



KEBBI STATE UNIVERSAL BASIC EDUCATION BOARD

Address: 1101 Along Kalgo - Jega Road

kbsubeb2005@gmail.com

08030876867

www.kebbisubeb.org.ng

Land of equity

STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN

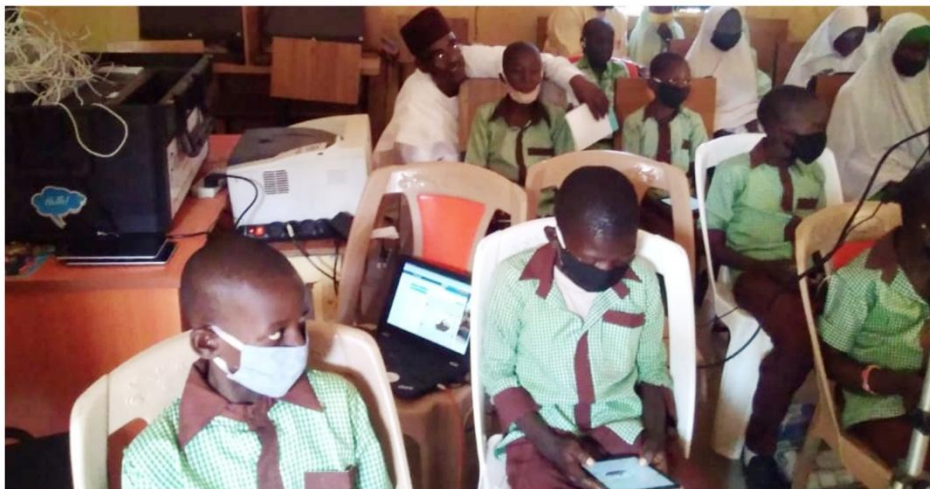
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FOREWORD

Education is a tool per excellence for the development of any nation. This is so because any change in the social and economic outlook of the society has to be derived through education. Basic and Secondary Education is a fundamental right of every Nigerian child. The Nigerian Government is obliged under Chapter II, Section 18 of the 1999 Constitution to strive and eradicate illiteracy in the society. The right of children to education featured consistently in all Nigerian constitutions. Presently, this commitment was reiterated with the enactment of the Universal Basic Education (UBE Act 2004) which makes provision for compulsory Basic Education to all children in Nigeria with the slogan “*Education for all is the Responsibility of all*” (EFA),

Kebbi State is one of the disadvantaged states in Nigeria given the performance of the State in most of the Education indicators. Thus, there is low literacy level, low enrolment, retention, completion, transition and learning achievement. Based on these indicators, the State Government had set a technical Committee in 2022 to conduct a comprehensive assessment using Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis on the Basic Education Sector in order to track and checkmate the hindrances of Education in the State. The committee identified a number of issues and challenges impending and bedeviling the development of Education in the State which include among others:

- **Inadequate budgetary provision and implementation**
- **Low community participation in Education delivery**
- **Inadequate infrastructural facilities**
- **Insufficient instructional materials**
- **Inadequate number of qualified teachers**
- **Poor condition of service**
- **Inadequate monitoring and mentoring**
- **Inadequate ICT facilities**
- **Inadequate potable water supply, sanitary and hygiene facilities**
- **Low transition rate especially for girl-child**
- **High classroom congestion especially in urban centres**
- **Socio-cultural and religious beliefs**

- **Unconducive learning environment**
- **High level of poverty amongst parents**
- **Inadequate guidance and counselling services in schools**
- **Prevalence of Out of school children and Almajiri phenomena**

After the analysis of the education sector which highlighted amongst other things the key challenges faced in achieving EFA/SDG goals, the Kebbi State government responded by producing a ten-year education sector plan (SESP, 2020 – 2030).

The 2024 – 2027 MTBESP was drawn from SESP, where the key issues highlighted were prioritized and mainstreamed with a view to ameliorating them.



Prof. Sulaiman Khalid
Executive Chairman
Kebbi SUBEB

ACKNOWLEDGEMENTS

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The group wishes to further express their appreciation to development partners – UNICEF and World Bank - for their immense support in ensuring the development of the appropriate strategies geared towards achieving both Sustainable Development Goals (SDGs) and Education for All (EFA) goals in the State.

It is imperative to acknowledge and appreciate the leadership role provided by the Honorable Commissioner, Ministry for Basic and Secondary Education, Dr. Halimatu Muhammad Bande and the Executive Chairman Kebbi State Universal Basic Education Board Prof. Khalid Sulaiman (Dan Isan Jega, Wamban Gwandu) for actualizing the development of the document.

The valuable contributions of the following Technical Working Group Members are highly appreciated for their hard work in putting this document together.

- | | | |
|-------|-----------------------|---|
| i. | Hassan Umar- | Board's Secretary |
| ii. | Felicia V. Ango | Director Planning Research and Statistics |
| iii. | Muhammad Bala | Director Teacher Development |
| iv. | Bello Mainasara | Director Quality Assurance |
| v. | Garba Bugga | Director Primary and Social Mobilization |
| vi. | Abubakar B. Abdullahi | Director Junior Secondary Schools |
| vii. | Abdulrazak Bawa | Deputy Director Exams |
| viii. | Mohammed Shehu | Deputy Director Quality Assurance |
| ix. | Shehu Umar | Director Physical Planning |
| x. | Abdullahi Shehu Zauro | Deputy Director JSS |
| xi. | Faruku Salihu Koko | Deputy Director Training |
| xii. | Zayyanu Shuaibu | Deputy Director Social Mobilization |
| xiii. | Muhammed Umar Bello | Assistant Director Training |
| xiv. | Dalhatu Idris | Desk Officer Training |

- | | | |
|--------|-----------------------|--------------------------------------|
| xv. | Abdullahi Shehu Zauro | Deputy Director JSS |
| xvi. | Faruku Salihu Koko | Deputy Director Training |
| xvii. | Zayyanu Shuaibu | Deputy Director Social Mobilization |
| xviii. | Muhammed Umar Bello | Assistant Director Training |
| xix. | Dalhatu Idris | Desk Officer Training |
| | EMIS Team | |
| xx. | Rilwanu Muhammad | Deputy Director Planning |
| xxi. | Nuhu Haruna - | Deputy Director Statistics/Head EMIS |
| xxii. | Nura Salihu | Asst. EMIS I |
| xxiii. | Ubaidullahi Haliru | Asst. EMIS II |
| xxiv. | Ahmad Abbas | Asst. EMIS III |

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ACRONYMS

AACOE	-	Adamu Augie College of Education
AIEB	-	Arabic and Islamic Education Board
ANFE	-	Adult and Non-Formal Education
BESDA	-	Better Education Service Delivery for all
COA	-	College of Agriculture
COBAS	-	College of Basic and Advanced Studies
CSOs	-	Civil Society Organizations
ECCDE	-	Early Childhood Care Development and Education
EDSI	-	Educational Strategies International
EMIS	-	Education Management Information System
FME	-	Federal Ministry of Education
FUBK	-	Federal University, Birnin Kebbi
GER	-	Gross Enrolment Rate
IDPs	-	International Development Partners
IQS	-	Integrated Qur'anic Schools
KBEMIS	-	Kebbi Education Management Information System
KBSEEDS	-	Kebbi State Economic Empowerment Development Strategies
KBSPoly	-	Kebbi State Polytechnic
KSUSTA	-	Kebbi State University of Science & Technology, Aliero
LGEA	-	Local Government Education Authority
LRC	-	Law Reform Commission
LWSN	-	Learners with Special Needs
MDA	-	Ministries, Departments and Agencies
MSTE	-	Ministry of Science and Technical Education
NAPPS	-	National Association of Proprietors of Private School
NCE	-	Nigeria Certificate in Education
NECO	-	National Examination Council
NEMIS	-	National Education Management Information System
NER	-	Net Enrolment Rate
NGOs	-	Non-Governmental Organizations

TPD	-	Teacher Professional Development
NEDS	-	National Education Data Survey
NIEPA	-	National Institute for Educational Planning and Administration
NIR	-	New Intake Rate
NUT	-	Nigeria Union of Teachers
PTA	-	Parents Teachers Association
SAME	-	State Agency for Mass Education
SBMC	-	School Based Management Committee.
SDGs	-	Sustainable Development Goals
MTBESP	-	Medium Term Basic Education Sector Plan
SMBSE	-	State Ministry for Basic & Secondary Education
SMWA	-	State Ministry of Women Affairs
SSMB	-	Secondary Schools Management Board
SUBEB	-	State Universal Basic and Secondary Education Board
UNESCO	-	United Nations Education Scientific and Cultural Organization
UNICEF	-	United Nation Children Education Fund
ZEO	-	Zonal Education Office

EXECUTIVE SUMMARY

The 2024 – 2027 Medium Term Basic Education Strategic Plan (MTBESP), like the earlier ones, provides a strategic plan for improving educational outcomes for Basic Education in Kebbi State. It set ways towards achieving the goals, targets and forecasts as well as planned strategies that will contribute to achieving the sector-wide goals by 2027. The strategies include:

- Increased budgetary allocation to meet up the UNESCO recommendations.
- Continuous Teacher Professional Development (CTPD);
- Recruitment and redeployment of teachers.
- Expansion and rehabilitation of schools.
- Introduction of Innovation and Instructional Technology in Schools.
- Increased community participation through SBMCs, CBMCs and MAs.
- Increased Teacher Renumeration, Incentives and Motivation.
- Inclusive and Equitable Access to Quality Education
- Increased provision of WASH facilities
- Strengthening M&E mechanism
- Cash transfer program.

The 2024-2027 MTBESP indicates that a greater commitment is required from all the stakeholders such as the Government, Education Ministries, Departments and Agencies (MDAs), communities, parents and teachers to surmount the obstacles and actualize the provision of quality education in the State. In order to address the diverse learning needs and aspirations of all learners for the desired goals, the Board will ensure effective and efficient implementation of 2024-2027 Medium Term Basic Education Strategic Plan (MTBESP)

CHAPTER ONE

GENERAL INTRODUCTION

✓ ***Introduction***

General Background to States Medium Term Basic Education Strategic Plan (SMTBESP)

✓ **Review of 2024-2027 MTBESP**

✓ **Rationale and Purpose of the 2024-2027 Plan**

✓ **Scope of the 2024-2027 SMTBESP**

✓ ***Strategic Vision***

✓ ***Mission***

✓ ***Values***

✓ ***Demographic Context of the State***

✓ ***Social Context of the State***

✓ ***Economic Activities in the State***

✓ ***Humanitarian Context of the State***

1.0 Introduction

1.1 Introduction

This chapter presents an introduction and general background of State Medium Term Basic Education Strategic Plan (SMTBESP), the rationale of the SMTBESP, describing the strategic vision and scope of the plan. It also gives an overview of the state, its demographic position in the country, socio-political, macro and micro economic indicators as well as its humanitarian and other challenges. This SMTBESP was driven from the State Education Strategic Plan (SESP), State Education Sector Operational Plan (SESOP).

State Medium Term Basic Education Strategic Plan (SMTBESP) 2024-2077 is developed against the backdrop of the challenges that impede the smooth implementation of the State Basic Education programme and the need to address them. These challenges include limited access to basic education for thousands of OOSC, inadequate and poor quality of teachers and teaching, poor learning outcomes, inadequate infrastructure, inadequate funding and paucity of accurate and reliable data for planning, among others. Hence, the SMTESP seeks to address these challenges with a view to reinvigorating the basic education system and paving the way for achieving its set goals and the global goals of sustainable development which the State government is committed to. The SUBEB programme can achieve these

goals by setting realistic and achievable targets based on clearly identified benchmarks, measurable indicators, implementable turn-around strategies, clear definition of roles and responsibilities and accountability. With effective implementation of the identified strategies and close monitoring and tracking of progress, the programme will progress significantly towards achieving its goals of access and equity, quality and improved learning outcomes and inclusiveness. Hence, the SMTESP seeks to address these challenges with a view to reinvigorating the basic education system and paving the way for achieving its set goals and the global goals of sustainable development which the State government is committed to. The SUBEB programme can achieve these goals by setting realistic and achievable targets based on clearly identified benchmarks, measurable indicators, implementable turn-around strategies, clear definition of roles and responsibilities and accountability. With effective implementation of the identified strategies and close monitoring and tracking of progress, the programme will progress significantly towards achieving its goals of access and equity, quality and improved learning outcomes and inclusiveness.

1.2 GENERAL BACKGROUND TO SMTBESP

Education is one of the key priorities of Kebbi state. The special concern for education signposts the State's appreciation of its relevance and importance as a sustainable driver of all sectors of development – political, social, economic, and cultural among others. Consequently, education features prominently in the development agenda of the State and hence the effort to produce numerous planning and related documents that include among others State Education Sector Operational Plan (SESOP) and the current Medium-Term Basic Education Strategic Plan (MTBESP) for Education.

The Medium-Term Basic Education Strategic Plan (MTBESP) is the most recent effort put in place by Kebbi State government aimed at improving Basic Education within a planning context defined by an instrument that provide focus to its educational programming, resource mobilization, utilization, monitoring and evaluation. The plan was linked-up with the Federal Government's Ministerial Strategic Plan developed and connects with the Universal Basic Education Commission's funding window by serving as its strategic plan from which State Universal Basic Education Board draw their annual action plan for funding by the commission. In the SMTSP, the institution responsible for programmes and activities are clearly identified especially those that are specific to Basic Education.

The 2021-2024 SMTSP was developed to achieve certain specific objectives. Firstly, the development of the plan draws its justification from the need to give Basic Education special

attention as the very foundation of the education system that feeds the development of societies the world over. The plan provides a platform for consolidating and coordinating investment by various stakeholders for the development of Basic Education. It also helps in enabling the State to rationalize its educational programming and strengthen its monitoring and evaluation of the delivery processes. The reviewed of 2021-2024 implementation enabled state to know how much it achieved in Basic Education services delivery in the State, though, the process was confronted with quite number of challenges ranging from financing gaps, institutional inadequacies, infrastructural deficits, operational demands and performance lag among others.

