multipurpose ground work.	279 ground work provided	Ground work provided	0	279
	Remodelling of 1,198 schools	1,198 schools remodelled	Schools remodelled	0	1,198
	Provision of numbers of 17 whole school approach	17 whole school provided	Whole school provided	0	17
	Provision of 38,106 student furniture	38,106 student's furniture provided	Student's furniture provided	179,406	217,512
	Provision of 4,563 teachers furniture	4,563 teacher's furniture provided	Teacher's furniture provided	0	4,563
	Provision of 72 borehole with overhead tank	72 boreholes provided	Boreholes provided	611	683
	Monitoring of 1,200 Projects	1,200 Project monitored	Project monitored	0	1,200
	Procurement of 189,090 English text books for Primary 1-6	189,090 English Text Books procured	English Text Books procured	131,144	320,234
	Procurement of 189,090 Mathematics text books for primary 1-6	189,090 Maths Text Books procured	Maths Text Books procured	131,669	320,759

		Procurement of 189,090 Social Studies text books for primary 1-6	189,090 Social Studies Text Books procured	Social Studies Text Books procured	24,240	213,330
		Procurement of 189,090 Basic Science & Technology text books for Primary 1-6	189,090 Basic Science & Tech Text Books procured	Basic Science & Tech Text Books procured	132,841	321,931
		Procurement of 36,779 Computer Science text books for JSS 1-3	36,779 Computer Science text books procured	Computer Science text books procured	7,700	44,478
		Procurement of 36,779 Mathematics text books for JSS 1-3	36,779 Maths text books procured	Maths text books procured	28,538	65,317
		Procurement of 36,779 English text books for JSS 1-3	36,779 English text books procured	English text books procured	28,915	65,694
		Procurement of 41,121 Rubber Mattresses	41,121 Rubber Mattresses procured	Rubber Mattresses procured	600	41,721
		Procurement of 48 Playthings	48 Playthings procured	Playthings procured	18	66
		Procurement of 48 Merry Go Round	48 Merry Go Round procured	Merry Go Round procured	9	57
		Procurement of 41,121 Lego	41,121 Lego procured	Lego procured	7,500	48,621
		Procurement of 41,121 pieces of Rulers	41,121 pieces of Rulers procured	Rulers procured	7,000	48,121

		Procurement of 20,743 copies of Lesson Notes	20,743 copies of Lesson Notes procured	Lesson Notes procured	20,200	40,943
		Procurement of 5,000 CTNA4 Computer Paper	5,000 CTNA4 Computer Paper procured	A4 Computer Paper procured	1,500	6,500 CTN
		Procurement of 5,000 CTNA5 Computer Paper	5,000 CTNA5 Computer Paper procured	A5 Computer Paper procured	1,500	6,500 CTN
		Procurement of 20,500 copies of Continuous Assessment Books	20,500 copies of Continuous Assessment Books procured	Continuous Assessment Books procured	3,000	23,500
		Procurement of 20,500 copies of Attendance Registers	20,500 copies of Attendance Registers procured	Attendance Registers procured	15,000	35,500
		Procurement of 20,500 copies of Admission Registers	20,500 copies of Admission Registers procured	Admission Registers procured	3,000	23,500
		Procurement of 20,500 copies of Report Card	20,500 copies of Report Card procured	Report Card procured	3,000	23,500
		Procurement of 20,000 copies of Scheme of Work	20,000 copies of Scheme of Work procured	Scheme of Work procured	10,700	30,700
		Procurement of 20,500 copies of Diary	20,500 copies of Diary procured	Diary procured	6,000	26,500
		Procurement of 20,000 pieces of Renovator	20,000 pieces of Renovator procured	Renovator procured	5,750	25,750

		Procurement of 20,000 pieces of Tempo	20,000 pieces of Tempo procured	Tempo procured	3,000	23,000
		Procurement of 4,000 pieces of Magnetic white Board	4,000 pieces of Magnetic white Board procured	Magnetic white Board procured	821	40,821
		Procurement of 20,000 pieces of Duster	20,000 pieces of Duster procured	Duster procured	7,800	27,800
		Procurement of 20,000 packets of Chalk	20,000 packets of Chalk procured	Chalk procured	1500	21,500
		Procurement of 55 units of Laptop	55 units of Laptop procured	Laptops procured	24	79
SYSTEM MANAGE- MENT EFFICIENCY	i. To make available reliable, accurate and timely education data. ii. Monitoring of plans and budget implementation.	Training of EMIS officers from state and 16 LGEAs on UIS software	EMIS officers trained	Capacity of EMIS officers enhanced	0	40

	iii. Provision of library service in basic schools.	Conduct of refresher training for LGEA EMIS officers and centre manager on LGEA Education database administration and management.	50 participants trained on LGEA Education database administration and management.	Participants trained on LGEA education database administration and management.	0	50
	iv. Capacity building for non-teaching staff and other Education stakeholders.	Conduct of EMIS training for State and LGEA EMIS personnel and dissemination of findings on KPIs to LGEA management.	50 participants trained and findings on KPIS disseminated.	Participants trained on KPIS disseminated.	0	50
		Yearly maintenance of SUBEB Website	Website Maintained	Website Maintained	0	1
		Procurement of 22 laptops for 16 LGEAs and 6 SUBEB headquarters EMIS officers	22 laptops supplied to 16 LGEAs and SUBEB headquarters	Efficiency in data management	0	22
		Procurement of 22 ipads for 16 LGEA and 6 SUBEB headquarters EMIS officers.	22 ipads supplied to 16 LGEAs and SUBEB headquarters	Efficiency in data management	0	22

		Training of 100 EMIS officers on database management.	100 EMIS officers trained.	EMIS officers trained.	0	100
		Maintenance of equipment in the SUBEB ICT centres and internet subscription for SUBEB and 16 LGEA EMIS nodes.	16 LGEAs and HQ ICT centres equipment maintained and internet subscription provided.	ICT centres maintained and internet subscription provided monthly.	0	16
		Running cost for the SUBEB and LGEAs ICT centres.	Monthly allowance of N10,000 to each LGEA and HQ provided.	Monthly allowance provided.	0	16
		Conduct of Annual School Census.	Annual school Census conducted in all basic schools.	Annual school census conducted.	Annual School Census Conducted	
		Quarterly monitoring of LGEA EMIS nodes for database upgrade/system maintenance.	16 LGEAs EMIS nodes monitored.	EMIS nodes monitored.	0	16 LGEAs and HQ
		Quarterly monitoring of budget implementations.	Budget implementation monitored.	Budget implementation monitored.	Budget implementation monitored.	
		Training of 40 HQ and LGEA M/E desk officers.	40 M/E desk officers trained.	M/E desk officers trained.	0	40

		Training of 4 Planning and Budget Officers on bottom-up approach to planning and zero budgeting.	Planning and Budget Officers trained.	Planning and Budget Officers trained.	0	4
		Preparation and review of 2024 – 2027 Medium Term Basic Education Strategic Plan (MTBESP).	2024 – 2027 MTBESP reviewed and prepared.	MTBESP reviewed and prepared.	2024 – 2027 MTBESP reviewed and prepared.	
		Training for procurement officers at SUBEB headquarter and the 16 LGEAs.	51 LGEAs and HQ procurement officers trained.	Procurement officers trained.	0	51

3.3 Costed Priority Programmes Plan

POLICY 1: ACCESS, EQUITY AND INCLUSIVENESS

POLICY OBJECTIVES

The policy objective for this pillar include to:

- reduce the number of out of school children
- Enhance access to qualitative basic education at the ECCDE, Primary and Junior secondary schools for the disadvantaged group e.g., Nomads, Almajiris and special need.

Table 3.2: ACCESS, EQUITY AND INCLUSIVENESS

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COST(NGN'000)				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
International day of the Girl Child (Every 11th October)	1,000 participants expected (Girls)	Girl Child enrolment increase	250 participants across the 4 LGEA	250 participants across the 4 LGEA	250 participants across the 4 LGEA	250 participants across the 4 LGEA	1,980,820	2,079,861	2,183,854	2,293,047	6,355,912	STATE GOVT., SUBEB AND DONOR	DSM, UNIT HEAD AND DESK OFFICER
Celebration of special needs and physically challenged children (Every April 25th)	80 physically challenged students and pupils were celebrated	ensure that all children of school aged are in school irrespective of their status	20 physically challenged students per each schools across the State.	20 physically challenged students per each schools across the State.	20 physically challenged students per each schools across the State.	20 physically challenged students per each schools across the State.	1,685,347	1,769,614	1,858,095	1,951,000	7,264,056	STATE GOVT., SUBEB AND DONOR	DSM, UNIT HEAD AND DESK OFFICER

International / world Albinism Day (Every June 13th)	200 Albino pupils/ students celebrated	Stigmatization, segregation and discrimination against albino children minimised	50 Albino student per each schools across the State.	50 Albino student per each schools across the State.	50Albino student per each schools across the State.	50Albino student per each schools across the State.	1,570,239	1,648,741	1,731,178	1,917,737	6,867,895	STATE GOVT., SUBEB AND DONOR	DSM, UNIT HEAD AND DESK OFFICER
Create awareness to community on child labour, a yearly programme by the department.	1,750 participant	Child labour will be reduced and children have access to quality basic education	437 participant	437 participant	437 participant	439 participant	3,103,609	3,258,790	3,421,729	3,592,816	13,376,944	STATE GOVT., SUBEB AND DONOR	DSM, UNIT HEAD AND DESK OFFICER
International women's day	840 Participants across the State	to be self-reliance and able to support their children education	210 Participants across the State	210 Participants across the State	210 Participants across the State	210 Participants across the State	1,830,920	1,922,361	2,018,479	2,119,403	7,891,163	STATE GOVT., SUBEB AND DONOR	DSM, UNIT HEAD AND DESK OFFICER
Advocacy / sensitisation visit to communities on out of school-aged children/ drop-out across the State	16 LGAs across the State	Nomad were back to school	4 LGAs per year	4 LGAs per year	4 LGAs per year	4 LGAs per year	10,085,400	11,598,210	13,337,942	15,338,533	50,360,085	STATE GOVT., SUBEB AND DONOR	DSM, UNIT HEAD AND DESK OFFICER

Advocacy visit and awareness creation to the stakeholders on the effect of girl child hawking in the major markets and streets across the 3 senatorial districts.	16 LGAs across the State	Market women and children were fully aware of the negative effect of hawking and increase in enrolment	4 LGAs per year	4 LGAs per year	4 LGAs per year	4 LGAs per year		2,387,912	2,507,308	2,632,673	2,764,307	10,292,200	STATE GOVT., SUBEB AND DONOR	DSM, UNIT HEAD AND DESK OFFICER
Awareness campaign to communities on negative effect of Rape on girl child	16 LGAs across the State	Paedophiles rape of underage girls will be reduced and increase in enrolment	4 LGAs per year	4 LGAs per year	4 LGAs per year	4 LGAs per year		2,580,614	2,709,644	2,845,127	2,987,383	11,122,768	STATE GOVT., SUBEB AND DONOR	DSM, UNIT HEAD AND DESK OFFICER
Advocacy, sensitization and enlightenment campaign on pupils enrolment drive across the 16 LGAs of the State	35,200 participants were enlighten about the children enrolment	there is increase in enrolment in our basic schools	6,400 participants	8,000 participants	9,600 participants	11,200 participants		19,264,800	22,154,520	25,477,698	29,299,349	96,196,367	STATE GOVT., SUBEB AND DONOR	DSM, UNIT HEAD AND DESK OFFICER

POLICY 2: QUALITY AND EFFICIENCY

POLICY OBJECTIVE:

The policy objectives for the pillar include:

- Improve basic education through ECCDE.
- To enhance the quality of teachers, head teachers and school supervisors in basic schools.
- To create a conducive learning environment through provision of improved infrastructure and facilities.
- Provision of teaching and learning materials in schools.
- To deliver quality basic education.
- To improve sporting and recreational activities in basic schools.