Among the major achievement so far recorded in the education sub-sector from 2021-2024 Basic education plan are;

- Significant increase in access & enrolment with more participation of girls at the lower level of the basic education
- Continuous teacher professional development trainings and capacity building.
- Increase in transition from primary to Junior Secondary schools
- Construction, rehabilitation and renovation of classrooms, toilets, provision of water points and furniture.

In spite the effort made, there have been some planned programs to be changed and redesigned which includes:

- Increased budgetary allocation to meet up the UNESCO recommendations.
- Continuous Teacher Professional Development (CTPD)
- Recruitment and redeployment of teachers (pro-equity teacher distribution)
- Expansion and rehabilitation of schools.
- Introduction of Innovation and Instructional Technology in Schools.
- Increased community participation through SBMCs, CBMCs and MAs.
- Increased Teacher Renumeration, Incentives and Motivation.
- Inclusive and Equitable Access to Quality Education
- Increased provision of WASH facilities
- Strengthening M&E mechanism
- Cash transfer program.

Kebbi State MTBESP underscores its commitment not only to the provision of qualitative and functional Basic Education but also to do so most efficiently and effectively based on factual

evidence to produce the desired performance by transforming and improving the quality of teaching and learning in Basic Education Schools.

1.3 Review of 2021-2024 MTBESP

The review of Basic Education Strategic Plan followed a well-defined process targeted at ensuring that projects and expenditure of Kebbi State Government has been effectively implemented in line with the approved guidelines of the Medium-Term Basic Education Strategic Plan. Analysis of the plan showed that access and equity recorded 76% achievement, Quality and relevance 41% while system strengthening recorded 75% achievement in terms of Implementation. However, unconditional cash transfer for 196,692 p1-p3 pupils and training and retraining of 2,337 JSS teachers were not implemented due to paucity of funds and covid19 pandemic while school wall fence was not 100% implemented within 2021-2023 plan and has been rolled over to 2024-2027.

SUCSESSES RECORDED

Based on the achievements recorded in the implementation of the planned activities the following successes were recorded:

- Increase in access and enrolment from 510,590 to 628,197 (19%) at the lower level of the basic education.
- Significant increase in the number of NFLCs integrated across the state from 4,915 target to 5,400 (109%) which reduces 564,200 (as verified by NBS 2022) out of school children from 814,945 (OOSC NEDS 2015) which is equivalent to 69% reduction of Out of school children through non-formal approach.
- Significant increase in the number of teachers trained in different teaching pedagogies and leadership training within the period under review from 36,077 target to 43,110 which is 119% increment.
- Significant increase in retention and completion rates: 78.3 to 85.2 and 53.7 to 65.8 respectively
- Increase in transition from primary to Junior Secondary schools from 63.8% to 78%
- Construction, rehabilitation and renovation of classrooms, furniture and WASH facilities

Challenges

- Despite all the successes achieved there has been several challenges which hindered the attainment of some planned programs and activities. These include:
- Enrolment into ECD was targeted at 200,000 but only 83,557 (41%) were enrolled.

- Enrolment into Primary was targeted at 250,000 but only 178,463 (71%) were enrolled.
- Enrolment of Special needs learners was targeted at 635 but only 490 (77%) were enrolled.
- Enrolment into NFLCs was targeted at 790,500 but only 564,200 (71%) were enrolled.
- Training workshop for 500 ECD teachers/care givers on REGGIO EMILIA and other child centered approaches was targeted but only 384 (77%) received training
- There is poor learning environment due to absence of adequate school facilities as out of the 1000 classrooms planned to be constructed to reduce congestion of overcrowded classrooms in ECCDE centres and primary schools, only 32 (3.2%) classroom were constructed.
- Out of 5000 sets of ECCDE and 200 units of play equipment planned to be procured in the period under review, only 128 (2.5%) units were procured and distributed
- 1,000 2 unit of W.C toilets for 1952 ECCDE and primary schools was targeted but only 128(12.8%) W.C toilets were constructed.
- Procurement and distribution of 4 core subject textbooks for 510,590 primary schools' pupils was planned but only 41,389 (8%) have been procured and distributed.
- Only 809(8%) qualified teachers were recruited and deployed to schools in the period under review out of the 10,000 proposed in the strategic plan.
- Training workshop for 2000 school support officers (SSOs) on effective monitoring, mentoring and evaluation of teaching and learning was planned in the period under review but only 200(20%) school support officers were trained.
- Leadership training for 1952 head teachers was proposed in the plan but only 200 Head teachers were trained.
- Training workshop for 100 education managers on the management and administration of Teacher Professional Development (TPD) was also not actualized as only 24 officers (24%) were trained.
- Training workshop for 3,000 teachers and education managers on strengthening science and mathematics education in primary schools was targeted but only 1,000(33%) were trained.
- Training workshop for 2000 primary one teachers and quality assurance officers on ESSPIN model literacy was targeted but only 1,064 teachers (53%) trained.
- Training workshop for 2,000 teachers, 1952 head teachers and 200 SSOs on the TaRL approach was targeted but only 758(38%) teachers,122(6%) Head teachers and 65 SSOs (30%) were trained respectively.

- Procurement and distribution of sports equipment to 1952 primary schools and 302 JSS was targeted but only 20 primary schools (1%) and 10 JSS (2%) were supplied with sports equipment.
- 500 schools were targeted under the Agricultural education and training program (AETP) for the establishment of fishery, poultry, large and small ruminants, (cow and goats), school gardening and crop farming but only 22(11%) schools benefited from the program.
- Renovations of 1600 Classrooms in Primary Schools was targeted but only 416(26%) classrooms were renovated.
- Provision of 2 VIP toilets each for 1000 primary schools was planned to be constructed but only 89 VIP toilets (8, 9%) were constructed.
- Procurement and distribution of 6000 Jolly phonics supplementary Readers and RANA read aloud story books was targeted but only 4100 (68%) were procured and distributed.
- Provision of 400 motorized boreholes (6000 Litres and hand pump) in primary schools across the state was targeted in the plan but only 17 (4%) motorized boreholes were constructed.
- 1000 primary Schools were targeted for the establishment of ICT Centers to improve digitalize Education in the state but only 7(1.4%) ICT Centres were established.
- 1000 primary schools were targeted to be provided with school fence but only 14 (0.7%) schools were fenced.
- Provision of functional education management information system(EMIS) by procurement and installation of 200 functional computers connected with internet facilities at the EMIS centres in SMBSE, SUBEB, and 21 LGAs was targeted but only 35 (18%) computers and accessories installed with internet facilities were provided.

1.4 Rationale and Purpose of the 2024-2027 Plan

I. The development of this plan (MTBESP) has become necessary considering the fact that there are numerous challenges in the Basic Education Subsector which hinders effective delivery of Basic Education in the state. This include among others:

I. Low enrolment and proliferation of Out- of -school children (OOSC)

- II. Inadequate foundational literacy and numeracy (FLN) skills and Low learning achievement.
- III. Inadequate community participation and ownership in Basic Education program.
- IV. Inadequate infrastructural facilities and instructional materials
- V. Inadequate number of qualified and competent teachers
- VI. Insufficient monitoring and mentoring of teaching and learning in schools.
- VII. Inadequate training and re-training of teachers and education managers.
- VIII. Inadequate training and re-training of SMBCs/CBMCs on their roles and responsibilities.
- IX. Inadequate ICT facilities for E-learning in schools.
- X. Inadequate ICT facilities for data management and processing.
- XI. Low transition, retention, and completion rates at all levels.
- XII. Overcrowded Classrooms especially in urban areas.
- XIII. Insecurity challenges especially in the southern part of the state
- XIV. Almajiris phenomena

In view of the above, it is imperative to provide an all-inclusive plan that will remedy the challenges and improve the situation in the sub sector. The State Universal Basic Education Board deemed it necessary to develop these 4 four-year plans (2024-2027) to ameliorate the gaps that hinders effective Basic Education delivery in the State. The plan is designed to address the issues of equitable access to basic education, improve the quality and relevance of basic education and strengthen the basic education sub-sector. Similarly the plan also incorporates infrastructural development in basic education, education financing and resourcing and crisis and emergency response in basic education through well-articulated programs and activities.

1.5 Scope of the 2024-2027 SMTBESP

SMTBESP is the rolling plan with 4-years duration (2024-2027) that is targeted towards addressing vital issues in the Basic Education sub-sector. The scope of this Plan is to cover Nine-year Basic Education levels which comprises pre-primary, Primary and Junior Secondary Schools. It is an instrument that will help increase Equitable Access, improve Quality, Relevance and Infrastructure in the Basic Education sub- sector. The instrument will also help in the management of Crisis & emergency response in Basic Education. NPA 2022 was used as source

of data for the situation analysis. Finally, the instrument incorporates Financing Resourcing and System strengthening in the basic education system.

1.6 strategic Vision

1.6.1 vision

To become a functional knowledge-based society suitable for the pursuance of sustainable positive economic growth and development that conform to global practices.

1.6.2 MISSION

To provide unhindered equitable access to quality education at basic education level using internationally accepted good practices including access for lifelong learning for all including persons with special needs and those in peculiar situation.

1.6.3 Core values

- Ethics and Dignity
- Accountability
- Openness and Transparency
- Collaboration and Public Engagement

1.7 SITUATION ANALYSIS

1.7.1 Socioeconomic Context of the State

1.7.2 Demographic Context of the State

Kebbi State was created on 27th August 1991 located largely between the landscape of Niger Republic to the west, Sokoto, Zamfara and Niger States to the north, east and south respectively. It is located on Latitude 13⁰N and Longitude 13⁰W and spreads alluringly over a vast expanse of Sahelian land of approximately 36,229 square kilometers representing 3.92% of the total land area of Nigeria.

The population of the State based on the projected figure by National Population Commission (2006-2022 National Census) is **5,563,907** of the figures, the female population is **2,829,460**, while male population is **2,734,447**. The state has population growth rate of 3.57 percent. The state has Sudan and Sahel-savannah, the southern part is generally rocky with the Niger River traversing the state from Benin to Ngaski LGA, The northern part of the state is sandy with the Rima River passing through Argungu to Bagudo LGA where it empties into the Niger.

1.7.3: Macroeconomic Context Activities in the state

The main occupations of the inhabitants of the state revolve around farming and animal husbandry, fishing and diverse trade which aided in pre-vocational studies in basic education such as agriculture and home economics. It is also linked to the agricultural entrepreneurship education (AETP) programme currently being implemented in the state Basic Education by promoting education and experiential learning through teaching of fish and crop farming system. Kebbi State's macroeconomic context is a dynamic interplay of various economic factors that collectively shape the financial landscape of the region. Anchored by agriculture as a primary economic driver, the state's macroeconomic elements encapsulate a range of dimensions crucial for sustainable development. Agriculture stands as the bedrock of Kebbi State's economy, contributing significantly to its Gross Domestic Product (GDP) rate of -4%. The cultivation of crops such as rice, millet, sorghum, and fishing activities form the backbone of the agricultural sector. Additionally, the state is beginning to witness emerging economic activities in sectors like commerce, services, and small-scale industries, diversifying its economic portfolio. The majority of Kebbi State's population engages in agricultural activities, serving as the primary source of livelihood for a significant portion of residents. Employment is closely linked to seasonal farming cycles influencing income patterns and shaping the economic dynamics of the state which influenced the state government's inclusion of the teaching of fishery and crop farming in Basic education.

1.7.4 Social Context

Kebbi State is rich in cultural heritage with diverse ethnic groups contributing to a tapestry of traditions and customs. Cultural norms play a pivotal role in shaping educational practices, influencing everything from teaching methodologies to curriculum content. The respect for traditional values is paramount, emphasizing the need for an educational system that integrates and respects local cultural norms. This involves not only acknowledging linguistic diversity but also infusing the curriculum with elements that promote cultural identity and heritage.

Gender dynamics are integral to the social context of Kebbi State, reflecting traditional roles and expectations. While strides have been made in recent years to promote gender equality in education, challenges persist. The social context recognizes the importance of addressing these challenges, ensuring that both boys and girls have equal access to educational opportunities. Strategies include fostering a supportive environment that challenges gender stereotypes,

encouraging female enrollment, and implementing policies that promote gender-sensitive teaching practices.

Community values and collective responsibility are fundamental aspects of the social context in Kebbi State. The close-knit nature of communities emphasizes the role of education in shaping not just individuals but the broader community. Educational initiatives are designed with community values in mind, fostering collaboration between schools and local communities. This involves incorporating community perspectives into the curriculum, engaging parents in the educational process and ensuring that education aligns with the broader aspirations and values of the community.

Social context in Kebbi State also encompasses socio-economic factors that influence education. Recognizing that economic disparities can impact access to educational resources, the social context emphasizes the need for targeted interventions to bridge these gaps. This includes scholarship programs, community outreach, and initiatives that ensure that children from all socio-economic backgrounds have equal opportunities for quality education.

The social context acknowledges the existence of traditional educational systems that coexist with formal schooling. Indigenous knowledge and informal learning methods are valued, contributing to a holistic understanding of education in Kebbi State. This recognition informs policies that seek to integrate and complement traditional learning approaches within the formal education system.

1.7.5: Humanitarian Context/Education in Emergencies

Kebbi State is among the 7 states that constituted the Northwest region of Nigeria. It is among the northwest states that are currently experiencing the scourge of cattle rustling and banditry resulting in the displacement of thousands of people, incessant kidnaps, and disappearance of many from their localities. Additionally, the crises have accelerated poverty and lack of access to good education, health care and other social amenities. These catastrophes have negatively impacted the delivery of education, and as such, should be included in the plan for potential mitigation measures through implementation of appropriate crisis/disaster risk reduction strategies.

Kebbi state has 7,136 Internally Displaced Persons (IDPs) registered by International Organization for Migration. Displacement Tracking Matrix (DTM) indicates that 80 percent of

the displaced are children and women. Many communities affected by violence have relocated to the nearest urban centres or presumed safer settlements where they seek protection from violence. In Kebbi State, one formal camp has been established in Kalgo LGEA with other satellite camps in the southern part of the state where learning takes place. The state government provides learning materials such as exercise books, pencils, and chalks etc to IDP camps and also provides one meal daily.

CHAPTER TWO

2.0 BASIC EDUCATION SECTOR ANALYSIS (BESA)

2.1 Introduction.

This chapter provides description of the policy and legal context of basic education in Kebbi state

2.2 Policy and Legal Context of Basic Education in the State.

Kebbi State has many education laws which guides Basic Education delivery in the state such as UBE act 2004 and the Child Right act. These laws were enacted to match the socio- cultural values of the state and in compliance with SDG Goal No.4, which states “Ensure inclusive and equitable quality Education and promote lifelong learning opportunities for all”

In the same vein, provision of Education in the State is also driven by the existing National Policy on Education (NPE, 2014) and other state education policies. To facilitate the Federal Government intervention in the UBE programme, the enabling law (UBE Act, 2004) established the Universal Basic Education Commission (UBEC) and State Universal Basic Education Board (SUBEB) as the intervention agency responsible for the disbursement of the Federal Government UBE Intervention Fund to states and coordination and implementation of the UBE programme throughout Nigeria.

Kebbi state government established State Universal Basic Education Board (SUBEB Act 2005) and child right Act 2021. State government recognizes that education is the basic building block for socio-economic and technological development. Consequently, it is committed to ensuring that its people attain high standards in education. Similarly, nomadic education is also encouraged to improve the level of literacy and numeracy for the wandering nomads in every nook and cranny of the state.

2.3 Governance and Management of Basic Education

Basic Education in Kebbi State is managed by various stakeholders at different levels. The development and implementation of Basic Education Policy is informed by the State and Local Government needs. The responsibility of ensuring a state-wide Basic Education Policy Management lies with the State Ministry for Basic and Secondary Education and its Agencies. The table below defines the roles and responsibilities of each educational sub sector.

The table below defines the roles and responsibilities of each educational sub sector.

Table 2.3: Education Sector Agencies Mandate

AGENCY	MANDATE	FUNDING SOURCES
Ministry for Basic and Secondary Education	<ul style="list-style-type: none"> i. Education policy development, standards setting, monitoring and implementation ii. Quality assurance and enforcement of compliance to policies and standards iii. Supervision of the activities of its Parastatals and agencies iv. Liaison with federal education agencies and development partners 	State Government
SUBEB	<ul style="list-style-type: none"> i. Management of public primary schools. ii. Recruitment, Deployment, Promotion and discipline of teachers/personnel iii. Training/retraining of teachers and other personnel iv. Monitoring and supervision of Basic Education schools for quality assurance v. Payment of salaries and other entitlements to LGEA Staff vi. Provision of infrastructure and instructional materials vii. Provision of Basic Education to children of the Nomads viii. Mobilization and sensitization of nomadic communities. 	Federal, State, Local Governments and Internally Displaced Persons (IDPs)
AANFE	<ul style="list-style-type: none"> i. Provision and management of adult literacy, vocational and continuing education programmes. ii. Recruitment of staff iii. Payment of salaries and other entitlements to Staff iv. Monitoring of NFE, IQS Centers and Facilitators 	State, Local Governments and Internally Displaced Persons (IDPs)
Local Government Education Authority (LGEA)	v. Coordination of schools i.e area education offices, school support visit, supervision and mentoring of schools	LGEAs/SUBEB
Stakeholders	vi. Ie SBMCs, CBMCs, PTAs, and MAs have the oversight function for school support,	STATE,LGEAs, UNICEF & WORLD

	supervision as well as mobilization for effective management of the schools	BANK
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Source: Kebbi State Universal Basic Education Board

2.4 CAPACITY AND DIAGNOSIS

As highlighted in the NPA 2022, the state has a total number of 380 public ECCDE/Pre-primary Schools, 1967 public Primary Schools and 303 public Junior Secondary Schools. In the same vein, the state also has a total number of 420 private ECCDE/Preprimary, 2774 private primary schools and 105 private JSS. The state is faced with major challenges of low enrolment in Basic Education when compared with school-aged children. The major component of out of school children in the state are Almajiris, Girl Child and Nomadic Children. The Almajiris, being the larger number of OOSC is because the state is bordered by two countries-Niger and Benin Republic. There is therefore high influx of Almajiris in to the state especially during dry season. This situation poses great challenge to the state in its effort to reduce the number of OOSC.

2.4.1 Access to and Equity in Basic Education (Pre-primary, Primary, and Junior Secondary Schools)

LEVEL	ENROLMENT BY CLASS				
	M	F	T	M	F
ECCE	16,181	12,993	29,174	55%	45%
PRIMARY	375,862	252,335	628,197	60%	40%
JSS	89,747	71,929	161,676	56%	44%

Source: UBEC National Personnel Audit, 2022.

According to the table above the enrolment in ECCDE has male at 55% which is more than the female that is 45%. Although the difference is not much there is still need for creating more awareness for enrolment of females at ECCDE level. In general according to the table above more males are enrolled in schools than the females so, there is need for more creation of awareness on the importance of Girl Child Education through Enrolment Drive Campaigns.

Table 2.4.1 B: ENROLMENT BY LOCATION IN PRE-PRIMARY, PRIMARY AND JSS

LEVELS	ENROLMENT BY LOCATION %				
	URBAN	RURAL	TOTAL	URBAN	RURAL
ECCDE	16,890	12,284	29,174	58	42
PRIMARY	176,853	451,344	628,197	28	72

JSS	74,354	87,322	161,676	46	54
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Source: UBEC National Personnel Audit, 2022

The above table indicates that at the ECCDE level there is more enrolment of learners in the urban than the rural at 88% by 12% in urban and rural respectively. This shows that more effort is required to create awareness for enrolment of learners at ECCDE level in the rural areas. But at the Primary and JSS levels, more learners are enrolled at the rural areas than the urban areas. This implies that people in the urban should be encouraged to enrol their children in to public schools through sensitization and enlightenment.

2.4.2. Gross and Net Enrolment Rates (Pre-primary, Primary, and Junior Secondary Schools)

Table 2.4.2a

Levels	POPULATION OF AGE 6-11			ENROL BY CLASS			ENROL BY AGE		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECCDE	281,113	287,463	568,576	39,437	34,608	74,045	29,993	26,588	56,581
PRIMARY	536,018	494,145	973,729	623,732	430,912	1,054,644	534,722	370,323	905,045
JSS	200,877	208,338	409,215	96,290	78,778	175,068	70,468	61,657	132,125

Source: UBEC National Personnel Audit, 2022

Gross and Net Enrolment Rates (Pre-primary, Primary, and Junior Secondary Schools)

Table 2.4.2b

LEVEL	GER			NER		
	Male	Female	Total	Male	Female	Total
ECCDE	14.0	12.0	13.0	10.7	9.2	10.0
PRIMARY	116.4	87.2	108.3	99.8	74.9	92.9
JSS	47.9	37.8	42.8	35.1	29.6	32.3

Source: UBEC National Personnel Audit, 2022

The table above indicates the capacity of ECCDE GER which stood at 13.0 while NER is 10.0 this show that there is need to enroll more school –aged, under and over aged children in to ECCDE center. For the primary school, the GER stood at 108.3 while NER IS 92.9 this shows that there is need to enroll more school aged children. Also for JSS the GER stood at 42.8 and NER stood at 32,3 which equally shows that there is need for more enrolment of students in to the JSS level

2.4.3 Retention, Transition, Completion, Repetition & Drop-out Rates (Pre-primary and JSS)

<i>Completion Rate</i>	
Completion Rate in ECCDE	10.05
Completion Rate in Primary Schools	84.82
Completion Rate in Junior Secondary Schools	40.56
<i>Transition Rate</i>	
Transition Rate into Public Junior Secondary Schools	42.99
<i>Dropout</i>	
Primary	
Drop-out in Public Primary Schools	5,861
Total	6,660
Junior Secondary	
Drop-out in Public Junior Secondary Schools	1,378
Total	1,505

Source: UBEC National Personnel Audit, 2022.

As part of the state commitment to guarantee access to Basic Education, the government has considered it necessary to expand and strengthen existing schools across the state to satisfy the need for equity in Basic Education. Establishing new ones may be quite necessary subject to availability of resources. The table above has indicated that the completion rate as at 2022 was 10.05% ECCDE, 84.5 in Primary school and 40,54%. The overall transition rate from primary to JSS was 42.99% and dropout rate for primary school was 1.13%. The government has to be committed to improving these and other performance indices in Basic Education delivery.

2.4.4 Out of School Children (OOSC).

In trying to determine the number of out of school children in the State, school aged population was projected using 2006 to 2023 census projection figures. The total projected Basic Education school aged population in the state is **933,896** as at 2023 NPoPC Projection. The Out of School Children disaggregated by LGEA and gender is given in Table 2.4.4.

PRIMARY SCHOOL

PRIMARY SCHOOL ENROLMENT				AGE POPULATION 6-11			OOSC		
LGA	M	F	T	M	F	T	M	F	T
ALEIRO	5,580	3,057	8,637	9,933	9,217	19,150	4,353	6,160	10,513
AREWA	21,569	14,507	36,076	27,258	26,152	53,410	5,689	11,645	17,334
ARGUNGU	22,930	15,268	38,198	28,737	27,996	56,733	5,807	12,728	18,535
AUGIE	10,941	4,347	15,288	17,332	16,704	34,036	6,391	12,357	18,748
BAGUDO	20,766	12,110	32,876	34,253	32,776	67,029	13,487	20,666	34,153
B/KEBBI	29,621	20,631	50,252	40,181	37,743	77,924	10,560	17,112	27,672
BUNZA	11,623	6,501	18,124	17,881	17,366	35,247	6,258	10,865	17,123
DANDI	19,420	14,184	33,604	21,311	20,558	41,869	1,891	6,374	8,265
D/WASAGU	23,489	13,587	37,076	36,041	37,925	73,966	12,552	24,338	36,890
FAKAI	11,811	7,606	19,417	18,010	17,170	35,180	6,199	9,564	15,763
GWANDU	14,651	8,604	23,255	22,255	21,571	43,826	7,604	12,967	20,571
JEGA	16,272	10,146	26,418	28,653	27,466	56,119	12,381	17,320	29,701
KALGO	9,844	6,160	16,004	12,605	12,176	24,781	2,761	6,016	8,777
KOKO-BESSE	12,182	7,029	19,211	23,183	21,698	44,881	11,001	14,669	25,670
MAIYAMA	13,262	5,734	18,996	24,382	25,583	49,965	11,120	19,849	30,969
NGASKI	16,665	14,764	31,429	18,334	17,871	36,205	1,669	3,107	4,776
SAKABA	9,042	5,353	14,395	13,406	12,696	26,102	4,364	7,343	11,707
SHANGA	14,397	7,329	21,726	18,809	18,093	36,902	4,412	10,764	15,176
SURU	17,455	10,357	27,812	21,824	21,762	43,586	4,369	11,405	15,774
YAURI	11,712	8,692	20,404	14,362	14,578	28,940	2,650	5,886	8,536
ZURU	21,625	17,761	39,386	24,526	23,519	48,045	2,901	5,758	8,659
TOTAL	340,857	213,727	554,584	473,276	460,620	933,896	138,419	246,893	385,312

Source: ASC 2023

JUNIOR SECONDARY SCHOOL (JSS)

JSS ENROLMENT	AGE POPULATION 12-14	OOSC
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LGA	M	F	T	M	F	T	M	F	T
ALEIRO	2097	1,760	3,857	4,390	4,056	8,446	2,293	2,296	4,589
AREWA	5531	2,055	7,586	12,051	11,512	23,563	6,520	9,457	15,977
ARGUNGU	8878	4,836	13,714	12,704	12,322	25,026	3,826	7,486	11,312
AUGIE	4150	1,135	5,285	7,663	7,353	15,016	3,513	6,218	9,731
BAGUDO	4245	2,912	7,157	15,587	14,865	30,452	11,342	11,953	23,295
B/KEBBI	12449	9,340	21,789	17,767	16,613	34,380	5,318	7,273	12,591
BUNZA	3528	2,512	6,040	7,905	7,644	15,549	4,377	5,132	9,509
DANDI	5170	3,819	8,989	9,422	9,049	18,471	4,252	5,230	9,482
D/WASAGU	7417	4,293	11,710	17,262	16,693	33,955	9,845	12,400	22,245
FAKAI	1637	1,157	2,794	7,962	7,558	15,520	6,325	6,401	12,726
GWANDU	3816	2,716	6,532	9,840	9,494	19,334	6,024	6,778	12,802
JEGA	5311	3,665	8,976	12,668	12,089	24,757	7,357	8,424	15,781
KALGO	2429	886	3,315	5,573	5,359	10,932	3,144	4,473	7,617
K/BESSE	2277	1,349	3,626	10,251	9,551	19,802	7,974	8,202	16,176
MAIYAMA	2147	1,078	3,225	11,223	11,262	22,485	9,076	10,184	19,260
NGASKI	4544	1,894	6,438	8,107	7,866	15,973	3,563	5,972	9,535
SAKABA	2289	691	2,980	5,927	5,588	11,515	3,638	4,897	8,535
SHANGA	1842	664	2,506	8,316	7,964	16,280	6,474	7,300	13,774
SURU	2698	1,639	4,337	9,648	9,579	19,227	6,950	7,940	14,890
YAURI	4220	3,522	7,742	6,350	6,417	12,767	2,130	2,895	5,025
ZURU	6237	5,252	11,489	10,843	10,353	21,196	4,606	5,101	9,707
TOTAL	92912	57175	150087	211,459	203,187	414,646	118,547	146,012	264,559

Source: ASC 2023

ANALYSIS OF OOSC FOR BASIC EDUCATION LEVEL									
ENROLMENT				POPULATION			OOSC		
LEVEL	M	F	T	M	F	T	M	F	T
PRIMARY	340,857	213,727	554,584	473,276	460,620	933,896	138,419	246,893	385,312

JSS	92,912	57,175	150,087	211,459	203,187	414,646	118,547	146,012	264,559
GRAND TOTAL	433,769	270,902	704,671	684,735	663,807	1,348,542	256,966	392,905	649,871

The table above indicate that there is a large number of OOSC in the state which stood at **649,871** representing 48%. There is therefore the need for the state to intensify Enrolment Drive Campaigns, Integration of Qur’anic Schools and establishment of additional NFLCs for Almajiri, Girl child and Nomads children.