Table 3.3:QUALITY AND EFFICIENCY

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN ‘000’)				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
7 days training of ECCDE teachers on Reggio Emila	2,600 ECCDE teachers trained.	Teachers trained.	500	600	700	800	10,000,000	15,000,000	18,000,000	20,000,000	63,000,000	UBEC	SUBEB
7 days of primary school teacher on School Based Training.	19,500 teachers trained.	Teachers trained on School Based.	4,000	4,500	5,000	6,000	200,000,000	250,000,000	300,000,000	354,000,000	1,104,000,000	UBEC	SUBEB
A 7-day training of teachers on jolly phonics.	12,000 teachers trained on jolly phonics.	Teachers trained on jolly phonics.	3,000	3,000	3,000	3,000	40,000,000	45,000,000	50,000,000	55,000,000	190,000,000	UBEC	SUBEB
Training of mathematics and science teachers (SMASE).	10,000 teachers trained on SMASE.	Teachers pedagogical skills improved on SMASE.	2,000	2,500	2,500	3,000	40,000,000	45,000,000	45,000,000	55,000,000	185,000,000	UBEC	SUBEB

Leadership training for JSS Principals and Head-teachers.	2,400 JSS principals and Head-teachers trained.	JSS principals and Head-teachers trained.	500	500	600	800	10,000,000	10,000,000	15,000,000	18,000,000	53,000,000	UBEC	SUBEB
7-Day training of School Support Officers on Morden way of monitoring schools (KOBBO COLLECT)	950 School Support Officers trained on New instrument	School Support officers skills enhanced	200	200	250	300	10,000,000	10,000,000	15,000,000	18,000,000	53,000,000	UBEC	SUBEB
Monitoring of teaching and learning in schools.	2,051 schools monitored.	Schools monitored.	2051	2051	2051	2051	7,249,096	8,336,460	9,586,929	11,024,968.35	36,197,453	SUBEB	SUBEB
Purchase of Hilux vehicles for monitoring and supervision of schools	19 Toyota Hilux van purchased	Schools are effectively monitored and supervised	4	5	5	5	127,420,000	175,333,000	201,862,950	232,141,392	736,757,342	UBEC/ SUBEB	SUBEB
Recruitment of 6,000 NCE and graduate teachers.	6,000 teachers recruited.	Teachers recruited.	1,500	1,500	1,500	1,500	16,669,507	16,669,507	16,669,507	19,169,933.05	69,178,454	SUBEB	SUBEB

Organising debate competition at the State and National levels including spelling bee and reading competitions.	250 pupils participated in the competitions.	Pupils participated in the competitions.	250	250	250	250	250	6,375,000	7,331,250	8,430,933	9,695,572.38	31,832,755	SUBEB	SUBEB
Procurement of sports facilities.	18 each of jerseys, track suits, soccer boots procured.	18 jerseys procured.	18	18	18	18	18	2,000,000	2,300,000	2,645,000	3,041,750.00	9,986,750	SUBEB	SUBEB
Organising sporting competitions.	4 sporting competitions (COPA, Chanel Kids, Governor's cup) conducted.	Sporting competition conducted.	16	16	16	16	16	4,000,000	4,600,000	5,290,000	6,083,500.00	19,973,500	SUBEB	SUBEB
Construction of 109 block of 2 classrooms	109 classrooms constructed	Classrooms constructed	29	54	12	14	369,796,863.38	688,587,262.84	182,165,942.56	212,526,932.98	1,453,077,001.76	UBEC/SUBEB	SUBEB	
Construction of 89 block of 3 classrooms	89 classrooms constructed	Classrooms constructed	32	37	9	11	545,421,653.28	630,643,786.61	182,618,857.14	223,200,825.38	1,581,885,122.41	UBEC/SUBEB	SUBEB	

Construction of 73 block of 4 classrooms	73 classrooms constructed	Classrooms constructed	25	36	5	7	605,393,354.48	871,766,430.44	144,141,274.89	201,797,784.83	1,823,098,844.64	UBEC/SUBEB	SUBEB
Construction of 90 VIP Toilets	90 VIP toilets Constructed	VIP toilets Constructed	47	31	5	7	911,266,976.63	131,431,410.13	25,236,445.89	35,331,024.23	1,103,265,856.88	UBEC/SUBEB	SUBEB
Provision of 48 digital literacy centres	48 digital literacy centres provided	Digital literacy centres provided	15	25	3	5	769,820,625.00	1,283,034,375.00	183,290,625.00	305,484,375.00	2,541,630,000.00	UBEC/SUBEB	SUBEB
Provision of 279 student multipurpose ground work	279 ground work provided	Ground work provided	126	126	12	15	395,577,000.00	395,577,000.00	44,850,000.00	56,062,500.00	892,066,500.00	UBEC/SUBEB	SUBEB
Remodelling of 1,198 schools	1,198 schools remodelled	Schools remodelled	221	793	85	99	1,588,861,866.00	2,283,817,467.57	244,016,112.12	285,477,183.45	4,402,172,629.14	UBEC/SUBEB	SUBEB

Provision of numbers of 17 whole school approach	17 whole school provided	Whole school provided	8	6	1	2	805,892,747.00	460,337,105.68	131,640,661.45	208,944,059.91	1,606,814,574.04	UBEC/SUBEB	SUBEB
Provision of 38,106 student furniture	38,106 student furniture provided	Student furniture provided	13,057	20,039	2,505	2,505	534,992,621.63	821,070,471.38	127,076,771.25	127,076,771.25	1,610,216,635.51	UBEC/SUBEB	SUBEB
Provision of 4,563 teacher furniture	4,563 teacher furniture provided	Teacher furniture provided	1,534	2,421	304	304	93,661,158.05	147,818,555.17	22,096,753.00	22,096,753.00	285,673,219.22	UBEC/SUBEB	SUBEB
Provision of 72 borehole with overhead tank	72 boreholes provided	Boreholes provided	18	18	18	18	72,601,401.60	72,601,401.60	72,601,401.60	72,601,401.60	290,405,606.40	UBEC/SUBEB	SUBEB
Monitoring of 1,200 Projects	1,200 Project monitored	Project monitored	300	300	300	300	120,585,405.00	173,698,774.53	28,602,965.40	37,865,866.59	360,753,011.52	UBEC/SUBEB	SUBEB

Procurement of 189,090 English text books for Primary 1-6	189,090 English Text Books Procured	English Text Books Procured	47,272	47,272	47,272	47,274	198,542,400.00	198,542,400.00	198,542,400.00	198,550,800.00	794,178,000.00	UBEC	SUBEB
Procurement of 189,090 Mathematics text books for primary 1-6	189,090 Maths Text Books Procured	Maths Text Books Procured	47,272	47,272	47,272	47,274	198,542,400.00	198,542,400.00	198,542,400.00	198,550,800.00	794,178,000.00	UBEC	SUBEB
Procurement of 189,090 Social Studies text books for primary 1-6	189,090 Social Studies Text Books Procured	Social Studies Text Books Procured	47,272	47,272	47,272	47,274	198,542,400.00	198,542,400.00	198,542,400.00	198,550,800.00	794,178,000.00	UBEC	SUBEB
Procurement of 189,090 Basic Science & Technology text books for Primary 1-6	189,090 Basic Science & Tech Text Books Procured	Basic Science & Tech Text Books Procured	47,272	47,272	47,272	47,274	198,542,400.00	198,542,400.00	198,542,400.00	198,550,800.00	794,178,000.00	UBEC	SUBEB
Procurement of 36,779 Computer science text books for JSS 1-3	36,779 Computer science text books Procured	Computer science text books Procured	36,779	36,779	36,779	36,779	171,022,350.00	196,675,702.00	226,177,057.00	260,103,616.00	853,978,725.00	UBEC	SUBEB

Procurement of 36,779 Mathematics text books for JSS 1-3	36,779 Maths text books Procured	Maths text books Procured	36,779	36,779	36,779	36,779	171,022,350.00	196,675,702.00	226,177,057.00	260,103,616.00	853,978,725.00	UBEC	SUBEB
Procurement of 36,779 English text books for JSS 1-3	36,779 English text books Procured	English text books Procured	36,779	36,779	36,779	36,779	171,022,350.00	196,675,702.00	226,177,057.00	260,103,616.00	853,978,725.00	UBEC	SUBEB
Procurement of 41,121 Rubber Mattress	41,121 Rubber Mattress Procured	Rubber Mattress Procured	10,280	10,280	10,280	10,281	246,720,000.00	246,720,000.00	246,720,000.00	246,744,000.00	986,904,000.00	UBEC	SUBEB
Procurement of 48 Playthings	48 Playthings Procured	Playthings Procured	48	48	48	48	264,000,000.00	303,600,000.00	349,140,000.00	401,511,000.00	1,318,251,000.00	UBEC	SUBEB
Procurement of 48 Merry Go Round	48 Merry Go Round Procured	Merry Go Round Procured	48	48	48	48	21,600,000.00	24,840,000.00	28,566,000.00	32,850,900.00	107,856,900.00	UBEC	SUBEB

Procurement of 41,121 Lego	41,121 Procured	Lego	Lego Procured	41,121	41,121	41,121	41,121	123,363,000.00	141,867,450.00	163,147,567.00	187,619,702.00	615,997,719.00	UBEC	SUBEB
Procurement of 41,121 Ruler	41,121 Procured	Ruler	Ruler Procured	41,121	41,121	41,121	41,121	822,420,000.00	945,783,000.00	1,087,650,450.00	1,250,798,017.00	4,106,651,467.00	UBEC	SUBEB
Procurement of 20,743 Lesson Note	20,743 Lesson Note Procured	Lesson Note	Lesson Note Procured	20,743	20,743	20,743	20,743	19,705,850	19,705,850	19,705,850	19,705,850	78,823,400.00	UBEC	SUBEB
Procurement of 5,000 CTNA4 Computer Paper	5,000 CTNA4 Computer Paper Procured	CTNA4 Computer Paper	A4 Computer Paper Procured	5,000 CTN	5,000 CTN	5,000 CTN	5,000 CTN	75,000,000.00	86,250,000.00	99,187,500.00	114,065,625.00	374,503,125.00	UBEC	SUBEB
Procurement of 5,000 CTNA5 Computer Paper	5,000 CTNA5 Computer Paper Procured	CTNA5 Computer Paper	A5 Computer Paper Procured	5,000 CTN	5,000 CTN	5,000 CTN	5,000 CTN	85,000,000.00	97,750,000.00	112,412,500.00	129,274,375.00	424,436,875.00	UBEC	SUBEB

Procurement of 20,500 Continuous Assessment Book	20,500 Continuous Assessment Book Procured	Continuous Assessment Book Procured	20,500	20,500	20,500	20,500	19,475,000.00	22,396,250.00	25,755,687.00	29,619,040.00	97,245,977.00	UBEC	SUBEB
Procurement of 20,500 Attendance Register	20,500 Attendance Register Procured	Attendance Register Procured	20,500	20,500	20,500	20,500	17,425,000.00	20,038,750.00	23,044,562.00	26,501,246.00	87,009,558.00	UBEC	SUBEB
Procurement of 20,500 Admission Register	20,500 Admission Register Procured	Admission Register Procured	20,500	20,500	20,500	20,500	17,425,000.00	20,038,750.00	23,044,562.00	26,501,246.00	87,009,558.00	UBEC	SUBEB
Procurement of 20,500 Report Card	20,500 Report Card Procured	Report Card Procured	20,500	20,500	20,500	20,500	37,925,000.00	43,613,750.00	50,155,812.00	57,679,183.00	189,373,745.00	UBEC	SUBEB
Procurement of 20,000 Scheme of Work	20,000 Scheme of Work Procured	Scheme of Work Procured	20,000	20,000	20,000	20,000	24,000,000.00	27,600,000.00	31,740,000.00	36,501,000.00	119,841,000.00	UBEC	SUBEB
Procurement of 20,500 Diary	20,500 Diary Procured	Diary Procured	20,500	20,500	20,500	20,500	19,475,000.00	22,396,250.00	25,755,687.00	29,619,040.00	97,245,977.00	UBEC	SUBEB

Procurement of 20,000 Renovator	20,000 Renovator Procured	Renovator Procured	20,000	20,000	20,000	20,000	20,000	30,000,000.00	34,500,000.00	39,675,000.00	45,626,250.00	149,801,250.00	UBEC	SUBEB
Procurement of 20,000 Tempo	20,000 Tempo Procured	Tempo Procured	20,000	20,000	20,000	20,000	20,000	30,000,000.00	34,500,000.00	39,675,000.00	45,626,250.00	149,801,250.00	UBEC	SUBEB
Procurement of 4,000 Magnetic white Board	4,000 Magnetic white Board Procured	Magnetic white Board Procured	4,000	4,000	4,000	4,000	4,000	82,000,000.00	94,300,000.00	108,445,000.00	124,711,750.00	409,456,750.00	UBEC	SUBEB
Procurement of 20,000 Duster	20,000 Duster Procured	Duster Procured	20,000	20,000	20,000	20,000	20,000	30,000,000.00	34,500,000.00	39,675,000.00	45,626,250.00	149,801,250.00	UBEC	SUBEB
Procurement of 20,000 Chalk	20,000 Chalk Procured	Chalk Procured	20,000	20,000	20,000	20,000	20,000	250,000,000.00	287,500,000.00	330,625,000.00	380,218,750.00	1,248,343,750.00	UBEC	SUBEB

Procurement of 55 Laptop	55 Laptop Procured	Laptop Procured	13	13	13	16	4,550,000.00	4,550,000.00	4,550,000.00	5,600,000.00	19,250,000.00	UBEC	SUBEB
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POLICY 3: SYSTEM STRENGTHENING AND EFFICIENCY

POLICY OBJECTIVES:

The following are the policy objectives:

- To make available reliable, accurate and timely education data.
- Monitoring of plans and budget implementations.
- Provision of library service in basic schools.
- Capacity building for non-teaching staff and other Education stakeholders.

Table 3.4: SYSTEM STRENGTHENING AND EFFICIENCY

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Training of EMIS officers from state and 16 LGEAs on UIS software	EMIS officers trained	Capacity of EMIS officers enhanced	0	100	0	0	0	1,000,000	0	0.00	1,000,000	SUBEB	SUBEB
Conduct of refresher training for LGEA EMIS officers and centre manager on LGEA Education database administration and management.	50 participants trained on LGEA Education database administration and management.	Participants trained on LGEA education database administration and management.	0	50	0	0	0	800,000	0	0.00	800,000	SUBEB	SUBEB
Conduct of EMIS training for State and LGEA EMIS personnel and dissemination of findings on KPIs to LGEA management.	50 participants trained and findings on KPIS disseminated.	Participants trained on KPIS disseminated.	0	50	0	0	0	1,000,000	0	0.00	1,000,000	SUBEB	SUBEB
Yearly maintenance of SUBEB Website	Website Maintained	Website Maintained	0	200	0	0	0	2,000,000	0	0.00	2,000,000	SUBEB	SUBEB

Procurement of 22 laptops for the 16 LGEAs and SUBEB headquarters EMIS officers	22 laptops procured	Efficient data management	6	6	5	5	1,800,000	1,800,000	1,500,000	1,500,000	6,800,000	SUBEB	SUBEB
Procurement of 22 iPad for the 16 LGEAs and SUBEB headquarters EMIS officers	22 iPad procured	Efficient data management	6	6	5	5	600,000	600,000	500,000	500,000	2,200,000	SUBEB	SUBEB
Training of 100 EMIS officers on database management.	100 EMIS officers trained.	EMIS officers trained.	0	100	0	0	0	1,000,000	0	0.00	1,000,000	SUBEB	SUBEB
Maintenance of equipment in the SUBEB ICT centres and internet subscription for SUBEB and 16 LGEA EMIS nodes.	16 LGEAs and HQ ICT centres equipment maintained and internet subscription provided.	ICT centers maintained and internet subscription provided monthly.	17	17	17	17	6,120,000	7,038,000	8,093,700	9,307,755.00	30,559,455	SUBEB	SUBEB
Running cost for the SUBEB and LGEAs ICT centres.	Monthly allowance of ₦10,000 to each LGEA and HQ provided.	Monthly allowance provided.	17	17	17	17	2,040,000	2,040,000	2,040,000	2,346,000.00	8,466,000	SUBEB	SUBEB

Conduct of Annual School Census.	Annual school Census conducted in all basic schools.	Annual school census conducted.	ASC conducted	ASC conducted	ASC conducted	ASC conducted	5,000,000	5,000,000	5,000,000	5,750,000.00	20,750,000	SUBEB/ MOE/ FME	SUBEB
Quarterly monitoring of LGEA EMIS nodes for database upgrade/system maintenance.	16 LGEAs EMIS nodes monitored.	EMIS nodes monitored.	16	16	16	16	4,500,000	5,175,000	5,951,250	6,843,937.50	22,470,188	SUBEB	SUBEB
Quarterly monitoring of budget implementations.	Budget implementation monitored.	Budget implementation monitored.	4	4	4	4	1,000,000	1,150,000	1,322,500	1,520,875.00	4,993,375	SUBEB	SUBEB
Training of 40 HQ and LGEA M/E desk officers.	40 M/E desk officers trained.	M/E desk officers trained.	40	40	40	40	1,200,000	1,380,000	1,587,000	1,825,050.00	5,992,050	SUBEB	SUBEB
Training of 4 Planning and Budget Officers on bottom-up approach to planning and zero budgeting.	Planning and Budget Officers trained.	Planning and Budget Officers trained.	4	4	4	4	1,159,275	1,333,166	1,533,141	1,763,112.37	5,788,695	SUBEB	SUBEB

Preparation and review of 2024 - 2027 Medium Term Basic Education Strategic Plan (MTBESP).	2024 – 2027 MTBESP reviewed and prepared.	MTBESP reviewed and prepared.	Reviewed and prepared	Reviewed and prepared	Reviewed and prepared	Reviewed and prepared	1,500,000	1,725,000	1,983,750	2,281,312.50	7,490,063	SUBEB	SUBEB
Training for procurement officers at SUBEB headquarter and the 16 LGEAs.	51 LGEAs and HQ procurement officers trained.	procurement officers trained.	0	17	17	17	0	3,500,000	4,025,000.00	4,628,750.00	12,153,750	SUBEB	SUBEB

POLICY 4: SUSTAINABLE FUNDING

POLICY OBJECTIVE:

To ensure prudent financial management and sustainable funding for basic education

Table 3.5: Sustainable Funding

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2021	2022	2023	2024	2021	2022	2023	2024			
High Level advocacy to the state executives and legislators on increase of budgetary allocation and fund release	2 - day sensitization workshop/ retreat for 30 state executive officers and legislators for increase in budgetary allocation/ fund release conducted	Budgetary allocation for basic education service delivery increased	30	30	30	30	450,000	500,000	530,000	550,000	2,030,000	SUBEB	DPRS
Executive monitoring tour of selected schools across the 3 senatorial districts to generate evidence for advocacy support	4 executive tours of basic schools conducted (1 in each quarter)	Advocacy strategy strengthened	4	4	4	4	530,000	540,000	560,000	600,000	2,230,000	SUBEB	DPP

Advocacy visits to philanthropists, traditional rulers, legislators and other stakeholders for school/project/programme adoption	2 advocacy visits conducted	Increased basic education funding	2	2	2	2	56,000	70,000	85,000	120,000	332,000	SUBEB	DSM
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CHAPTER FOUR:

4.0 BASIC EDUCATION FINANCING

4.1 Introduction

This Chapter is on basic education financing and mitigating measures and how to overcome the risks.

4.2 State Public Education Expenditure By Level Of Education(2021-2024)

Table 4.1:KWSUBEB Budget Trend 2020 to 2022

	2020	2021	2022
Recurrent Expenditure	191,435,465.00	553,452,015.00	212,359,523.00
Capital Expenditure	3,931,366,277.00	10,500,119,206.00	8,817,682,449.00

Source: Kwara State Revised Recurrent & Capital Estimates 2020 -2022

The above Table 4.1 shows the trend of state expenditure on education by level from 2020 to 2022.

4.3 State Basic Education Expenditure (from all sources - Federal (UBE-IF), State Govt, LGAs, etc)) from 2020-2022

Table 4.2: Trends of FGN Intervention Fund and State Counterpart Fund from 2020 to 2022

	2020	2021	2022
FGN Intervention fund	715,074,135.14	946,646,664.48	1,204,452,353.76
State Counterpart Fund	715,074,135.14	946,646,664.48	1,204,452,353.76
Total	1,430,148,270.28	1,893,293,328.96	2,408,904,707.52

Source: Kwara State Revised Recurrent & Capital Estimates 2020-2022

Table 4.2 above shows the FGN/UBE Intervention Fund and the provision made for the State Counterpart Fund for provision of infrastructure in basic schools from 2020 to 2022. The fund for 2020 has just been accessed.

Table 4.3: Trends of FGN Teachers Professional Development (TPD) fund from 2020 to 2022

	2020	2021	2022
TPD Fund	0.00	70,350,000.00	70,350,000.000.00

Source: UBEC

Table 4.3 above shows the utilization of Teachers' Professional Development Fund for the training of basic school teachers across the State from 2020 to 2022. No fund was

released for the year 2020 because of Covid-19 pandemic. The fund for 2021 and 2022 released are currently being utilized.

4.4 State Basic Education Public Recurrent and Development Expenditure

Table 4.4: Recurrent and Capital Expenditure 2020-2022

	2020	2021	2022
Recurrent Expenditure	191,435,465.00	553,452,015.00	212,359,523.00
Capital Expenditure	3,931,366,277.00	10,500,119,206.00	8,817,682,449.00

Source: Kwara State Revised Recurrent & Capital Estimates 2020 -2022

Table 4.4 above shows trend state expenditure on education by level for 2020 to 2022.