Kebbi State is fully committed to the provision of access to education to all school aged children especially the vulnerable children because education represents the key to progress, prosperity and human dignity. It is gratifying that the State is making progress in this direction. However, gaps still exist at all levels of basic education at the primary and junior secondary school levels. There is a large number of OOSC in the state which stood at **649,871** representing 48%. There is therefore the need for the state to conduct Out of School Mapping across the state to ascertain the number of Out of School Children and communities with high number of OOSC by gender.

The state should also Intensify Enrolment Drive Campaigns to further enroll Primary, JSS children in schools across the state and establish additional primary and junior secondary schools in order to provide access. In the same vein, there is the need for integration of additional Qur’anic Schools and establishment of additional NFLCs for Girl child and Nomadic children.

2.4.5 Special Education Programmes(Special Needs/Tsangaya etc)

With regards to special education school that are not conventional (Special Needs schools; Nomadic schools; Migrant Fishermen/Farmers Schools; Islamiyya Schools and Tsangaya/Almajiri schools) are considered as special education/curriculum schools. Thus, all these categories of schools cater for students with learning disabilities, remedial education and for students with or without special needs. The State provides accommodation that address their individual differences, disabilities, and special needs.

Table 2.4.5 Special Education Programmes (Special Needs, Nomadic, Tsangaya etc)

LEVEL	PROGRAMME	NO OF SCHOOLS	ENROLMENT	TEACHING STAFF	PTR
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			M	F	T	M	F	T	
ECCDE	Special needs	5	112	67	179	14	24	38	1:5
PRY	Special needs	22	2,491	1,651	4,142	11	22	33	1:125
JSS	Special needs	6	1,030	1,275	2,305	39	25	64	1:36
ECCDE	Nomadic	6	277	131	408	3	6	9	1:45
PRY	Nomadic	67	6,460	4,383	10,843	285	109	394	1:27
PRY	Migrant Fishermen/Farmers	4	402	241	643	21	0	21	1:30
ECCDE	Faith base	6	111	128	239	-	6	6	1:39
PRY	Faith base	37	1,170	913	2,083	162	74	236	1:9
JSS	Faith base	2	519	420	939	7	7	14	1:67

Source: NPA 2022

The table above provides a breakdown of various special education programs across different levels detailing the number of schools, enrolment figures, teaching staff, and pupil-teacher ratios (PTR). The Special Needs education at the ECCDE level has the enrolment of 179, primary 10,843 pupils, JSS 2,305 students respectively with 38, 33 and 64 teaching staff in ECCDE, Primary and JSS respectively. Indicating 5 pupils per teacher in ECCDE, 125 pupils per teacher in primary and 36 students per teacher in JSS respectively. The Nomadic education also shows a very low PTR of 45 pupils per 1 teacher in primary, 27 student per teacher in JSS indicating possible resource constraints. For Faith-based education at the ECCDE, primary and JSS levels that PTR at the respective levels stood at 39:1, 9:1 and 67:1. The data highlights varying levels of support and resource allocation across different educational programs.

2.4.6 Technical and Vocational Education and Training (TVET)

Currently the state has five Technical and Vocational Education schools at JSS level only with total enrolment of 102,065 students [see Table].

Table 18 Enrolment in Technical and Vocational Schools

Level	No. of Schools	Enrolment		
		Male	Female	Total

Technical & Vocational Schools (JSS)	5	78,500	23,560	102,065
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Source: ASC 2021

2.4.7 Adult and Non-Formal Education

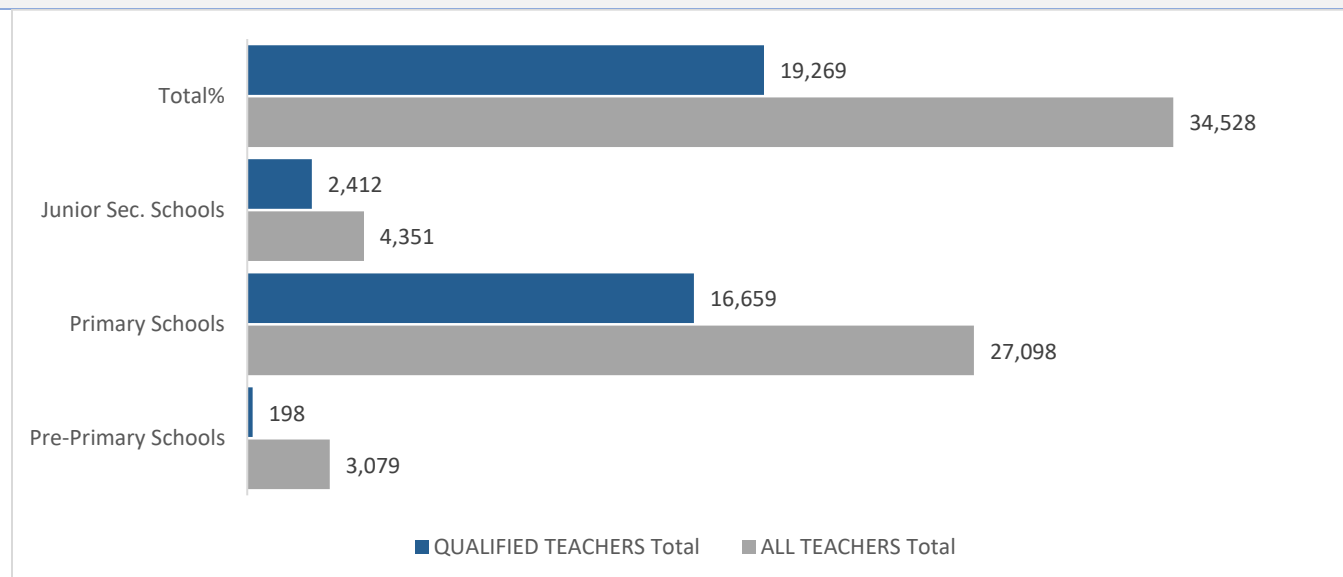
2.5.1 Quality and Efficiency

The total number of teachers in the state stands at 34,528 out of which only 19,269 (56%) are qualified while 44% are unqualified as shown by the table below: -

Table 2.5.1 Number and Proportion Qualified Teachers by Level

LEVELS	ALL TEACHERS				QUALIFIED TEACHERS				
	M	F	Total	%F	M	F	Total	%Q	%F
Pre-Primary Schools	1,291	1,788	3,079	58%	101	97	198	6%	48%
Primary Schools	19,036	8,062	27,098	28%	11,218	5,441	16,659	61%	33%
Junior Sec. Schools	2,915	1,436	4,351	33%	1,556	856	2,412	56%	35%
Total%	23,242	11,286	34,528	40%	12,875	6,394	19,269	41%	39%

NPA 2022



Source: UBEC National Personnel Audit, 2022.

Even though the State is intensifying efforts to ensure full implementation of Teacher Recruitment and Redeployment (TRD) Policy. The teaching workforce in Kebbi State's basic and secondary education system faces significant challenges, as revealed by the provided data. With a total of 34,528 teachers across pre-primary, primary, and junior secondary schools, only

55.8% are qualified. The gender distribution shows a clear imbalance, with male teachers comprising 67.3% of the total workforce. This disparity is particularly pronounced in primary and junior secondary levels, while pre-primary education has a higher proportion of female teachers.

The most alarming issue is the extremely low percentage of qualified teachers in pre-primary education, where only 6.4% meet the necessary qualifications. Primary schools fare better with 61% qualified teachers, while junior secondary schools have 56% qualified educators. This situation raises serious concerns about the quality of education being provided, especially in the crucial early years of a child's educational

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

Teacher deployment and distribution across the schools is also a concern giving rise to extremely high Pupil to teacher ratio (PTR). The deployment is part of dynamic of equity, effectiveness and efficiency so that no child, regardless of their geographical location or which school they attend, is deprived of learning opportunities.

2.5.2 Teacher Deployment and Distribution by LGA, Urban/Rural in Primary School

LGEA	RURAL				URBAN			
	M	F	T	%	M	F	Total	%
ALIERO	136	19	155	65	60	105	479	35
AREWA	708	194	902	38	150	329	819	62
ARGUNGU	397	114	511	83	245	574	133	17
AUGIE	564	101	665	46	57	76	421	54
BIRNIN-KEBBI	276	76	352	31	181	240	1566	69
BUNZA	629	71	700	48	474	1,092	526	52
DANDI	408	84	492	63	214	312	353	37
DANKO/WASAGU	424	175	599	52	121	232	587	48
FAKAI	489	155	644	73	212	375	150	27
GWANDU	364	46	410	44	55	95	373	56
JEGA	256	33	289	34	156	217	740	66
KALGO	325	61	386	48	294	446	230	52
KOKO/BESSE	172	38	210	41	90	140	506	59

MAIYAMA	319	38	357	70	191	315	158	30
NGASKI	266	95	361	50	69	89	353	50
SAKABA	296	57	353	71	136	217	185	29
SHANGA	397	64	461	53	72	113	353	47
SURU	309	94	403	34	104	249	608	66
YAURI	226	90	316	37	193	415	1156	63
ZURU	432	233	665	48	313	843	2486	75

Source: UBEC National Personnel Audit, 2022.

2.5.2 Teacher Deployment and Distribution by LGA, Urban/Rural in JSS

LGEA	RURAL				URBAN			
	M	F	T	%	M	F	Total	%
ALIERO	31	3	34	43	28	17	45	57
AREWA	57	9	66	34	95	31	126	66
ARGUNGU	107	39	146	50	72	73	145	50
AUGIE	70	42	112	86	16	2	18	14
BIRNIN-KEBBI	56	10	66	73	12	12	24	27
BUNZA	123	82	205	29	205	309	514	71
DANDI	44	6	50	51	38	11	49	49
DANKO/WASAGU	38	6	44	39	56	13	69	61
FAKAI	120	35	155	72	41	19	60	28
GWANDU	50	3	53	54	39	6	45	46
JEGA	56	10	66	61	35	7	42	39
KALGO	24	4	28	-	-	-	--	-
KOKO/BESSE	93	24	117	75	30	9	39	25
MAIYAMA	10	-	10	37	14	3	17	63
NGASKI	39	2	41	72	10	6	16	28
SAKABA	60	25	85	91	6	2	8	9
SHANGA	30	1	31	-	-	-	-	-
SURU	43	4	47	85	6	2	8	15
YAURI	32	5	37	24	67	52	119	76
ZURU	27	11	38	13	122	127	249	87

Source: UBEC National Personnel Audit, 2022.

2.5.3 Pupil -Teacher Ratios by level (ECCDE, Primary and JSS)

LEVEL	LEARNERS TEACHER RATIO	QUALIFIED PUPILS TEACHER RATIO
ECCD	1:24	1:374
PRIMARY	1:63	1:40
JSS	1:40	1:73

NPA 2022

- Pre-primary school Pupil Qualified Teacher Ratio (PQTR) is 1:3
- Gross Pupil Teacher Ratio (GPTR) of 1:24
- primary school Pupil Qualified Teacher Ratio (PQTR) is 1:40
- Gross Pupil Teacher Ratio (GPTR) of 1:63
- Junior Secondary School Pupil Qualified Teacher Ratio (PQTR) is 1:73
- Gross Pupil Teacher Ratio (GPTR) of 1:40

The data presented in Table 2.5.3 reveals a stark contrast between the Gross Pupil Teacher Ratio (GPTR) and the Qualified Pupil Teacher Ratio (QPTR) across different educational levels in Kebbi State. In pre-primary (ECCD) education, while the GPTR appears favorable at 1:24, the QPTR is alarmingly high at 1:374, indicating a severe shortage of qualified teachers at this crucial early learning stage. The primary level shows a reversed trend, with a high GPTR of 1:63 but a more reasonable QPTR of 1:40, suggesting that while classrooms are overcrowded, there is a better proportion of qualified teachers. The Junior Secondary School (JSS) level presents another concerning scenario, with a GPTR of 1:40 but a QPTR of 1:73, indicating that while overall teacher numbers seem adequate, there is a significant lack of qualified educators.

These figures highlight critical issues in teacher deployment and qualification across the education system in Kebbi State. The extreme disparity in the pre-primary sector between gross and qualified ratios suggests an urgent need for teacher training and qualification programs at this level. The primary level's high GPTR indicates a need for more teachers overall to reduce class sizes, while the JSS level requires a focus on improving teacher qualifications. To address these challenges and improve education quality, it is crucial to focus on key elements such as providing adequate qualified teachers, procuring and distributing textbooks and instructional materials, strengthening education functionality, and institutionalizing quality assurance mechanisms. Additionally, measuring education quality through student performance in relevant national examinations, such as the Basic Education Certificate Examinations, can provide valuable insights for targeted interventions and improvements across all educational levels.

2.5.4 Pupils Textbooks Ratio (PTXR) by Level

To ensure every pupils/student has a book in hand to promote reading culture and enhance quality teaching and learning, Kebbi state needs about 2,430,104 textbooks across 4 core subjects and across grades in ECCD, primary and JSS schools

Level	TOTAL ENROLMENT	Learners Textbooks				Learners Textbooks Ratio			
		English	Maths	Bs /T.	Soc. St.	English	Maths	Bs /T.	Soc. St.
ECCDE	29,174	4,396	3,802	2,084	2,662	7	8	14	11
PRY	628,197	190,289	183,495	156,165	163,479	3	3	4	4
JSS	161,676	35,986	43,109	29,547	31,070	4	4	5	5

Source: UBEC National Personnel Audit, 2022

The above table shows the distribution of learner textbooks per subject by level. The ECCDE level for English subject indicate that 7 pupils to 1 textbook (7:1) mathematic 8:1, Basic science 4:1 and social studies 11:1 respectively. For primary school level 3 pupils per textbook, basic science 4:1, and social studies 4:1. Also for JSS English 4:1, mathematics 4:1, Basic science 5:1 and social studies 5:1 respectively.

The above table reveal that although the textbooks are available but not adequate so there is needs to procure and distribute more textbooks to pupils/student for effective teaching and leaning.