4.5 Basic Education Recurrent Expenditure (teachers’ and LGEA staff salaries, running costs, etc—2020-2022

Table 4.5: Actual Expenditure on Teachers Salary 2020-2022

	2020	2021	2022
Actual Expenditure on teacher’s salary	13,141,411,526.70	12,494,841,373.90	16,188,197,237.80
Actual running cost to LGEAs	17,688,000.00	17,688,000.00	17,688,000.00

Source: Kwara State Revised Recurrent & Capital Estimates 2020 -2022

Table 4.5 above shows the state actual expenditure on teachers’ salaries and the LGEAs overhead costs for the years 2020 – 2022.

4.7 Cost and Financial Implication of the Plan

4.7.1 Macroeconomic Assumptions and Costs Projections

The major source of funding for basic education sub-sector in the State is through the State’s education budget sourced from the monthly allocation from the Federation Account to State and Local Government and the State’s Internally Generated Revenue (IGR). As a result, a drop in revenue would hinder both the State and Local Government allocation which will in turn affect the financing of the plan.

4.7.2 Financing the Plan

The monthly subvention from the State Government to basic education funds the overhead expenditure of the board while the 16 Local Government Councils fund the salaries of teachers and personnel of the Local Government Education Authorities.

Another key source of funding for basic education is the Universal Basic Education Intervention Fund (UBE-IF), which among others provides funds for provision of school infrastructure through the UBE Matching Grants and training and retraining of teachers.

4.7.3 Cost of the Sub-sector Plan

Table 4.6: Cost of 2024 – 2027 MTBESP by Key Priority Areas

Priority Areas	2024	2025	2026	2027
Access, Equity and Inclusiveness	44,489,661	49,649,049	53,325,105	62,263,575
Quality and Efficiency	10,814,907,799.05	12,446,603,038.95	6,397,197,103.30	7,400,538,143.00
System Strengthening and Efficiency	24,921,299	36,543,191	33,538,367	38,268,819.37
TOTAL	10,884,318,759.05	12,532,795,278.95	6,484,060,575.30	7,501,070,537.37

Table 4.6 above shows the costs of the 2024-2027 MTBESP by pillars for the 4 years rolling.

4.8 Risk and Mitigation Measures

This plan and its financial estimation recognise some fiscal risks that could limit implementation and expected results.

IMPACT	High	3	6	9
	Medium	2	4	6
	Low	1	2	3
		Low	Medium	High
		PROBABILITY		

Table 4.7: Risks and Mitigation Strategies

S/N	Risks	Probability	Impact	Mitigation Strategies
1	Shortage of funds	Medium	Medium	Political engagement and advocacy visits to legislators and state financial managers on increased budgetary provision and approval/prompt release of budgeted funds
2	Possible fund mismanagement/misappropriation	Medium	High	Internal control mechanism should be strengthened.
3	Insecurity	Medium	Medium	Provision of security personnel in schools and perimeter fencing of schools
4.	Effect of Covid-19 and other unforeseen disasters	Medium	Medium	Adherence to Covid-19 protocols and community sensitization for support

CHAPTER FIVE:

5.0 MONITORING AND EVALUATION

5.1 Introduction

This Chapter is on monitoring and evaluation of the strategic programmes to achieve sources.

5.2 Monitoring and Evaluation Mechanisms

5.2.1 Plan Progress Reporting

The concept of M&E and its process in terms of how it is done is well understood and it forms a big component of the Planning and Budgeting cycle. There is a strong linkage between work plans and the M&E even down to the LGEA. The distinction between monitoring and evaluation is clear. Monitoring as a routine collection of information on an activity and its reporting as the activity is going on is well understood though with some difficulties. This is because of lack of proper documentation, but this limitation has not hindered the process in the State. Evaluation, on the other hand, is still not very strong, as the State is struggling and contending with paucity of funds. The Board's departmental and LGEA Desk Officers are constantly encouraged to keep routine records to make the quarterly reporting easy.

5.2.2 Plan Implementation Progress Reviews

The last annual sector performance review focused on outcomes as against outputs in previous years so the M&E procedure was able to strengthen the system. The education sector in the State is taking M&E seriously through budget tracking and reporting quarterly and annually. The MOPED has also acknowledged the activities of the M&E units by adopting the instruments being used by the Board to strengthen its own M&E Department. M&E activities are not limited to the State alone but also at the Local Governments and the capacity of officers to lead the process though stronger at the State level is improving gradually at the LGEA level. The desk officers provide quarterly information on use of allocations on school improvement to SUBEB and this is collated for the central M&E at the Ministry of Education and Human Capital Development.

5.2.3 Surveys and Studies

Since every department through its sections and units manages a budget even if this is very small, each has been encouraged to see monitoring as a management element and so have to adhere to the timing of report submission. Such report is currently focusing on the elements of school improvement package, and so M&E function is not limited to the M&E unit only.

The monitoring template reports on:

- Finance;
- Implementation; and
- impact and result of each departmental activity.

The financial report describes the request for budget release, actual release (activity by activity) and a summary of expenditure. The implementation reports on progress, challenges, constraints and issues. These two focus on:

- Use of School Development Plans;
- Professional development of head teachers and teachers;
- Functionality of school-based management committees;
- Inclusive practices;
- Whole school evaluation; and
- Provision of infrastructure.

These components have targeted results on school improvement. Both qualitative and quantitative information are sourced from:

- DWPs at state level/SWPs at LGEA;
- QA reports on schools;
- SSO/SMO reports;
- SSIT reports;
- CSO reports;
- SBMC reports; and

- ASC reports.

Quarterly and annual reports are shared and discussed after compilation regularly at the Board's management meetings with heads of departments to chart the way for improvement. The reports are also shared with the larger stakeholders. The Board also sends monthly reports to the MOPED to share the performance of the Board as a measure of state's developmental plan.

5.3 Monitoring and Evaluation System

5.3.1 The Monitoring and Evaluation Framework

To track, report the progress and success of the MTBESP for the plan period, there is need for a framework to guide the implementers of the plan.

MONITORING AND EVALUATION FRAMEWORK

POLICY 1: ACCESS, EQUITY AND INCLUSIVENESS

POLICY OBJECTIVE:

The policy objectives under this theme are as follows:

- To reduce the number of out of school children.
- To enhance access to basic education for disadvantaged group e.g., Nomads, Almajiris and Special Need.
- To strengthen Adult Education and Non-Formal Education.

Table 5.1: ACCESS, EQUITY AND INCLUSIVENESS

ACTIVITIES	OUTPUTS	OUTPUT INDICATORS					OUTCOMES	OUTCOME INDICATORS					FREQUENCY OF DATA COLLECTION	DATA SOURCE/ MEANS OF VERIFICATION	RESPONSIBILITY
		Baseline	2024	2025	2026	2027		Baseline	2024	2025	2026	2027			
International day of the Girl Child (Every 11th October)	1,000 participants expected (Girls)	3	250 participants across the 4 LGAs	250 participants across the 4 LGAs	250 participants across the 4 LGAs	250 participants across the 4 LGAs	Girl Child enrolment increase	1,000	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Advocacy visit and awareness creation to the stakeholders on the effect of girl child hawking in the major	16 LGAs across the state	0	4 LGAs per year	4 LGAs per year	4 LGAs per year	4 LGAs per year	Market women and children were fully aware of the negative effect of hawking	16 LGAs	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

markets and streets across the 3 senatorial districts.															
Celebration of special needs and physical challenged children (Every April 25th)	80 physically challenged /students and pupils were celebrated	0	20 physically challenged students per each schools across the State.	20 physically challenged students per each schools across the State.	20 physically challenged students per each schools across the State.	20 physically challenged students per each schools across the State.	ensure that all children of school aged are in school irrespective of their status	40	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

International / world Albinism Day (Every June 13th)	200 Albino pupils/ students celebrated	2	50 Albino student per each schools across the State.	50 Albino student per each schools across the State.	50 Albino student per each schools across the State.	50 Albino student per each schools across the State.	Stigmatization, segregation and discrimination against albino children minimized	102	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Create awareness to community on child labour, a yearly programme by the department.	1,750 participant	440	437 participant	437 participant	437 participant	439 participant	Child labour will be reduced and children have access to quality basic education	2,190	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
International women's day	840 Participants across the State	0	210 Participants across the State	210 Participants across the State	210 Participants across the State	210 Participants across the State	to be self-reliance and able to support their	840							

							children education								
Advocacy / sensitisation visit to communities on out of school-aged children/ drop-out across the State.	16 LGAs across the State.	0	4 LGAs per year	4 LGAs per year	4 LGAs per year	4 LGAs per year	Nomads were back to school	16	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Awareness campaign to communities on negative effects of rape on the girl-child.	16 LGAs across the state		4 LGAs per year	4 LGAs per year	4 LGAs per year	4 LGAs per year	Paedophiles rape of under-age girls will be reduced and increase in enrolment	16	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Advocacy, sensitization and enlightenment campaign on pupil's enrolment drive across the 16 LGAs of the State.	35,200 participants were enlighten about the children enrolment	GER ECC DE 41.91 % PRIMARY 55.37 % JSS 66.27 %	6,400 participants	8,000 participants	9,600 participants	11,200 participants	there is increase in enrolment in our basic schools	GER ECC DE 80% PRIMARY 80% JSS 80%	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
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POLICY 2: QUALITY AND EFFICIENCY

POLICY OBJECTIVE:

The policy objectives are:

- Improve basic education through ECCDE.
- To enhance the quality of teachers, head teachers and school supervisors in basic schools.
- To create a conducive learning environment through provision of improved infrastructure and facilities.
- Provision of teaching and learning materials in schools.
- To deliver quality basic education.
- To improve sporting and recreational activities in basic schools.

Table 5.2: QUALITY AND EFFICIENCY

ACTIVITIES	OUTPUTS	OUTPUT INDICATORS					OUTCOMES	OUTCOME INDICATORS					FREQUENCY OF DATA COLLECTION	DATA SOURCE/METHODS OF VERIFICATION	RESPONSIBILITY
		Baseline	2024	2025	2026	2027		Baseline	2024	2025	2026	2027			
7 days training of ECCDE teachers on Reggio Emilia	2,600 ECCDE teachers trained.	412	500	600	700	800	Teachers trained	3,012	19% completion	42% completion	64% completion	100% completion	25% completion	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
7 days of primary school teacher on School	19,500 teachers trained.	3,000	4,000	4,500	5,000	6,000	Teachers trained on School Based	22,500	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
A 7-day training of teachers on jolly phonics.	12,000 teachers trained on jolly phonics.	2,565	3,000	3,000	3,000	3,000	Teachers trained on jolly phonics.	14,565	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Training of mathematics and science teachers (SMASE).	10,000 teachers trained on SMASE.	1,900	2,500	2,500	2,500	3,000	Teachers pedagogical skills improved on	11,900	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Leadership training for JSS Principals	2,400 JSS principals and Head-	266	500	500	600	800	JSS principals and Head-	2,666	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