2.5.5 Learning Outcomes

In an effort to enhance learning outcomes of pupils/students, training and re-training of teachers is of paramount importance to develop their skill and capacity to deliver effectively in a classroom teaching situation.

2.5.5.1 Monitoring of Learning Achievement/National Assessment of Learning Achievement in Basic Education (NALABE).

In addition to NALABE, the state is making concerted effort to conduct various learning assessment aimed at evaluating pupils learning outcomes at basic education leveraging on Local Education Monitoring Approach (LEMA), Early Grade Reading Assessment (EGRA) and Early

Grade Mathematic Assessment (EGMA). This has resulted in remarkable improvement in terms of literacy, Numeracy, Life skill and psychosocial counselling.

category	mean scale score	standard deviation	Below partially meets minimum proficiency (-360)	Partially meets minimum proficiency (361-510)	meets minimum standard proficiency (511-663)	Exceeds minimum standard proficiency (664-)
National Overall						
mathematics P3	500.00	100.00	14.09	33.76	33.72	18.43
mathematics P5	500.00	100.00	10.34	50.66	35.68	3.52
mathematics JS2	500.00	100.00	33.78	50.89	14.64	0.69
English P3	500.00	100.00	3.20	58.20	31.47	2.04
English P5	500.00	100.00	8.05	47.52	39.50	4.93
English JS2	500.00	100.00	6,43	57.48	33.67	2.41
Basic sci & tech P5	500.00	100.00	8.77	41.66	45.81	3.77
Basic sci & tech JS2	500.00	100.00	7,21	58.96	33.46	0.38
Social Studies P5	500.00	100.00	11.96	36.27	44.90	6.87
Social Studies JS2	500.00	100.00	6,92	41,35	46.35	5.07

Source: NALABE2022

Table 2.5.5.1 NALABE for 2022 academic session

category	Mean Scale Score	Standard Deviation	Below Partially Meets Minimum Proficiency (-360)	Partially Meets Minimum Proficiency (361-510)	Meets Minimum Standard Proficiency (511-663)	Exceeds Minimum Standard Proficiency (664-)
STATE OVERALL						
mathematics P3	559.97	102.87	3.95	24.39	34.22	37.43
mathematics P5	536.66	100.54	4.11	48.99	38.90	8.00
mathematics JS2	577.53	102.59	10.15	51.32	36.60	1.92

English P3	544.14	85.72	1.94	45.06	50.19	2.09
English P5	532.20	99.93	4.59	39.33	48.32	7.75
English JS2	511.31	77.20	2,58	65.84	30.89	0.69
Basic sci & tech P5	538.47	88.77	3.13	30,00	60.24	6.62
Basic sci & tech JS2	547.14	85.63	1.61	46.77	50.14	1.47
Social Studies P5	550.49	83.89	2.41	22.40	63.80	11.40
Social Studies JS2	552.79	91.02	1.08	21,61	63.17	14.13

Source: NALABE2022

Table 2.5.5.1 showed that the literacy rate is 48.34% with a gap of 15.2%. There is improvement in literacy rate compared to the NALABE assessment which was 19.7% literacy rate. But there is still need for improvement.

2.5.5.2 Basic Education Certificate Examination (BECE)

Basic Education certificate examinations is an annual examination conducted for those that completed their basic education i.e JSS3 for onward transition to senior secondary school. A certificate will be issued after the completion nine (9) year basic education

Table 2.5.5.2 Basic Education Certificate Examination Result Analysis for 2021 and 2022

Categories	2021				2022			
	Total Schools	All	Male	Female	Total Schools	All	Male	Female
Total Candidates	416	72,915	42,852	30,063	438	78,806	45,381	33,425
% of Total Candidates Sat			58.8%	41.2%			62.2%	45.8%
Total Candidates Passed		62,955	36,368	26,587		68,673	39,011	29,662
% Passed		86.3%	84.9%	88.4%		87.1%	86.0%	88.7%
Total Candidates Failed		4,313	3,005	1,308		4,222	2,706	1,516
% Failed		5.9%	7.0%	4.4%		5.4%	6.0%	4.5%
Total Re-sit		5647	3,479	2,168		5,911	3,664	2,247
% Re-sit		7.7%	8.1%	7.2%		7.5%	8.1%	6.7%

Source: Education Resource Centre (ERC), Kebbi State Ministry of Education(2021/2022)

Table 2.5.5.1 gives a detailed summary of BECE analysis for the year 2021 and 2022. The table shows that for the year 2016, 416 schools take part in the examination with a total candidate

amounting to 72,915 out of which 86.3% of the candidates passed while 5.9% failed and 7.7% were to re-sit. On the other hand, for the year 2017, 438 schools sat for the examination and 87.1% of the total candidates passed while 5.4% failed and 7.5% were to re-sit.

2.5.6 Basic Education Curriculum

In the State's effort to provide quality Basic Education, it has procured Basic Education Curriculum in the four core subjects and other relevant learning materials that are in line with the National curriculum for all subjects. This includes relevant textbooks materials, posters, flip charts, science and mathematics kits. Through continuous Quality Assurance, daily monitoring/school visit correct usage of the curriculum is monitored and ensured. Where the teachers find it difficult to use the curriculum, the Quality Assurance officers give in house training to the affected teachers. There is also termly assessment of use of curriculum after which feedback is given and training conducted to strengthen teachers' capacity.

2.6 School Infrastructure

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

Table 2.6.1 Status of Classroom Provisions in Basic Education Level

Level	ECCDE	Primary	JSS
Number of Classrooms	1168	13,939	2443
Number of Good Classrooms	761	9712	1802
Learners/Classroom	1:63	1:76	1:72
Learners/Good Classroom ratio	1:97	1:108	1:97
Percentage of Good Classrooms	65%	70%	74%

Source: UBEC National Personnel Audit, 2022

The above indicates that the State has total number of 1168 ECD classrooms, 13,939 primary schools classrooms and 2443 JSS classrooms. The classrooms conditions vary from good and unusable ones. The statistics below informed that number of classes in good shape for ECD were 761; primary was 9712 and JSS was 1802. However, learners-classroom stood at 63:1 for ECD, 76:1 for primary school and JSS was 93:1. This shows that there is need to construct and renovate more classrooms for the provision of conducive learning environment.

2.6.2 Availability of Furniture for Learners and Teachers

Level	ECD	Primary	JSS
Enrolment	29,174	628,197	161,676
Total No of Pupils Furniture	5,464	85,271	36,409
Pupils/Furniture Ratio (PFR)	1:5	1:7	1:4

Source: UBEC National Personnel Audit, 2022

The above table shows distribution of furniture to pupils by levels. The pupil-furniture ratio for ECCDE is 5:1 that of primary is 7:1 and 4:1 for JSS which shows gross inadequacy.

2.6.3 School Safety (Fencing, Security Guards, etc)

Safety in schools is necessary to support the academic success of each child, giving them the opportunity to learn and achieve in a safe and nurturing environment. A safe learning environment is essential for pupils and students of all ages. Without it they are unable to focus on learning the skills needed for a successful education and future. Hence, Keeping, schools safe allows children to look forward to being in an encouraging environment that promotes social and creative learning. When their basic safety needs are not met, children are at risk of not feeling comfortable at school and may stop showing up.

2.6.3 School Safety (fencing, security guards, etc)

Total No. of Primary Schools (ECCDE inclusive)	1967
No of Schools with Fence/Wall in Primary Education	173
Percentage of Schools with Fence/Wall in Primary Education	9%
Total No of JS Schools	383
No of Schools with Fence/Wall in JSS Education	128
Percentage of Schools with Fence/Wall in JSS Education	33%

Source: UBEC National Personnel Audit, 2022

The table above presents information on schools with fence, 9% of public primary schools has fence and 33% of the JSS are with fence. On the other hand, only few of the public primary schools have security guard and of which most of them are on casual appointment. Apparently, there is paramount need to fence schools and recruit and deploy (social and environmental safeguard committees inaugurated in the schools) trained security personnel to school and establish community based school security committee.

2.6.4 School Health and Hygiene

The provision of school hygiene and sanitation ensures the rights of pupils/students to acceptable hygiene practices, safe water supply, latrines and a healthy school environment in general. Healthy and hygienic school environment facilitates more effective learning, promote opportunities for students to gain life-long positive hygiene behaviours and increases school enrolment, retention, and attendance more especially for girls.

The table below provides data on schools with health and hygiene facilities (WASH facilities).

Number and Percentage of Schools with WASH facilities

1. Sector	PRIMARY(ECCDE INCLUSIVE)	JSS
Number of Schools with Safe Drinking Water	488	208
Percentage of Schools with Safe Drinking Water	25%	77%
Number of Schools with Toilets	728	29
Percentage of Schools with Toilet	37%	10%
No of Schools with Health Facilities	453	208
Percentage of Schools with Health Facilities	23%	75%

Source: UBEC National Personnel Audit, 2022

It is obvious that the State needs to provide more WASH facilities to and ensure healthy and hygienic environments in which students can learn about, and develop, healthy behaviours overtime.

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

Other facilities such as availability of power, library, laboratory, workshop etc at basic education level have direct impact to teaching and learning in schools. Children of such schools with the availability of these facilities tend to perform more and teachers at such schools have higher tendency of utilizing the facilities in impacting knowledge to pupils/students. In deed facilities are important in the school system because they contribute to the creation of learner-friendly environment thereby making learning enjoyable, effective and long lasting. Schools are expected to meet certain standards with respect to availability of facilities before they can function

effectively as schools. The proportion of schools with the reported facilities in public and private basic education levels in the state.

Level	No of School.	Safe Water	Source of Power	Health Facility	Fence/Wall	Computer	tablet	ipad	laptop	Laboratory	Library	Play Ground	incinerators
PRIMARY (ECCDE INCLUSIVE)	1,882	488	140	453	173	125	728	53	34	24	63	549	37
JSS	278	208	130	208	128	115	27	16	8	88	100	177	22

Source: UBEC National Personnel Audit, 2022

2.7 System Strengthening and Efficiency

In order to ensure effective basic education management in the state, education managers saddled with the responsibility were subjected to series of training and re-training aimed at enhancing the capacity and capability to deliver.

2.7.1 Education Management Information System

In an attempt to ensure effective data management in the state, Establishment of Teacher Management Information System at both state and local Government level, officials of the EMIS/TMIS units at both MOE, SUBEB, and Local Government levels were trained on UIS, IT, Excel, Word, Power Point, Teacher Management verification, cleaning and analysis of collected data. Supported by both the state and IDPs for data collection, entry and analysis especially through the Annual School Census exercise.

2.7.2 Quality Assurance and School Support System at SUBEB and LGEA levels

The role of Quality Assurance/School Support officers is of paramount importance. Thus, it has been entrenched into school system to give emphasis on supporting, mentoring and guiding teachers as opposed to previous practice.

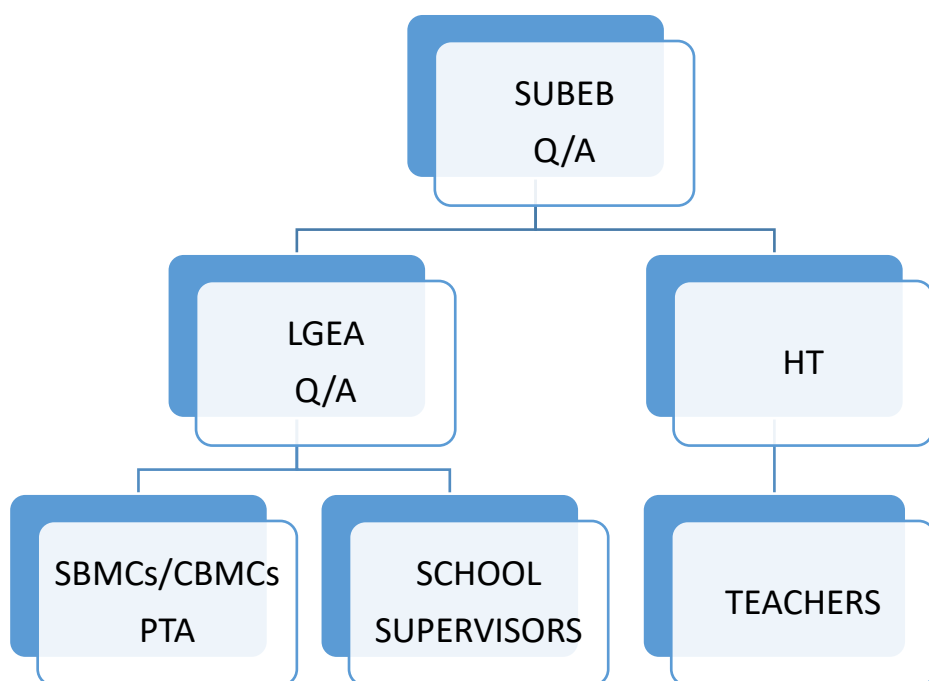


Figure 2.7.2 above shows that there is interrelationship in Quality Assurance and School Support Systems at SUBEB and LGEA levels in ensuring quality of teaching and learning in basic education. The highest body is the SUBEB linking it with the LGEA or H/T, SBMCs/CBMCs PTA, school supervisors and teachers. But in SUBEB, there is no conducive office accommodation for staff in both SUBEB and LGEAs

Table 2.7.2 Number and Percentage of Quality Assurance Staff in SUBEB & LGEA

Department	Total no of Staff	Quality Assurance Staff	Percentage of Quality Assurance staff
SUBEB	275	53	19.3%
LGEA	4,031	1,292	32.1%

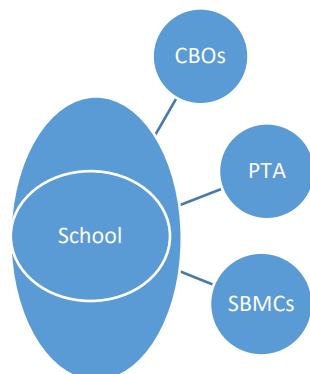
Number and Percentage of Quality Assurance Staff in SUBEB & LGEA

Table above, reveals that 19.3% of SUBEBs staff were involved in supervision of schools to ensure quality. Similarly, the total percentage of LGEA staff in relation to the staff engaged in school supervision is only 32.1%. The number of Quality Assurance officers' needs to be raised to improve monitoring and mentoring of learning activities in basic education.