7-Day training of School Support Officers on Morden way of monitoring schools (KOBBO COLLECT)	950 School Support Officers trained on New instrument	171	200	200	250	300	School Support Officers skill enhanced	1,121	21% completion	42% completion	68% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Monitoring of teaching and learning in schools all over the State.	2,051 schools monitored.	432	2,051	2,051	2,051	2,051	Schools monitored.	2,051	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Purchase of Hilux vehicles for monitoring and supervision of schools.	19 Toyota Hilux van purchased	17	4	5	5	5	Schools are effectively monitored and supervised	36	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Recruitment of 6,000 NCE and graduate teachers.	6,000 teachers recruited.	20,743	1,500	1,500	1,500	1,500	Teachers recruited.	26,743	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Organising debate competition at the State and National levels including spelling bee and reading competitions.	250 pupils participated in the competitions.	0	250	250	250	250	Pupils participated in the competitions.	250	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of sports facilities.	18 each of jerseys, track suites, soccer boots procured.	0	16	16	16	16	Recreational activities strengthened	18	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Organising sporting competitions for all schools in the 3 Senatorial Districts of the State.	4 sporting competitions (COPA, Chanel Kids, Governor's cup) conducted.	0	16	16	16	16	Sporting competition conducted	4	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Construction of 109 blocks of 2 classrooms	109 blocks of 2 classrooms constructed	13,987	29	54	12	14	Classrooms constructed	14,764	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Construction of 89 blocks of 3 classrooms	89 blocks of 3 classrooms constructed	13,987	32	37	9	11	Classrooms constructed	14,764	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Construction of 73 blocks of 4 classrooms	73 blocks of 4 classrooms constructed	13,987	25	36	5	7	Classrooms constructed	14,764	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Construction of 90 VIP Toilets	90 VIP toilets Constructed	2311	47	31	5	7	VIP toilets Constructed	2,401	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Provision of 48 digital literacy centres	48 digital literacy centres provided	0	15	25	3	5	Digital literacy centres provided	48	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Provision of 279 student multipurpose ground work	279 ground work provided	0	126	126	12	15	Ground work provided	279	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Remodelling of 1,198 schools	1,198 schools remodelled	0	221	793	85	99	Schools remodelled	1,198	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Provision of 17 no. of whole school approach	17 whole school provided	0	8	6	1	2	Whole school provided	17	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Provision of 38,106 student furniture	38,106 student's furniture provided	179,406	13,057	20,039	2,505	2,505	Student's furniture provided	217,512	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRP (Quarterly Monitoring Report Form)	M&E (SUBEB)
Provision of 4,563 teachers furniture	4,563 teacher's furniture provided	0	1,534	2,421	304	304	Teacher's furniture provided	4,563	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRP (Quarterly Monitoring Report Form)	M&E (SUBEB)
Provision of 72 borehole with overhead tank	72 boreholes provided	611	18	18	18	18	Boreholes provided	683	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRP (Quarterly Monitoring Report Form)	M&E (SUBEB)
Monitoring of 1,200 Projects	1,200 Project monitored	0	300	300	300	300	Project monitored	1,200	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRP (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 189,090 English text books for Primary 1-6	189,090 English Text Books procured	131,144	47,272	47,272	47,272	47,274	English Text Books Procured	320,234	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRP (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 189,090 Mathematics text books for Primary 1-6	189,090 Maths Text Books procured	131,669	47,272	47,272	47,272	47,274	Maths Text Books Procured	320,759	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRP (Quarterly Monitoring Report Form)	M&E (SUBEB)

Procurement of 189,090 Social Studies text books for Primary 1-6	189,090 Social Studies Text Books procured	24,240	47,272	47,272	47,272	47,274	Social Studies Text Books Procured	213,330	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 189,090 Basic Science & Technology text books for Primary 1-6	189,090 Basic Science & Tech Text Books procured	132,841	47,272	47,272	47,272	47,274	Basic Science & Tech Text Books Procured	321,931	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 36,779 Computer science text books for JSS 1-3	36,779 Computer science text books procured	7,700	36,779	36,779	36,779	36,779	Computer science text books Procured	44,478	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 36,779 Mathematics text books for JSS 1-3	36,779 Maths text books procured	28,538	36,779	36,779	36,779	36,779	Maths text books Procured	65,317	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 36,779 English text books for JSS 1-3	36,779 English text books procured	28,915	36,779	36,779	36,779	36,779	English text books Procured	65,694	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Procurement of 41,121 nos. of Rubber Mattress	41,121 nos. of Rubber Mattress procured	600	10,280	10,280	10,280	10,281	Rubber Mattress Procured	41,721	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 48 Playthings	48 Playthings procured	18	48	48	48	48	Playthings Procured	66	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 48 nos. of Merry Go Round	48 nos. of Merry Go Round	9	48	48	48	48	Merry Go Round Procured	57	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 41,121 nos. of Lego	41,121 nos. of Lego procured	7,500	41,121	41,121	41,121	41,121	Lego Procured	48,621	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 41,121 Rulers	41,121 Rulers procured	7,000	41,121	41,121	41,121	41,121	Ruler Procured	48,121	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 20,743 Lesson Notes	20,743 Lesson Notes procured	20,200	20,743	20,743	20,743	20,743	Lesson Note Procured	40,943	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 5,000 CTNA4 Computer Papers	5,000 CTNA4 Computer Paper Procured	1,500	5000 CTN	5000 CTN	5000 CTN	5000 CTN	A4 Computer Paper Procured	6,500 CTN	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Procurement of 5,000 CTNA5 Computer Paper	5,000 CTNA5 Computer Paper Procured	1,500	5,000 CTN	5,000 CTN	5,000 CTN	5,000 CTN	A5 Computer Paper Procured	6,500 CTN	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 20,500 copies of Continuous Assessment Book annually	20,500 copies of Continuous Assessment Book Procured	3,000	20,500	20,500	20,500	20,500	Continuous Assessment Book Procured	23,500	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 20,500 copies of Attendance Register annually	20,500 copies of Attendance Register Procured	15,000	20,500	20,500	20,500	20,500	Attendance Register Procured	35,500	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 20,500 copies of Admission Register annually	20,500 copies of Admission Register Procured	3,000	20,500	20,500	20,500	20,500	Admission Register Procured	23,500	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 20500 copies of Report Card annually	20500 copies of Report Card Procured annually	3,000	20,500	20,500	20,500	20,500	Report Card Procured	23,500	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Procurement of 20,000 copies of Scheme of Work annually	20,000 copies of Scheme of Work Procured annually	10,700	20,000	20,000	20,000	20,000	Scheme of Work Procured	30,700	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 20,500 copies of Diary annually	20,500 copies of Diary Procured annually	6,000	20,500	20,500	20,500	20,500	Diary Procured	26,500	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 20,000 Renovators annually	20,000 Renovator Procured annually	5,750	20,000	20,000	20,000	20,000	Renovator Procured	25,750	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 20,000 Tempo annually	20,000 Tempo Procured annually	3,000	20,000	20,000	20,000	20,000	Tempo Procured	23,000	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 4,000 Magnetic White Boards annually	4,000 Magnetic White Board Procured annually	821	4,000	4,000	4,000	4,000	Magnetic white Board Procured	40,821	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 20,000 nos.of Duster annually	20,000 Duster Procured annually	7,800	20,000	20,000	20,000	20,000	Duster Procured	27,800	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Procurement of 20,000 packs of Chalk annually	20,000 packs of Chalk Procured annually	1500	20,000	20,000	20,000	20,000	Chalk Procured	21,500	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 55 Laptop	55 Laptop Procured	24	13	13	13	16	Laptop Procured	79	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

POLICY 3: SYSTEM STRENGTHENING AND EFFICIENCY

Policy Objectives:

The policy objectives are as follows:

- To make available reliable, accurate and timely education data.
- Monitoring of plans and budget implementations.
- Provision of library service in basic schools.
- Capacity building for non-teaching staff and other Education stakeholders.

Table 5.3: SYSTEM STRENGTHENING AND EFFICIENCY

ACTIVITIES	OUTPUTS	OUTPUT INDICATORS					OUTCOMES	OUTCOME INDICATORS					FREQUENCY OF DATA COLLECTION	DATA SOURCE/ MEANS OF VERIFICATION	RESPONSIBILITY
		Baseline	2024	2025	2026	2027		Baseline	2024	2025	2026	2027			
Training of EMIS officers from state and 16 LGEAs on UIS software	EMIS officers trained	0	0	100	0	0	EMIS officers trained.	100	0% completion	100% completion	100% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Conduct of refresher training for LGEA EMIS officers and centre manager on LGEA Education database administration and management.	50 participants trained on LGEA Education database administration and management.	0	0	50	0	0	Participants trained on LGEA education database administration and management.	50	0% completion	100% completion	100% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Conduct of EMIS training for State and LGEA EMIS personnel and dissemination of findings on KPIs to LGEA management.	50 participants trained and findings on KPIS disseminated.	0	0	50	0	0	Participants trained on KPIS disseminated.	50	0% completion	100% completion	100% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Yearly maintenance of SUBEB Website	Website Maintained	0	0	1	0	0	Website Maintained	1	0% completion	100% completion	100% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 22 laptops for the 16 LGEAs and SUBEB headquarters EMIS officers	22 laptops procured	0	6	6	5	5	Efficient data management	22	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Procurement of 22 ipads for the 16 LGEAs and SUBEB headquarters EMIS officers	22 ipads procured	0	6	6	5	5	Efficient data management	22	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Training of 100 EMIS officers on database management.	100 EMIS officers trained.	0	0	100	0	0	EMIS officers trained.	100	0% completion	100% completion	100% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Maintenance of equipment in the SUBEB ICT centres and internet subscription for SUBEB and 16 LGEA EMIS nodes.	16 LGEAs and HQ ICT centres equipment maintained and internet subscription provided.	0	17	17	17	17	ICT centres maintained and internet subscription provided monthly.	16	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Running cost for the SUBEB and LGEAs ICT centres.	Monthly allowance of ₦10,000 to each LGEA and HQ provided.	0	17	17	17	17	Monthly allowance provided.	16	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Conduct of Annual School Census.	Annual school Census conducted in all basic schools.	Annual School Census Conducted	ASC conducted	ASC conducted	ASC conducted	ASC conducted	Annual school census conducted.		25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Quarterly monitoring of LGEA EMIS nodes for database upgrade/system maintenance.	16 LGEAs EMIS nodes monitored.	0	16	16	16	16	EMIS nodes monitored.	16 LGEAs and HQ	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Quarterly monitoring of budget implementations.	Budget implementation monitored.	Budget implementation monitored.	4	4	4	4	Budget implementation monitored.		25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Training of 40 HQ and LGEA M/E desk officers.	40 M/E desk officers trained.	0	40	40	40	40	M/E desk officers trained.	40	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Training of 4 Planning and Budget Officers on bottom-up approach to planning and zero budgeting.	Planning and Budget Officers trained.	0	4	4	4	4	Planning and Budget Officers trained.	↳	25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
Preparation and review of 2024 - 2025 Medium Term Basic Education Strategic Plan (MTBES P).	2024 - 2025 MTBES P reviewed and prepared .	2024 – 2025 MTBES P reviewed and prepared .	Reviewed and prepared	Reviewed and prepared	Reviewed and prepared	Reviewed and prepared	MTBES P reviewed and prepared .		25% completion	50% completion	75% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)

Training for procurement officers at SUBEB headquarter and the 16 LGEAs.	51 LGEAs and HQ procurement officers trained.	0	0	17	17	17	procurement officers trained.	51	0% completion	33.3% completion	66.6% completion	100% completion	Quarterly	QMRF (Quarterly Monitoring Report Form)	M&E (SUBEB)
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CHAPTER SIX

6.0 Plan Implementation Arrangement

6.1 State Basic Education Governance Structure

6.2 Basic Education Steering Committee

This is the highest hierarchy of governance in the State under the chairmanship of the State Commissioner for Education. The Committee is responsible for strategic decisions on every aspect including liaison with the Federal Plan Implementation and Coordinating Unit (FPICU), and the other Stakeholders. The State Plan Preparatory Team Coordinator serves as the Secretary and keeps all minutes and records of decision at its meetings.