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

The Importance of community and CSO participation in education management and school Governance cannot be over emphasized, thus reactivation of SBMC/CBMC, training and retraining on the roles and responsibility as well as resource mobilization for improved school

safety and governance. This has yielded positive result especially on independent monitoring report and mentoring of our community structure.



The state has six (6) CSO that help in school governance and conducting advocacy and sensitization to religious institutions and the communities. They also help in Enrolment Drive Campaigns and house to house campaigns and also routinely check on schools to ensure everything goes well. They also check on households to ensure all school age children attend schools and encourage the parent to allow their children and wards complete schools. This is done especially by Mothers Association and SBMCs.

2.8 Cross Cutting Issues

2.8 Emerging Issues in Education (Climate change and Conflict/Crisis, etc.)

The Emerging Issues in Kebbi State are significantly influenced by climate change and regional conflicts/crises, among other factors. These challenges pose unique obstacles to the effective provision and management of education within the state.

Firstly, climate change impacts play a crucial role in shaping education policies and practices. Kebbi State, like many regions globally, is experiencing shifts in weather patterns, leading to environmental degradation, erratic rainfall, wind storm, intense sunlight, and rising temperatures. These changes can disrupt agricultural cycles, affecting livelihoods and economic stability. For the education sector, climate change poses challenges such as increased vulnerability to natural disasters like floods and droughts,

which can damage school infrastructure and disrupt learning schedules. Additionally, changes in climate may impact health, affecting student attendance and performance due to increased illnesses or heat-related issues. Consequently, educational planning must incorporate strategies to mitigate climate risks, such as resilient infrastructure design, curriculum integration of climate education, and promoting sustainable practices within schools.

Secondly, conflict and crises are significant emerging issues affecting education in Kebbi State. The northern region of Nigeria has experienced various forms of conflict, including ethno-religious tensions, insurgency, and farmer-herder conflicts. These situations often lead to widespread displacement, disruptions to community stability, and damage to infrastructure, including schools. Conflict not only directly affects the safety of students and teachers but also contributes to increased poverty and limited access to educational resources. Displacement of populations due to conflict can strain existing education systems, requiring innovative approaches to ensure continued access to education for affected populations. Furthermore, the psychological impact of conflict on students requires specialized support within educational frameworks to address trauma and promote resilience.

In order to build a more resilient and adaptive education system that can withstand the challenges posed by climate change and conflict, ultimately ensuring equitable access to quality education for all learners in the state.

Crisis and Emergency Issues in Basic Education in the State

Type of crisis/conflict	LGEA affected	No. of primary schools affected	No. of secondary schools affected	Effect on primary school enrolment
a. Banditry	Danko-Wasagu, Sakaba	40	15	Decreased enrolment due to fear and insecurity
b. Cattle rustling	Danko-wasagu	12	5	Some schools affected; potential impact on enrolment
c. Kidnapping	Yauri	28	10	Significant decrease in enrolment; parents' safety concerns
d. Farmer-Herders clashes		17	8	Interference with schooling; potential effect on enrolment
e. Pandemic (Covid-19)	All LGAs	356	12	Disruptions in education; reduced physical attendance

f. Natural disasters		22	7	School closures; temporary impact on enrolment
g. Gender Based Violence		5	2	Potential impact on enrolment due to safety concerns

Source: (LGEA and SUBEB)

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d. Farmer-Herders clashes				
e. Pandemic (Covid-19)	All LGAs	356	12	Disruptions in education; reduced physical attendance
f. Natural disasters		22	7	School closures; temporary impact on enrolment
g. Gender Based Violence		5	2	Potential impact on enrolment due to safety concerns

2.8.1 Gender and Basic Education

Government has put a lot of efforts to encourage gender equality in the provision of quality education, over the years, despite the socio-cultural factors in many communities which tend to favour the male child over the female one.

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

Level	GPI for learners	M	F	M	F	GPI for teachers
ECCDE	0.88	16,890	2,284	494	739	0.58
Primary	0.69	176,853	375,862	11347	5043	0.29
JSS	0.82	74,354	87,322	2131	1072	0.33

Source: UBEC National Personnel Audit, 2022

Table 2.8.1.1 revealed that Gender Parity Index for ECCDE learners is 0.88, a situation that show male learners are more than female. While GPI for teachers is 0.29 this revealed that there

are more female teachers in ECCDE. GPI for primary learners is 0.69 this show that male learners are more than female learners. For teachers a GPI 0.33 suggest that male teachers are more than female in primary school. The GPI for JSS learners 0.82 which means that male learners are more than female learners while for teachers, the GPI is 0.33 meaning there are more male teachers. The general scenario is that male learners and teachers are more than their female counterpart. There is need for gender balance.

2.8.1.2 Gross and Net Enrolments/Rates by Gender by Level

LEVEL	GER			NER		
	Male	Female	Total	Male	Female	Total
ECCDE	14.0	12.0	13.0	10.7	9.2	10.0
PRIMARY	116.4	87.2	108.3	99.8	74.9	92.9
JSS	47.9	37.8	42.8	35.1	29.6	32.3

Source: UBEC National Personnel Audit, 2022

The above table revealed that GER for ECCDE male learners is 14.0 and 12.0 for female a situation that shows male learners are more than female. While NER for ECCDE male learner is 10.7 and 9.2 for female learners this revealed that there are more female to be enrolled in ECCDE. GER for primary learners is 116.4 and 87.2 for female this show that male learners are more than female learners. For NER for male is 99.8 and 74.9 for female this suggest that male learners are more than female in primary school. The GER for JSS learners is 47.9 and 37.8 for female learner which means that male learners are more than female learners while for the NER for male stood 35.1 and 29.6 for female meaning there are more male. The general scenario is that male learners are more than their female counterpart. There is need for gender balance in enrolment.

2.8.1.3 Gender Distribution of Teachers by Level

Table: 2.8.1.3 Gender Distribution of Teachers by Level

LEVEL	Teachers			% of Male teachers by gender	% of Female teachers by gender	Total
	Male	Female	Total	% Male	% Female	

ECCDE	494	739	1,233	40%	60%	100%
Primary	11,347	5,043	16,390	69%	31%	100%
JSS	2,131	1,072	3,203	66%	34%	100%

Source: NPA 2022

The table above provides a breakdown of teachers by gender across different education levels. In ECCDE, there are 494 male teachers and 739 female teachers, indicating 40% and 60% of the teaching staff in ECCDE, respectively. At the Primary level, the number of male teachers significantly increases to 11,347, with 5,043 female teachers representing 69% male and 31% female. For JSS, there are 2,131 male teachers and 1,072 female teachers, representing 66% male and 34% of female. This data indicates a notable gender imbalance across all levels, with males consistently comprising the majority of the teaching workforce.

2.8.1.4 Gender Distribution of SUBEB and LGEA Staff

Level	Male	Female	Total
SUBEB	176	32	208
LGEA	2272	5094	7386

Source: NPA 2022

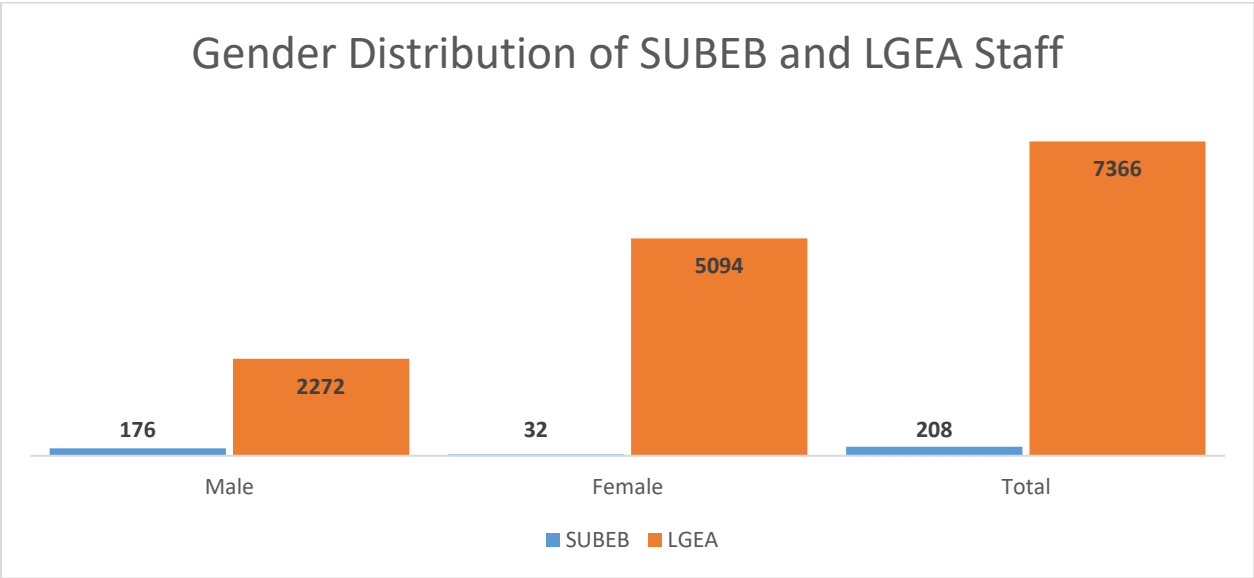


Table 2.8.1.4. The above revealed there are more male staff with a total of 176 than female staff with a total of 32, for LGEA staff also, there are more male with a total of 7,386 staff that female staff with a total of 5,094 staff in the 21 LGEAs in the state.

2.8.2 Special Needs and Inclusive Education

Table 35: Special needs and Inclusive Education data in Basic Education Level

Programme	Level	Public	
		Number of schools	Enrolment
Special Needs	ECD	6	273
	Primary	13	5,165
	JSS	1	153
Nomadic	ECD	36	2,650
	Primary	76	29,161
	JSS	0	0
Migrant Farmers	ECD	0	0
	Primary	1	321
	JSS	0	0
Tsangayya	ECD	5	213

	Primary	11	3,429
	JSS	0	0

Source: UBEC National Personnel Audit, 2022

The table above provides a breakdown of various special educational programs across different levels detailing the number of schools and enrolment figures. The Special Needs education at the ECCDE level has the enrolment of 273 in the available 6 schools, in primary schools the enrolment is 5,165 pupils in the available 13 schools and 153 student in the 1 available school respectively. For Nomadic education schools, the enrolment for ECCDE is 2,650 learners in the 36 Centres; in primary school, the enrolment is 29,161 pupils in the 76 schools, while there is no JSS. Also for migrant farmers' school there is no ECCDE Centre across the state but for the 1 primary school, the enrolment is 321 pupils and there is no JSS. For Tsangaya schools the enrolment for ECCDE is 213 in the 5 centres available and 3,429 learners in the 11 primary school available while there is no JSS. This is indicating possible resource constraints for special needs and inclusive Education.

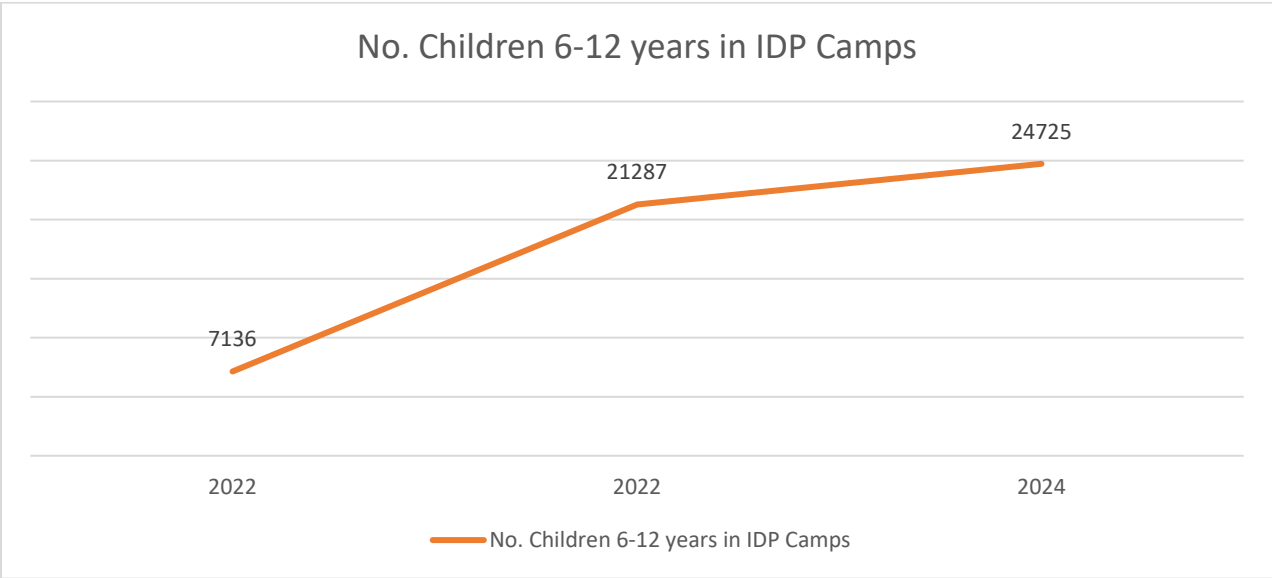
2.8.3 Education in Emergency (IDPs etc.)

The consequences of the communal clashes and insecurity which engulfed the state in the recent past continue to manifest in the large number of people left vulnerable and in need of various humanitarian assistance.

Table 2.7.3 Education in Emergencies (IDPs etc)

Year	No. Children 6-12 years in IDP Camps
2022	7136
2022	21287
2024	24725

Source: State Ministry of Women Affairs and Social Development 2024.



According to the International Organization and CSOs and state ministry of women Affairs and Social Development for Tracking Matrix CSI Child Status index, pre-enrolment card for Vulnerable Children Report of 2018, the number of internally displaced persons in the state stands at 7,136 Support from both the State and Federal Governments was mobilized to respond to the immediate needs of the affected population. Humanitarian partners have so far provided lifesaving water, sanitation and hygiene (WASH), Non-Food Items (NFI) and shelter assistance to over 1,000 individuals affected by the floods in some LGAs in the state.

In 2024 about 5,560 children and adolescents aged 6 –12 years are in need of basic education. Acknowledging that this is a right guaranteed by the International Convention on the Rights of Children and affirmed by the nation and state legislations. The Better Education Service for All (BESDA) Programme is establishing Non-formal Learning Centers in IDP camps to cater for education needs of children in emergencies. Re-construction and Rehabilitation of schools in affected communities and the posting of teachers are also efforts by state government provide education in emergencies.

2.9 SUMMARY OF KEY ISSUES FROM THE DIAGNOSIS.

One of the major challenges in the education sector in the State is the growing number of school-age children not enrolled in schools despite government’s provision of additional infrastructure, increased spending on education, school expansion programmes which includes establishment of new schools and renovation of dilapidated structures. Reasons that may gave birth to this

phenomenon include rapid population growth, parents' apathy towards western education, and household level poverty especially in the rural areas as well as security challenges bedeviling the state.

These challenges may have amounted to poor educational outcomes at the basic education level resulting in many pupils/students leaving primary and junior secondary schools without the requisite skills and competencies for them to be self-reliant.

Based on an in-depth analysis of the situation, the challenges in the sector are broadly categorized into the following six thematic areas:

- Access, equity and inclusiveness
- Infrastructure and facilities
- Quality and relevance
- System strengthening
- Crisis and Emergency Response
- Financing and resourcing

2.9.1 Access, Equity & Inclusiveness

Despite the fact that the State is fully committed to the provision of equitable access to education for all school-age children especially the vulnerable children, access still remains a bottleneck. Results from the National Personnel Audit 2022, showed that the state has an ECD enrolment of **74,045** out of which 34,437 are females. The primary enrolment is 1,054,644 out of which 430,912 are females. The Junior Secondary school enrolment is 175,778 out of which 78,778 are females. There are 4654 Primary Schools (public & private) across the 21 LGEAs. These are served by a total of 383 Junior secondary schools (154 rural, 229 urban) Private and Public schools with teachers serving both rural and urban communities.

The ECCD gross enrolment rate stood at 13%, 116% for primary and 43% for JSS respectively, while Net Enrolment Rate for the levels is 10%, 92.9% and 32.3% for ECCD, Primary and JSS respectively. In spite of the fact that 1-year pre-primary education is declared compulsory, the above report indicates that access in that regards remained a big challenge for children between 3 – 5 years, while for the primary enrolment there is an appreciable progress.

2.9.2 Quality and Relevance

The attention of Government has, over the years, been drawn to the issues of quality of Basic Education in Kebbi state and the relevance of the curriculum to the needs of the society. Although a giant stride has been made towards improving the quality of teaching and learning through continuous Teacher Professional Development, a lot still needs to be done to improve the quality of teachers in the state. Out of the total number of teachers in the state only 41% and

39% are qualified to teach in ECD and Primary respectively, Qualified female teachers account for 61% in Primary and 6% in ECD. In the Junior Secondary Schools, 56% have teaching qualifications of a minimum of NCE. Female teachers however account for only 39% of total qualified teachers. These efforts are geared towards bridging the gaps in the provision of sufficient number of professionals in essential fields, thus providing education for self-reliance and a reduction of gaps in gender issues.

However, in spite of government efforts, there are still notable challenges in relation to inputs, processes and outputs, which include:

- low level enrolment
- low learning outcomes,
- insufficient teaching/learning materials,
- inadequate infrastructural facilities,
- Pupil Qualified Teacher Ratio (PQTR) of 1:55
- Gross Pupil Teacher Ratio (GPRT) of 1:30
- Inadequate Monitoring and Mentoring
- Low community participation

2.9.3 INFRASTRUCTURE AND WASH FACILITIES

The main challenge in the area of infrastructure is directly related to increase in population growth, political demand and vigorous campaign towards girl-child education activities in the state. Despite huge investment in terms of provision of infrastructure at all levels, Pupil-Classroom Ratio (PCR) is still high, according to NPA 2022 63:1 PCR is 76:1 at both pre-primary and primary level, and 72:1 in Junior Secondary School with the highest figure of 1:98 in the rural public school. Other education facilities in the state are also inadequate and where they are available, they are unusable as approximately 70% of classrooms are said to be without appropriate blackboards for learners.

The relevance of water, sanitation, and hygiene (WASH) facilities in school has been proven to enhance pupils' educational performance through increased attendance and participation in class. The NPA 2022 report shows that, only 45.1% of primary schools have access to portable water facilities, public sector having 40.5% and private having 51.1%. While at JSS level, 49.4% of the JS schools have access to portable water. The report also shows that 56.7% and 36.7.0% of public and private primary and JSS were the proportion of schools with usable toilets, respectively.

2.9.4 MANAGEMENT AND SYSTEM EFFICIENCY

The Ministry of Education is being run through Zonal Education Quality Assurance offices where power is devolved for easy administration of education. However, the system is clogged

with several challenges such as withholding information, weak implementation of official directives and untimely release of funds for projects. This is in addition to low ICT capacity of the personnel to effectively manage the system. At SUBEB level 21 Education Secretaries handles LGEA levels administration and school management, but there are also challenges of low technical skills in the areas of continuous quality assurance monitoring and support, tracking of school records keeping and other administrative activities.

There exist 17 or 18 members in each School-based Management Committees (SBMCs) in school but some are not fully functional, this is not unconnected with low commitment of the members, insufficient motivation and logistics (as the SBMC members are unpaid volunteers).

Another challenge is the inadequate teacher support services at all levels, there is a need for increased capacity building of about 41 Quality Assurance Officers/staff, provision of appropriate logistics required for proper inspection and monitoring. There is also low-level involvement of the private sector (such as educated parents or Old Pupils Association members) in monitoring and inspection of schools. There exists unnecessary bureaucracy which causes delay in the discharge of duties and responsibilities. It is also observed that the implementation of UBE scheme poses challenge to the basic education delivery as the Junior Secondary component still remains under the management of Ministry of Education, against the basic education law which provides for management of both primary schools and JSS under SUBEB.

Another challenge is the weak capacity of staff especially at LGEA levels. Most Head Teachers, Asst. Head Teachers, Principals and Vice Principal and Inspectors require increased ICT skills to discharge their duties. Also, some of the Parastatals (SAME, SSMB, STEB, ARABIC& ISLAMIC) do not have functional EMIS.

CHAPTER THREE

3.0 The Strategic Programme

From the findings of the situation analysis on the status of basic education in the previous chapter, it is clear that a lot needs to be done towards defining clear path for improving learning experiences and outcomes for all children. These pathways must involve all basic education stakeholders. Based on SUBEB's vision and the principles outlined earlier, this plan identifies seven major challenges that needs to be addressed in reinvigorating the basic education programme. They include the following paradigmatic shifts in the provision and implementation of basic education:

- From an elitist and discriminatory system that tends to perpetuate the existing social inequalities in society to a more egalitarian, inclusive and equitable system that guarantees every child's right to basic education through well-funded and sustainable access. Achieving greater inclusion and promoting diversity in basic education is a strong social justice imperative, an objective reflected in SDG 4 *“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*.
- Effective education and training systems where opportunities are equally distributed are the basis for sustainable development of fair, peaceful, and democratic societies. This is premised on the assumption that every child's capacity to learn is changeable and that what teachers choose to do (or do not do) affect the educational life chances of their learners.
- From an exclusive reliance on government funding and financing of education, the subsector must shift to a shared responsibility and accountability in areas of resource allocation and utilization. This requires greater emphasis on collaboration and partnerships among all basic education stakeholders, shared responsibility, accountability, community involvement in education and democratic processes in the delivery of basic education. Such practices have the potential of ensuring a solid foundation for the achievement of effective and sustainable education for all children irrespective of their physical, social, economic or geographical circumstances.
- From the traditional teacher-centred model of teaching to a more diversified learner centred \ active learning methodologies and technology-enabled pedagogies, which put the learner at the centre of the learning process.

- From an exclusive preoccupation with expanding access at the expense of quality, to a greater concern on improving learning. While vast numbers of primary school children in Nigeria (70% according to UNICEF) are not learning the basics, the plan aims to counter this by making quality and learning outcomes a major priority and prerequisite for improving learning while simultaneously expanding access to basic education.
- From a system dominated by inexperienced, underqualified and unskilled teachers unevenly deployed to one in which demand for qualified teachers is matched by supply of well trained and highly professional teaching force evenly distributed. A system with improved teacher management that promotes innovative approaches for attracting, developing and retaining effective and motivated teachers.
- From a weak data management system characterized by data whose reliability and accuracy cannot always be assured, to a strengthened EMIS that insists on collection of accurate and reliable data for evidence-based decision making and effective planning.
- From institutionally weak implementation structures, to improved and robust education intervention agencies to meet contemporary demands of basic education in Nigeria.

In the implementation of the identified turn-around strategies of the plan, particular attention will be focused on the following specific priorities that will make the most and immediate impact across the various segments of the program:

- prioritisation and implementation of high impact programmes that will directly increase enrolment while at the same time ensuring quality learning outcomes;
- enhancement of non-governmental funding of basic education by attracting resources related partnerships, coordinating and synergising partner activities, increasing private sector and community involvement in the provision of basic education to encourage diversification of funding efforts;
- prioritisation and implementation of critical and strategic infrastructure projects that will directly lower the learner/classroom ratios and create a conducive environment for effective teaching and learning;
- enhancing the capacities of teachers and education managers on implementation mechanisms for effective delivery of the basic education program;
- a multi-faceted and holistic approach to counter the challenges and problems of basic education in the state;

The main strategic objectives for the basic education sector include *improvement in access to education for all and improvement in the quality of service delivery at all levels of education.*

Key strategies to be adopted in achieving these objectives include:

- Advocacy and sensitization
- Enrolment Drive Campaigns (ECD)
- Recruitment and deployment of teachers
- Continuous Teacher Professional Development (CTPD)
- Continuous Quality Assurance (CQA) for improving learning outcomes
- Continuous Implementation of Early Grade Reading Pedagogies
- Enhancing Innovation and Instructional Technology in basic education schools
- Capacity Development of SBMC / CBMC on roles and responsibilities
- Upgrading of EMIS at STATE and LGEAs for effective decision making and planning in basic education

3.1 Priority Programme

This document is in line with the provision of Education for All (EFA) goals, Sustainable Development Goals (SDGs), the UBE Law, the Federal Ministerial Strategic Plan (MSP) and State Development Plan (SDP) and State Education Operational Plan (SESOP) all of which informed the development of the Medium-Term Basic Education Sector Strategic Plan (MTBESP). These has three policy objectives as identified in the Ministerial Plan.

EDUCATION GOALS/PILLARS	EDUCATION OBJECTIVES
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EDUCATION GOALS/PILLARS	EDUCATION OBJECTIVES
<p><u>Goal A:</u> Provision of equitable access, equity and inclusiveness to Education for all.</p>	<ol style="list-style-type: none"> 1: Reduce the number of out of school children 2: Enhance enrolment, retention and completion 3: Increase Almajiri children’s access to integrated education 4: Increase enrolment of Nomadic Children 5. Increase enrolment of the Girl Child 6. Mainstreaming Gender and social inclusion in the delivery of Basic Education
<p><u>Goal B:</u> Provision of Quality Education to the Pupils in the State.</p>	<ol style="list-style-type: none"> 1: Improve capacity of teachers for effective teaching delivery 2: Provision of adequate and relevant teaching and learning materials 3: Increase the proportion of qualified teachers 4: Institutionalize early grade reading and numeracy activities in schools and centres 5: provide conducive classrooms for effective teaching and learning 6: Provide adequate furniture to schools and centres 7: Provide WASH facilities to schools and centres 8: Provide sporting facilities 9: Provide agricultural Education and Experiential learning programmes in schools
<p><u>Goal C:</u> Improved Management and System Efficiency</p>	<ol style="list-style-type: none"> 1: Upgrade EMIS structure at SUBEB and LGEA 2.Strengthen data collection and provision of reliable, accurate and timely data for education planning 3: Encourage community participation in educational development 4: Strengthen planning processes of the basic education sub–sector 5: Mobilize resources within and outside the state to meet the funding needs of basic education sub sector 6: Mobilize resources from development partners and philanthropist

3.1.1 Access, Equity and Inclusiveness

1. Community Mapping
2. Enrolment Drive Campaign
3. Community engagement Meetings
4. Advocacy/Sensitization visits
5. Media Engagement (phone-in programme, jingles etc)
6. Conditional Cash Transfer Program (CCTP)

3.1.2 Quality and Efficiency

- ❖ Teacher Recruitment and Deployment
- ❖ Teacher Capacity Building
- ❖ Conducive and safe Learning Environment
- ❖ Teaching Learning Materials (TLM)
- ❖ Monitoring and Mentoring

3.1.3 System Strengthening and Efficiency

- ❖ Capacity Building for Education Managers
- ❖ School Monitoring & Reporting
- ❖ Strengthening and upgrading of EMIS
- ❖ Data Collection, management and Reporting
- ❖ Strengthening the capacity of SBMC/CBMCs, MAs, SMOs and CBOs
- ❖ Digitization of School records

3.1.4 Sustainability Funding

- ❖ Budgetary Provision
- ❖ Collaboration with Development Partners
- ❖ FGN/UBE Intervention
- ❖ Philanthropists
- ❖ Social cooperate responsibilities
- ❖ Local NGOs/CBOs
- ❖ BESDA FUNDS
- ❖ AGILE