The Committee is comprised of the following stakeholders and may include or adopt other members as may be decided from time to time by the Committee.

- | | |
|--|-------------|
| a. Hon. Commissioner, some &HCD | Chairperson |
| b. Executive Chairman, SUBEB | Member |
| c. Permanent Secretary, MoE&HCD | Member |
| d. Permanent Secretary, Min of Finance | Member |
| e. Permanent Secretary, Min of Budget & Planning | Member |
| f. Permanent Secretary, Min of LGCA&CD | Member |
| g. Executive Director, AME | Member |
| h. P.T.A. Chairman | Member |
| i. SBMC Chairman | Member |
| j. Rep. Mothers' Association | Member |
| k. Rep. Religious Leaders | Member |
| l. Rep. Min. Women Affairs | Member |
| m. Chairman Committee on Education SHOA | Member |
| n. Chairman E.S. Forum | Member |
| o. Rep. Traditional Rulers | Member |
| p. S.A. to The Governor, Basic Education | Member |

q. Rep., Min. of Information	Member
r. Nigeria Union of Teachers (NUT) representative	Member
s. DPRS, MoE&HCD	Member
t. DPRS, SUBEB	Secretary
u. Rep. NGO, CBO, FBO	Member

6.3 State Basic Education Technical Committee

The State Technical Committee (STC) is the nucleus of the operational arm of the plan.

The Chairperson of the SUBEB chairs this Committee,

1. Executive Chairman SUBEB	Chairman
2. SUBEB Board-Secretary	Member
3. Permanent Member II, SUBEB	Member
4. Director PRS SUBEB	Secretary
5. Director PRS MoE&HCD	Member
6. Director Quality Assurance, SUBEB	Member
7. Executive Director AME	Member
8. Representatives of Education Secretaries' Forum	Member
9. PTA Chairperson	Member
10. SBMC Chairperson	Member
11. Rep. Religious Organisations	Member

6.4 LGA Education Technical Committee

The Local Government Technical Committee performs similar roles as the State Technical Committee at the local government level. It is chaired by the Local Government Chairperson, while the Education Secretary at the LGEA serves as Secretary.

The following are members of the LGTC:

1. LGA Chairman	Chairman
2. LGA SBMC Chairman	Member
3. LGA PTA Chairman	Member

4. Director Education & Social Services (ESSD)	Member
5. Religious leaders (2)	Member
6. Traditional leader (s)	Member
7. Representative of CBOs	Member
8. Adult Education Officer	Member
9. Chairman Education Committee	Member
10. Women Representative	Member
11. Zonal Quality Assurance Officer	Member
12. Social Mobilization Officer	Member
13. Education Secretary (ES)	Secretary

Other members may be co-opted from time to time on the decision of the Committee.

6.5 School-Based Implementation Committee

The School Based Technical Committee (SBTC) serves as the operational arm of the plan at the school and community levels. It is chaired by the SBMC Chairman while the Principal/Head teacher of the school serves as Secretary of the Committee. The Committee may adopt other ad-hoc members from time to time on the decision of the majority of the Committee.

1. Chairman of SBMC	Chairman
2. Representative of Mothers' Association	Member
3. PTA Representative	Member
4. Rep. Old Students Association	Member
5. Student/Pupils Representative(s)	Member
6. Quality Assurance Officer	Member
7. Rep. of the Community	Member
8. Rep. of Police or any recognised security outfit	Member

6.6 Education Partners Coordination Committee

6.6.1 Education Partners' Coordination Group

The Education Partners' Coordination Group (EPCG) includes local representatives from bilateral and multilateral development partners and other donors. The EPCG will promote coordinated interaction between partners and government, and provide support for implementation and monitoring of the ESP through mechanisms like Joint Sector Reviews (JSR). The EPCG will also support resource mobilisation for implementation of the priorities identified in the ESP. The partners currently working with Kwara State Ministry of Education & Human Capital Development are UNICEF, Islamic Development Bank, UNESCO and Kwara LEARN. They mostly support the Education MDAs by providing financial and technical supports for some of their programs/projects.

Appendix I

SMTBESP 2024-2027 Key Performance Indicators

Indicator Name	Unit of Measurement	Base line 2022	2024	2025	2026	2027	Data Source/Means of verification	Responsibility for Data Collection
Access, Equity and Inclusiveness								
Pre-Primary Gross Enrolment Rate Total	%	41.91	45.8	50	60	70	NPA 2022	KWSUBEB
Pre-Primary Gross Enrolment Rate Boys	%	43.97	50	60	70	80	NPA 2022	KWSUBEB
Pre-Primary Gross Enrolment Rate Girls	%	39.88	48	50	60	70	NPA 2022	KWSUBEB
Primary Gross Enrolment Rate Total	%	55.37	68.2	70	75	80	NPA 2022	KWSUBEB
Primary Gross Enrolment Rate Boys	%	55.27	68.4	70	75	80	NPA 2022	KWSUBEB
Primary Gross Enrolment Rate Girls	%	54.45	68	70	75	80	NPA 2022	KWSUBEB
JSS Gross Enrolment Rate Total	%	66.27	70	75	80	80	NPA 2022	KWSUBEB
JSS Gross Enrolment Rate Boys	%	63.86	70	75	80	80	NPA 2022	KWSUBEB
JSS Gross Enrolment Rate Girls	%	68.73	70	75	80	80	NPA 2022	KWSUBEB
Primary Gross Intake Rate Total	%	34.1	40	50	55	60	ASC 2022	KWSUBEB
Primary Gross Intake Rate Boys	%	34.8	40	50	55	60	ASC 2022	KWSUBEB
Primary Gross Intake Rate Girls	%	33.3	40	50	55	60	ASC 2022	KWSUBEB
Primary 1 Repetition Rate Total	%	0	0	0	0	0	ASC 2022	KWSUBEB
Primary 1/ Primary 2 Retention Rate Total	%	99.6	100	100	100	100	ASC 2022	KWSUBEB

Primary 2/ Primary 3 Retention Rate Total	%	93.5	100	100	100	100	ASC 2022	KWSUBEB
Primary 3/ Primary 4 Retention Rate Total	%	97.3	100	100	100	100	ASC 2022	KWSUBEB
Primary 4/ Primary 5 Retention Rate Total	%	98.3	100	100	100	100	ASC 2022	KWSUBEB
Primary 5/ Primary 6 Retention Rate Total	%	91.9	100	100	100	100	ASC 2022	KWSUBEB
Primary to JSS Transition Rate Total	%	130.3	148.8	150	150	150	ASC 2022	KWSUBEB
Primary to JSS Transition Rate Boys	%	130.0	149.1	150	150	150	ASC 2022	KWSUBEB
Primary to JSS Transition Rate Girls	%	131.4	148.6	150	150	150	ASC 2022	KWSUBEB
JSS 1/JSS2 Retention Rate Total	%	92.7	100	100	100	100	ASC 2022	KWSUBEB
JSS 2/JSS3 Retention Rate Total	%	96.5	100	100	100	100	ASC 2022	KWSUBEB
Primary Education Completion Rate Total	%	50.3	57.8	60	70	80	ASC 2022	KWSUBEB
Primary Education Completion Rate Boys	%	49.4	56.2	60	70	80	ASC 2022	KWSUBEB
Primary Education Completion Rate Girls	%	50.3	59.6	60	70	80	ASC 2022	KWSUBEB
GPI Pre-Primary	Ratio	0.92	0.96	1	1	1	ASC 2022	KWSUBEB
GPI Primary	Ratio	0.90	0.92	1	1	1	ASC 2022	KWSUBEB
GPI JSS	Ratio	0.95	1	1	1	1	ASC 2022	KWSUBEB
JS Education Completion Rate Total	%	65.9	61.9	70	80	90	ASC 2022	KWSUBEB
JS Education Completion Rate Boys	%	63.9	68.3	70	80	90	ASC 2022	KWSUBEB

JS Education Completion Rate Girls	%	68.1	69.6	70	80	90	ASC 2022	KWSUBEB
Quality and Efficiency								
Pre-Primary Pupil / Classroom	Ratio	59	25	25	25	25	ASC 2022	KWSUBEB
Primary Pupil / Classroom	Ratio	29	30	35	35	35	ASC 2022	KWSUBEB
JSS Pupil / Classroom	Ratio	42	42	40	40	40	ASC 2022	KWSUBEB
Pre-Primary Pupil / Teacher	Ratio	115	75	50	25	25	ASC 2022	KWSUBEB
Pre-Primary Pupil / Teacher Urban	Ratio	0	0	0	0	0	ASC 2022	KWSUBEB
Pre-Primary Pupil / Teacher Rural	Ratio	0	0	0	0	0	ASC 2022	KWSUBEB
Primary Pupil / Teacher	Ratio	19	30	35	35	35	ASC 2022	KWSUBEB
Primary Pupil / Teacher Urban	Ratio	40	35	35	35	35	ASC 2022	KWSUBEB
Primary Pupil / Teacher Rural	Ratio	36	35	35	35	35	ASC 2022	KWSUBEB
JSS Student / Teacher	Ratio	13	30	40	40	40	ASC 2022	KWSUBEB
JSS Student / Teacher Urban	Ratio	22	40	40	40	40	ASC 2022	KWSUBEB
JSS Student / Teacher Rural	Ratio	33	40	40	40	40	ASC 2022	KWSUBEB
Proportion of qualified teachers Pre-primary	%	91	95	95	100	100	ASC 2022	KWSUBEB
Proportion of qualified teachers Primary	%	95	95	96	98	100	ASC 2022	KWSUBEB
Proportion of qualified teachers JSS	%	99	99	99	99	100	ASC 2022	KWSUBEB
Proportion of Primary learners that have access to textbooks-English	%	7	30	50	75	100	ASC 2022	KWSUBEB
Proportion of Primary learners that have access to textbooks-Mathematics	%	6	30	50	75	100	ASC 2022	KWSUBEB
Proportion of Primary learners	%	6	30	50	75	100	ASC 2022	KWSUBEB

that have access to textbooks-Basic Science and Technology								
Proportion of Primary learners that have access to textbooks-Social Studies	%	6	30	50	75	100	ASC 2022	KWSUBEB
Proportion of JS students that have access to textbooks-English	%	1	20	40	60	80	ASC 2022	KWSUBEB
Proportion of JS students that have access to textbooks-Mathematics	%	1	20	40	60	80	ASC 2022	KWSUBEB
Proportion of JS students that have access to textbooks-Basic Science and Technology	%	2	20	40	60	80	ASC 2022	KWSUBEB
Proportion of JS students that have access to textbooks-Social Studies	%	1	20	40	60	80	ASC 2022	KWSUBEB
MLA P2 Literacy Mean score	%	0	0	0	0	0		KWSUBEB
MLA P2 Numeracy Mean score	%	0	0	0	0	0		KWSUBEB
MLA P4 Literacy Mean score	%	0	0	0	0	0		KWSUBEB
MLA P4 Numeracy Mean score	%	0	0	0	0	0		KWSUBEB
MLA P5 or 6 Literacy Mean score	%	0	0	0	0	0		KWSUBEB
MLA P5 or P6 Numeracy Mean score	%	0	0	0	0	0		KWSUBEB
BECE Pass rate (6 credits including English and Mathematics)	%	84.9	86	90	95	100	MOE	KWSUBEB
Proportion of Primary schools with access to Good Water source	%	25	40	50	60	70	ASC 2022	KWSUBEB

Proportion of JSS with access to good Water source	%	51	60	70	80	90	ASC 2022	KWSUBEB
Pupil/Toilet Primary	Ratio	166	100	75	60	50	ASC 2022	KWSUBEB
Pupil/Toilet JSS	Ratio	225	120	70	60	50	ASC 2022	KWSUBEB
Proportion of Schools with separate toilets for Boy and Girls Primary	%	0	0	0	0	0		KWSUBEB
Proportion of Schools with separate toilets for Boy and Girls JSS	%	0	0	0	0	0		KWSUBEB
Primary Schools with Library Primary	%	9	30	50	70	80	ASC 2022	KWSUBEB
JS Schools with Library JSS	%	26	30	50	70	80	ASC 2022	KWSUBEB
Access to ICT facilities Primary	%	9	30	50	70	80	ASC 2022	KWSUBEB
Access to ICT facilities JSS	%	39.7	30	50	70	80	ASC 2022	KWSUBEB
Access to Power Primary	%	16.8	30	50	70	80	ASC 2022	KWSUBEB
Access to Power JSS	%	60	60	70	80	90	ASC 2022	KWSUBEB
Proportion of schools with fencing Primary	%	10	30	50	70	90	ASC 2022	KWSUBEB
Proportion of schools with fencing JSS	%	20	30	50	70	90	ASC 2022	KWSUBEB
Proportion of Primary learners that have access to furniture (chair/table/desk)	%	49	60	65	75	85	ASC 2022	KWSUBEB
Proportion of JS students that have access to furniture (chair/table/desk)	%	55	60	65	75	85	ASC 2022	KWSUBEB
Proportion of JS schools That that have Laboratories	%	22	30	40	50	60	ASC 2022	KWSUBEB
Strengthening System Management and Efficiency								
Proportion of schools with	%	100	100	100	100	100	KWSUBEB	KWSUBEB

functional SBMCs - Primary								
Proportion of schools with functional SBMCs - JSS	%	60	60	65	70	80	KWSUBEB	KWSUBEB
School-Based Management Policy in place and in use	Yes/ No	YES	YES	YES	YES	YES	KWSUBEB	KWSUBEB
Learning assessment system in place with provision for regular implementation	Yes/ No	YES	YES	YES	YES	YES	KWSUBEB	KWSUBEB
Teacher Deployment Policy & Management Information System in place	Yes/ No	YES	YES	YES	YES	YES	KWSUBEB	KWSUBEB
Education Management Information System available	Yes/ No	YES	YES	YES	YES	YES	KWSUBEB	KWSUBEB
Education Management Information System functional	Yes/ No	YES	YES	YES	YES	YES	KWSUBEB	KWSUBEB
Inclusive Education Policy in place and in use	Yes/ No	NO	NO	NO	NO	NO	KWSUBEB	KWSUBEB
Emergency response mechanisms in place	Yes/ No	NO	NO	NO	NO	NO	KWSUBEB	KWSUBEB
Sustainable Funding								
Education as Share of State Expenditure	%	12.4	11.2	25	25	25	Kwara State Revised Recurrent & Capital Estimates 2019 -2020	KWSUBEB
Basic Education budget as share State Education budget	%	8	21	30	35	40	Kwara State Revised Recurrent & Capital Estimates 2020	KWSUBEB

Proportion of Basic Education Budget released	%	14	10	70	80	90	Kwara State Revised Recurrent & Capital Estimates 2019	KWSUBEB
UBE-IF Matching grant accessed and up to date	Yes/ No	NO	NO	NO	NO	NO	Kwara State Revised Recurrent & Capital Estimates 2022	KWSUBEB

S/N	INDICATOR	SITUATIONAL ANALYSIS			POLICY DIRECTION	RECOMMENDED ACTION (TO FILL GAPS)			
		Current data	Expected	Shortage		2024	2025	2026	2027
1	GER								
	ECCDE/Pre-primary	41.91	100	50.09	The UBE Act 2004 in Section 2(1) prescribed that all Nigerian children should be afforded education either they are within the age cohort, below or above it.	Awareness campaign	Awareness campaign	Awareness campaign	Awareness campaign
	Primary	55.37	100	44.63		Awareness campaign	Awareness campaign	Awareness campaign	Awareness campaign
	JSS	66.27	100	33.73		Awareness campaign	Awareness campaign	Awareness campaign	Awareness campaign
2	NER								
	ECCDE/Pre-primary	33.2	100	66.8	In spite of the requirements of the UBE Act (2004), the ability to provide Basic education for children within the 5 years for ECCDE, 6-11 for Primary and 12 - 15 for JSS needed to be measured so that provision could be made for those outside the school system.	Awareness campaign	Awareness campaign	Awareness campaign	Awareness campaign
	Primary	40.5	100	59.5		Awareness campaign	Awareness campaign	Awareness campaign	Awareness campaign
	JSS	38.6	100	61.4		Awareness campaign	Awareness campaign	Awareness campaign	Awareness campaign

APPENDIX II
BLUE PRINT FOR THE IMPROVEMENT OF BASIC EDUCATION IN
KWARA STATE

Table 1: Enrolment Indicators - Gross Enrolment Rate (GER) & Net Enrolment Rate (NER)

Flow Rate									
S/N	INDICATOR	SITUATIONAL ANALYSIS			POLICY DIRECTION	RECOMMENDED ACTION (TO FILL GAPS)			
		Current data	Expected	Shortage		2024	2025	2026	2027
1	Gross Intake Rate (GIR)								
	ECCDE/Pre-primary	29.8	100	70.2	Every child has access to quality education at entrance level of: Nursery 1 (ECCDE).	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign
	Primary	34.1	100	65.9	Primary 1 (Primary).	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign
	JSS	54.9	100	45.1	JSS 1 (JSS).	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign
2	Net Intake Rate (NIR)								
	ECCDE/Pre-primary	21.5	100	78.5	Every child of the official ECCDE entrance age of 3 years has access to quality:	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign
	Primary	32.4	100	67.6	Primary education	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign
	JSS	38.9	100	61.6	JSS	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign
3	Completion Rate								
	ECCDE/Pre-primary	61.9	100	38.1	Every child enrolls, participates and completes: 3	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign

					years of ECCDE cycle.					
	Primary		50.3	100	49.7	6 years of Primary cycle.	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign
	JSS		65.9	100	34.1	3 years of JSS cycle.	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign	Awar eness camp aign
4	Drop-out Rate									
	Primary	Pu bli c	0.85	0	-0.85	Though there is no specific policy as regards Dropouts in Basic Education, the introduction of the Open School Initiative is key in re-absorbing Dropouts	Aware ness compa ign	Awar eness compa ign	Awar eness compa ign	Awar eness compa ign
		Pr iv ate	0.83	0	-0.83		Aware ness compa ign	Awar eness compa ign	Awar eness compa ign	Awar eness compa ign
		To tal	1.68	0	-1.68		Aware ness compa ign	Awar eness compa ign	Awar eness compa ign	Awar eness compa ign
	JSS	Pu bli c	1.62	0	-1.62		Aware ness compa ign	Awar eness compa ign	Awar eness compa ign	Awar eness compa ign
		Pr iv ate	0.9	0	-0.9		Aware ness compa ign	Awar eness compa ign	Awar eness compa ign	Awar eness compa ign
		To tal	2.52	0	-2.52		Aware ness compa ign	Awar eness compa ign	Awar eness compa ign	Awar eness compa ign

Table 3a: Availability of Teachers and Teacher Professional Development by Levels

S/ N	INDICA TOR	Categ ory	SITUATIONAL ANALYSIS			POLICY DIRECTION	RECOMMENDED ACTION			
			Current data	Expe cted	Short age		2024	2025	2026	2027
1	Availability of Teachers									
	ECCDE/ Pre- primary	Public	366	1,685	1,319	Ø Provision and equitable distribution of teachers	Rec ruit ment of	Recr uitm ent of	Recr uitme nt of qualif	Recru itmen t of qualif

					ØTeachers/Caregivers infant ratios for ECCDE:	quali fied teac hers	quali fied teac hers	ied teach ers	ied teach ers
	Private	3,046	3,413	367	Creche – 1:10	Rec ruit ment of quali fied teac hers	Recr uitm ent of quali fied teac hers	Recr uitme nt of qualif ied teach ers	Recr uitme nt of qualif ied teach ers
	Total	3,412	5,098	1,686	Nursery- 1:25	Rec ruit ment of quali fied teac hers	Recr uitm ent of quali fied teac hers	Recr uitme nt of qualif ied teach ers	Recr uitme nt of qualif ied teach ers
Primary	Public	11,013	14,883	3,870	Primary (Teacher- pupil ratio for Primary 1:35).	Recr uitm ent of teac hers	Recr uitm ent of teac hers	Recr uitme nt of teach ers	Recru itmen t of teach ers
	Private	8,794	3,062	-5,732		Recr ruit ment of quali fied teac hers	Recr uitm ent of quali fied teac hers	Recr uitme nt of qualif ied teach ers	Recr uitme nt of qualif ied teach ers
	Total	19,807	17,945	-1,862		Recr ruit ment of quali fied teac hers	Recr uitm ent of quali fied teac hers	Recr uitme nt of qualif ied teach ers	Recr uitme nt of qualif ied teach ers
JSS	Public	8,479	25,296	16,817	JSS (Teacher pupil ratio for JSS 1:40)	Redi strib ution of teac hers	Redi strib ution of teac hers	Redis tribut ion of teach ers	Redis tribut ion of teach ers
	Private	3,458	636	-2,822		Recr ruit ment of	Recr uitm ent of	Recr uitme nt of qualif	Recr uitme nt of qualif

							qualified teachers	qualified teachers	qualified teachers	qualified teachers
		Total	11,937	25,932	13,995		Recruitment of qualified teachers	Recruitment of qualified teachers	Recruitment of qualified teachers	Recruitment of qualified teachers
2	Number of Qualified Teachers									
	ECCDE/ Pre-primary	Public	334	1,685	1,351	Ø Possession of the minimum teaching qualification – NCE Ø Teachers/Caregivers possess specialized training on ECCDE	Recruitment of qualified teachers	Recruitment of qualified teachers	Recruitment of qualified teachers	Recruitment of qualified teachers
		Private	1,697	3,413	1,716		Recruitment of qualified teachers	Recruitment of qualified teachers	Recruitment of qualified teachers	Recruitment of qualified teachers
		Total	2,031	5,098	3,067		Recruitment of qualified teachers	Recruitment of qualified teachers	Recruitment of qualified teachers	Recruitment of qualified teachers
	Primary	Public	10,416	14,883	4,470	Possession of the minimum teaching qualification – NCE	Recruitment of teachers	Recruitment of teachers	Recruitment of teachers	Recruitment of teachers
		Private	4,872	3,062	-1,810		Recruitment of teachers	Recruitment of teachers	Recruitment of teachers	Recruitment of teachers
		Total	15,288	17,945	2,657		Recruitment of	Recruitment of	Recruitment of	Recruitment of

JSS	Public	8,358	25,296	16,938
	Private	2,228	636	1,592
	Total	10,586	25,932	15,346

teachers	teachers	teachers	teachers
Recruitment of teachers	Recruitment of teachers	Recruitment of teachers	Recruitment of teachers
Recruitment of teachers	Recruitment of teachers	Recruitment of teachers	Recruitment of teachers
Recruitment of teachers	Recruitment of teachers	Recruitment of teachers	Recruitment of teachers

Table 4: Gender Parity Index for Learners and Teachers

OR	CATEGORY	SITUATIONAL ANALYSIS			POLICY DIRECTION	RECOMMENDED ACTION			
		Current data	Expected	Shortage		2024	2025	2026	2027
Pre-	Public	0.92	1	0.08	Inclusiveness in access to Basic Education “No child should be left behind”	Awareness campaign on girl child enrolment	Awareness campaign on girl child enrolment	Awareness campaign on girl child enrolment	Awareness campaign on girl child enrolment
	Private	0.99	1	0.01					
	Total	0.96	1	0.04					
	Public	0.90	1	0.1		Awareness campaign on girl child enrolment	Awareness campaign on girl child enrolment	Awareness campaign on girl child enrolment	Awareness campaign on girl child enrolment
	Private	0.99	1	0.01					
	Total	0.95	1	0.05					
	Public	0.95	1	0.05		Awareness campaign on girl child enrolment	Awareness campaign on girl child enrolment	Awareness campaign on girl child enrolment	Awareness campaign on girl child enrolment
	Private	1.01	1	-0.01					
	Total	0.98	1	0.02					
Pre-	Public	79.3	1	-78.3		Inclusiveness in access to Basic Education	Gender parity recruitment	Gender parity recruitment	Gender parity recruitment
	Private	11.6	1	-10.6					
	Total	45.5	1	-44.5					
y	Public	15.1	1	-14.1	Gender parity recruitment		Gender parity recruitment	Gender parity recruitment	Gender parity recruitment
	Private	2.1	1	-1.1					
	Total	8.6	1	-7.6					
	Public	12.7	1	-11.7	Gender parity recruitment		Gender parity recruitment	Gender parity recruitment	Gender parity recruitment
	Private	0.75	1	0.25					
	Total	6.7	1	-5.7					

Table 5: Infrastructure

S/N	INDICATOR	CATEGORY	SITUATIONAL ANALYSIS			POLICY DIRECTION	RECOMMENDED ACTION			
			Current data	Expected	Shortage		2024	2025	2026	2027
1	Availability of Classrooms									
	ECCDE/Pre-primary	Public	711	1,685	974	Provision of conducive classrooms for learners	Repair/ Rehabilitation of	Repair/ Rehabilitation of	Repair/ Rehabilitation of	Repair/ Rehabilitation of
		Private	5,286	3,413	-1,873					

	Total	5,997	5,098	-899		classrooms	classrooms	classrooms	classrooms
Primary	Public	7,280	5,992	-1,288		Repair/Rehabilitation of classrooms	Repair/Rehabilitation of classrooms	Repair/Rehabilitation of classrooms	Repair/Rehabilitation of classrooms
	Private	7,592	3,062	-4,530					
	Total	14,872	9,054	-5,818					
JSS	Public	2,677	2,825	148		Construction of additional classrooms	Construction of additional classrooms	Construction of additional classrooms	Construction of additional classrooms
	Private	1,307	636	-671					
	Total	3,984	3,461	-523					
2 Number of Good Classrooms									
ECCDE/Pre-primary	Public	496	1,645	1,149	Provision of conducive classrooms for learners	Construction of additional classrooms	Construction of additional classrooms	Construction of additional classrooms	Construction of additional classrooms
	Private	4,711	3,413	-1298					
	Total	5,207	5,058	-149					
Primary	Public	5,280	5,992	712		Construction of additional classrooms	Construction of additional classrooms	Construction of additional classrooms	Construction of additional classrooms
	Private	7,010	3,062	-3,948					
	Total	12,290	9,054	-3,236					
JSS	Public	1,806	2,825	1,019		Construction of additional classrooms	Construction of additional classrooms	Construction of additional classrooms	Construction of additional classrooms
	Private	1,260	636	-624					
	Total	3,066	3,461	395					
3 Availability of Libraries									
Primary (ECCDE inclusive)	Public	136	1,599	1,463	Establishment of well-furnished and equipped libraries in all schools	Establishment of libraries in schools	Establishment of libraries in schools	Establishment of libraries in schools	Establishment of libraries in schools
	Private	296	1,446	1,150					
	Total	432	3,045	2,613					
JSS	Public	131	496	365		Establishment of libraries in schools	Establishment of libraries in schools	Establishment of libraries in schools	Establishment of libraries in schools
	Private	264	399	135					
	Total	395	895	500					
4 Availability of Laboratories									
Primary (ECCDE inclusive)	Public	13	1,599	1,586	Set-up laboratories in all schools	Establishment of laboratories in schools	Establishment of laboratories in schools	Establishment of laboratories in schools	Establishment of laboratories in schools
	Private	137	1,446	1,309					
	Total	150	3,045	2,895					
JSS	Public	108	496	388					

		Private	248	399	151		Establishment of laboratories in schools	Establishment of laboratories in schools	Establishment of laboratories in schools	Establishment of laboratories in schools	
		Total	356	895	539						
5	Availability of Furniture (Seats)										
	ECCDE	Public	14,699	42,125	27,426	Provision of conducive learning environments and adequate furniture in every classroom.	Provision of adequate furniture	Provision of adequate furniture	Provision of adequate furniture	Provision of adequate furniture	
		Private	28,717	66,462	37,745						
		Total	43,416	108,587	65,171						
	Primary	Public	102,788	209,711	106,923		Provision of adequate furniture	Provision of adequate furniture	Provision of adequate furniture	Provision of adequate furniture	
		Private	74,285	79,700	5,415						
		Total	177,073	289,411	112,338						
	JSS	Public	61,919	112,982	51,063		Provision of adequate furniture	Provision of adequate furniture	Provision of adequate furniture	Provision of adequate furniture	
		Private	19,490	21,233	1,743						
		Total	81,409	134,215	52,806						
6	Availability of Toilets										
	Primary (ECCDE Inclusive)	Public	1,513	5,037	3,524	Provision of conducive learning environments and adequate as specified in the Minimum Standards for Basic Education Schools in Nigeria	Provision of adequate toilets	Provision of adequate toilets	Provision of adequate toilets	Provision of adequate toilets	
		Private	4,745	3,850	-895						
		Total	6,258	8,887	2,629						
	JSS	Public	503	2,260	1,757		Provision of adequate toilets	Provision of adequate toilets	Provision of adequate toilets	Provision of adequate toilets	
		Private	2,808	509	-2,299						
		Total	3,311	2,769	-542						
7	Availability of Computers										
	Primary (ECCDE Inclusive)	Public	145	1,599	1,454		Provision of conducive learning environments and adequate as specified in the Minimum Standards for Basic Education Schools in Nigeria	Provision of ICT facilities in schools	Provision of ICT facilities in schools	Provision of ICT facilities in schools	Provision of ICT facilities in schools
		Private	760	1,446	686						
		Total	905	3,045	2,140						
	JSS	Public	182	496	314	Provision of ICT facilities in schools		Provision of ICT facilities in schools	Provision of ICT facilities in schools	Provision of ICT facilities in schools	
		Private	314	399	85						
		Total	496	895	399						

Table 6: Availability of Textbooks by Levels by Subjects

S/N	INDICATOR	SITUATIONAL ANALYSIS			POLICY DIRECTION	RECOMMENDED ACTION (TO FILL GAPS)			
		Current data	Expected	Shortfall		2024	2025	2026	2027
1	ECCDE/Pre-Primary (PUBLIC)								
	English Language Textbooks	8,993	42,125	33,132		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
	Mathematics Textbooks	3,651	42,125	38,474		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
	Basic Science and Technology Textbooks	2,919	42,125	39,206		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
	Social Studies Textbooks	3,462	42,125	38,663		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
	ECCDE/Pre-Primary (Private)								
	English Language Textbooks	8,993	66,462	57,469		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
	Mathematics Textbooks	8,142	66,462	58,320		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
	Basic Science and Technology Textbooks	3,670	66,462	62,792		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
	Social Studies Textbooks	3,608	66,462	62,854		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
	ECCDE TOTAL TEXTBOOKS								
	English Language Textbooks	17,986	108,587	90,601		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
	Mathematics Textbooks	11,793	108,587	96,794		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
	Basic Science and Technology Textbooks	6,589	108,587	101,998		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
	Social Studies Textbooks	7,070	108,587	101,517		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
	2	PRIMARY (Public)							
English Language Textbooks		13,827	209,711	195,884		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
Mathematics Textbooks		13,572	209,711	196,139		Provision of	Provision of	Provision of	Provision of

					textbooks	textbooks	textbooks	textbooks
Basic Science and Technology Textbooks	13,333	209,711	196,378		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
Social Studies Textbooks	13,214	209,711	196,497		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
PRIMARY (Private)								
English Language Textbooks	26,705	79,700	80,471		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
Mathematics Textbooks	23,542	79,700	56,158		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
Basic Science and Technology Textbooks	14,327	79,700	64,373		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
Social Studies Textbooks	13,533	79,700	66,167		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
PRIMARY TOTAL TEXTBOOKS								
English Language Textbooks	40,526	289,411	248,885		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
Mathematics Textbooks	37,114	289,411	252,297		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
Basic Science and Technology Textbooks	27,541	289,411	261,870		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
Social Studies Textbooks	26,866	289,411	262,545		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
3	JSS (Public)							
English Language Textbooks	1,401	112,982	111,581		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
Mathematics Textbooks	1,391	112,982	111,591		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
Basic Science and Technology Textbooks	2,604	112,982	110,378		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
Social Studies Textbooks	1,318	112,982	111,664		Provision of textbooks	Provision of textbooks	Provision of textbooks	Provision of textbooks
JSS (Private)								
English Language Textbooks	8,318	21,233	12,915		Provision of	Provision of	Provision of	Provision of

					textbo ks	textbo ks	textbo ks	textbo ks
Mathematics Textbooks	7,497	21,233	13,736		Provisi on of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks
Basic Science and Technology Textbooks	6,401	21,233	14,832		Provisi on of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks
Social Studies Textbooks	6,131	21,233	15,102		Provisi on of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks
JSS TOTAL TEXTBOOKS								
English Language Textbooks	9,719	134,215	124,496		Provisi on of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks
Mathematics Textbooks	8,888	134,215	125,327		Provisi on of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks
Basic Science and Technology Textbooks	9,005	134,215	125,210		Provisi on of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks
Social Studies Textbooks	7,449	134,215	126,766		Provisi on of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks	Provisio n of textboo ks

Table 7: Out-of-School Children (OOSC)

INDIC ATOR	SITUATIONAL ANALYSIS			POLICY DIRECTION	RECOMMENDED ACTION			
	Current data	Expected	Shortage		2024	2025	2026	2027
	(Children in School)	(Population of School going age Children)						
OOSC	526,130	1,185,143	659,013	The UBE Act (2004) in Section 2(1) states: "Every Government in Nigeria shall provide free, compulsory and Universal basic education for every child of primary and junior secondary, school age".	Enrol ment camp aign drive	Enrol ment campai gn drive	Enrol ment campa ign drive	Enrol ment camp aign drive

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