3.2 RESULT FRAMEWORK

POLICY/POLICY OBJECTIVES	STRATEGIES	OUTPUT INDICATORS	OUTCOMES	OUTCOME INDICATOR	
				BASELINE	END LINE TARGET
<p>Access, Equity, and inclusiveness</p> <p>Policy Objectives Ensure increased Access to equitable and inclusive Basic Education and ensure improved retention and completion rates.</p>	<ul style="list-style-type: none"> • Conduct of Community Mapping of OOSC in 1,967 schools / communities across the state. • Reduce the number of OOSC by 35% (337,534) of 964,383 through Increase Enlightenment for Enrolment, gender mainstreaming and support social inclusion. • To increase additional NFLCs by 21% (717) of 3,493, ECD from 19% (380) of 1967 to 81% (1587) through the provision of additional schools/centres where necessary and expansion of existing ones • Increase the number of TVET schools from 7 to 21 schools. • Increase the number of NFLCs with skills acquisition centres from 4 to 21 across 21 LGEAs. 	<p>Conduct of Community Mapping of OOSC in 1,967 schools / communities across the state.</p> <p>337,534 OOSC reduced - 65% male (219,397) and 35% female (118,137)</p> <p>717 and 1587 additional NFLCs and ECD Centres increased by 21% and 81% respectively.</p> <p>14 additional TVET schools.</p> <p>17 additional NFLCs with skills acquisition centres</p>	<p>Community Mapping of OOSC in 1,967 schools / communities across the state conducted.</p> <p>337,534 (Pupils/learners enrolled back to Schools/centres</p> <p>717 NFLCs and 1587 ECCDE centres established.</p> <p>14 additional TVET schools established</p> <p>17 additional NFLCs with skills acquisition centres established</p>	<p>1,967 schools / communities</p> <p>964,383 OOSC (MICS 2021)</p> <p>3,493 NFLCs and 380 ECD centres</p> <p>7 TVET schools.</p> <p>4 NFLCs skills acquisition centres</p>	<p>1,967 schools / communities</p> <p>626,849 OOSC.</p> <p>717 NFLCs and 1967 schools</p> <p>21 TVET schools.</p> <p>21 NFLCs skills acquisition centres</p>
<p>Quality and Efficiency</p> <p>Policy Objectives: Ensure improved</p>	<ul style="list-style-type: none"> • Increase the number of ECCDE and 9-year Basic Education curriculum from 43% (6,450) to 100% (15,001) in ECD and 	<ul style="list-style-type: none"> • Increase the number of ECCDE and 9-year Basic Education curriculum by 57% 	<p>8,551 ECCDE and 9-year basic Education curriculum provided</p>	<p>6,450 ECCDE and 9-year basic Education curriculum</p>	<p>15,001 ECCDE and 9-year Basic Education curriculum</p>

POLICY/POLICY OBJECTIVES	STRATEGIES	OUTPUT INDICATORS	OUTCOMES	OUTCOME INDICATOR	
				BASELINE	END LINE TARGET
learning outcomes for learners at all levels of Basic Education	<p>Primary Schools across the State.</p> <ul style="list-style-type: none"> • Increase the number of ECCDE centres with play facilities from 19% (380) to 100% (1967) • Increase the number of learners with textbooks in the 4 core subjects in primary and junior Secondary schools from 7% (150,712) to 100% (2,218,336) and from 10% (54,543) to 100% (572,720) respectively. • Increase the number of Literacy and Numeracy textbooks for Early Grade Reading from 287,062(57%) to 500,446 (100%) • Increase the number of qualified ECD teachers/care givers from 34% (552) to 100% (2,962) • Increase the number of qualified teachers in primary schools from 72% (9841) to 100% (15,845) from 2024-2027. 	<p>(8,551)</p> <p>1587 ECCDE centres across the State provided with play equipment.</p> <p>2,067,62 and 518,177 textbooks in 4 core subjects in primary and Junior Secondary Schools</p> <p>Procurement and distribution of 213,384 Literacy and Numeracy textbooks for Early Grade Reading</p> <p>Recruitment and deployment of 2,410 ECD teacher's/care givers to 1967 Pre-Primary Schools across the State. Recruitment and deployment of 6,004 qualified Primary School teachers.</p>	<p>Play equipment to 1587 ECCD centres provided</p> <p>2,067,62 and 518,177 textbooks in 4 core subjects in primary and Junior Secondary Schools procured and distributed</p> <p>213,384 Literacy and Numeracy textbooks for Early Grade Reading procured and distributed.</p> <p>2,410 ECD teacher's/care givers recruited and deployed to Schools.</p> <p>6,004 primary School Teachers recruited</p>	380 ECCDE centres with play equipment	1967 ECCDE centres with play equipment
				150,712 and 54,543 textbooks in 4 core subjects in primary and Junior Secondary Schools respectively	,218,336 and 572,720 textbooks in 4 core subjects in primary and Junior Secondary Schools respectively.
	<ul style="list-style-type: none"> • Increase the number of qualified teachers 	Recruitment and deployment of 2,187	2,187 Junior secondary	1,398 Qualified	3,585 Qualified

POLICY/POLICY OBJECTIVES	STRATEGIES	OUTPUT INDICATORS	OUTCOMES	OUTCOME INDICATOR	
				BASELINE	END LINE TARGET
	in junior secondary schools from 38% (1,398) to 100% (3,585) from 2024-2027.	qualified Primary School teachers.	School Teachers recruited and deployed to schools	Junior secondary School Teachers	Junior secondary School Teachers
	<ul style="list-style-type: none"> • Training and retraining of 2,962 ECD teachers on REGGIO EMILIA and other Child Centered Approaches 	Training of 2,962 ECD teachers on REGGIO EMILIA and other child centered approaches	2,962 ECD teachers trained on REGGIO EMILIA and other child centered approaches.	552 ECD Teachers	2,962 ECD teachers
	<ul style="list-style-type: none"> • Training and retraining of 15,845 primary school teachers on Child Centered Pedagogies 	Training of 15,845 primary school teachers on Child Centered Pedagogies	15,845 primary school teachers trained on Child Centered Pedagogies.	9841 primary school Teachers	15,845 primary school teachers
	<ul style="list-style-type: none"> • Training and retraining of 3,585 junior secondary school teachers on Child Centered Pedagogies 	Training of 3,585 junior secondary school teachers on Child Centered Pedagogies	3,585 junior secondary school trained on Child Centered Pedagogies.	1,398 junior secondary school Teachers	3,585 junior secondary school teachers
	<ul style="list-style-type: none"> • Training and retraining of 7,165 (90%) teachers from 758 (10%) on Teaching at the Right Level (TaRL) approach from 2024-2027 	Training of 7,165 teachers on Teaching at the Right Level (TaRL) approach	7,165 teachers trained on Teaching at the Right Level (TaRL) approach	758 TaRL teachers	7,923 TaRL teachers
	<ul style="list-style-type: none"> • Training of 200 Quality Assurance officers on E-Quality from 25 (12%) – 200(100%) 	Training of 200 Quality Assurance officers	200 Quality Assurance officers trained	25 Quality Assurance officers	200 Quality Assurance officers
	<ul style="list-style-type: none"> • Training of 100 master trainers on Continuous Quality Assurance from 25 (25%) – 100(100%) 	Training of 100 master trainers on Continuous Quality Assurance	100 master trainers on Continuous Quality Assurance trained	25 Quality Assurance officers	100 Quality Assurance officers
	<ul style="list-style-type: none"> • Training of 1,500 SUBEB and LGEA Quality Assurance officers on 	Training of 1,500 SUBEB and LGEA Quality Assurance Officers on Continuous	1,500 SUBEB and LGEA Quality Assurance	240 SUBEB and LGEA Quality Assurance	1,500 SUBEB and LGEA Quality

POLICY/POLICY OBJECTIVES	STRATEGIES	OUTPUT INDICATORS	OUTCOMES	OUTCOME INDICATOR	
				BASELINE	END LINE TARGET
	Continuous Quality Assurance	Quality Assurance	officers trained	officers	Assurance officers
	<ul style="list-style-type: none"> Conduct of Continuous Quality Assurance in 2,270 Primary and JSS 	Conduct of Continuous Quality Assurance in 2,270 Primary and JSS	Continuous Quality Assurance in 2,270 Primary and JSS conducted	Continuous Quality Assurance in 288 Primary and JSS	Continuous Quality Assurance in 2,270 Primary and JSS
	<ul style="list-style-type: none"> Procurement and distribution of 120 motor cycles and 4 monitoring vehicle for school monitoring and supervision 	Procurement and distribution of 120 motor cycles and 4 monitoring vehicle for school monitoring and supervision	120 motor cycles and 4 monitoring vehicle for school monitoring and supervision procured and distributed	28 motor cycles and 1 monitoring vehicle for school monitoring and supervision	120 motor cycles and 4 monitoring vehicle for school monitoring and supervision
	<ul style="list-style-type: none"> Procurement and distribution of 80 tablets for e-quality assurance 	Procurement and distribution of 80 tablets for e-quality assurance	80 tablets for e-quality assurance procured and distributed	10 tablets for e-quality assurance	80 tablets for e-quality assurance
	<ul style="list-style-type: none"> Reading and Spelling Bee competitions in 1,967 (100%) schools to encourage Early Grade Reading 	Reading and Spelling Bee competitions in 1,967 (100%) schools.	Reading and Spelling competence improved.	1,967 schools	1,967 schools
	<ul style="list-style-type: none"> Scale up agricultural education and training programme (AETP) from 162 to 262 schools. 	AETP in additional 100 schools across the state.	AETP in 100 schools scaled up.	162 AETP schools.	262 AETP schools.
	<ul style="list-style-type: none"> Enhance sporting activities in schools from 240 (10%) – 304 (25%) 	Enhance sporting activities in 304 schools	Sporting activities in 304 schools enhanced	Sporting activities in 240 schools	Sporting activities in 340 schools
SYSTEM MANAGEMENT EFFICIENCY: - Policy Objectives: ❖ Ensure reliable accurate and timely data for	<ul style="list-style-type: none"> Regular Data Collection and update through annual school 	2024-2027 ASC and termly data returns.	2024-2027 ASC and termly data	2021-2024 ASC and termly data	2024-2027 ASC and termly data

POLICY/POLICY OBJECTIVES	STRATEGIES	OUTPUT INDICATORS	OUTCOMES	OUTCOME INDICATOR	
				BASELINE	END LINE TARGET
<p>planning, policy and decision making.</p> <p>❖ Ensure community participation and ownership in Basic Education Delivery.</p> <p>❖ Strengthen the capacity of education managers for effective basic education delivery.</p> <p>❖ Ensure effective Monitoring and Evaluation (M&E) of basic education delivery.</p> <p>❖ To conduct baseline survey on literacy and numeracy.</p> <p>❖ To conduct baseline on Out of school children (OOSC)</p>	<p>census and termly data returns.</p> <p>Capacity building for 1,967 SBMCs & MAs and 717 CBMCs on their roles and responsibilities in basic education delivery.</p> <p>Capacity development for education managers at SUBEB and LGEAs on planning, administration, and management of basic education.</p> <ul style="list-style-type: none"> • Capacity building of SUBEB and LGEA planning and EMIS officers on project monitoring and evaluation. • Conduct of monitoring and evaluation of projects, programmes and activities in basic education. <p>Carry-out Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA).</p>	<p>Capacity building for 1,967 SBMCs & MAs and 717 CBMCs.</p> <p>Develop the capacity of SUBEB and LGEA education managers on roles and responsibility.</p> <p>Conduct training on school monitoring and teacher support services.</p> <p>EGRA and EGMA activities carry-out.</p>	<p>returns conducted.</p> <p>Capacity of 1,967 SBMCs & MAs and 717 CBMCs developed.</p> <p>Capacity of SUBEB and LGEA education managers developed.</p> <p>Managerial skills of education managers enhanced.</p> <p>School support /Quality Assurance Capacity Improved.</p> <p>Literacy and Numeracy baseline data obtained.</p> <p>Number of OOSC in</p>	<p>return.</p> <p>1,967 SBMCs & MAs and 717 CBMCs</p> <p>SUBEB and LGEA education managers</p>	<p>return.</p> <p>1,967 SBMCs & MAs and 717 CBMCs</p> <p>SUBEB and LGEA education managers</p>

POLICY/POLICY OBJECTIVES	STRATEGIES	OUTPUT INDICATORS	OUTCOMES	OUTCOME INDICATOR	
				BASELINE	END LINE TARGET
			targeted community identified.		

3.3 Costed Priority Programmes Plan

POLICY 1: ACCESS, EQUITY AND INCLUSIVENESS

POLICY OBJECTIVE: (increased coverage, improve level of inclusiveness, retention and completion rate at Basic Education level.)

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Conduct of Community Mapping of OOSC in 1,967 schools / communities across the state.	Mapping of OOSC in 1,967 schools / communities	OOSC identified in 1967 Schools/ communities	Community Mapping of OOSC in 1,967 schools / communities across the state as Base line			Community Mapping of OOSC in 1,967 schools / communities across the state as End-line	145,867,023	-	-	-	145,867,023	SMoE, SUBEB, UNICEF and World Bank	SMoE, SUBEB, UNICEF and World Bank
Conduct of Advocacy and Sensitization to reduce the number of OOSC from 964,383 to 337534 (35%) through Enrolment Drive Campaigns, gender mainstreaming and social inclusion	To reduce the proportion of OOSC children in the state.	337,534 (35%) OOSC reduced	Conduct of Advocacy and Sensitization to reduce the number of OOSC from 964,383 to 16876 (5%) through Enrolment Drive Campaigns, gender	Conduct of Advocacy and Sensitization to reduce the	Conduct of Advocacy and Sensitization to reduce the	Conduct of Advocacy and Sensitization to reduce the number of OOSC from 964,383 to 16876 (5%) through Enrolment Drive Campaigns, gender	16,000,000	32,000,000	26,000,000	16,000,000		SMoE, SUBEB, UNICEF and World Bank	SMoE, SUBEB, UNICEF and World Bank

			mainstreaming and social inclusion	number of OOS C from 964,383 to 33,754 (10%) through enrolment Drive Campaigns, gender mainstreaming and social inclusion	on to reduce the number of OOS C from 964,383 to 50,631 (15%) through Enrolment Drive	mainstreaming and social inclusion								
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				n	ve Ca m pai gn s, ge nd er ma ins tre am ing an d so cia l inc lus ion								
Establishment of 1,587 additional ECCDE Centres from 380 (19%) to 1967 (100%)	1,587 additional	1,587 additional ECCDE centres established	397 Additional ECCDE centres	555 Additional ECCDE centres	397 Additional ECCDE centres	238 Additional ECCDE centres	12,000,000	15,000,000	10,000,000	20,000,000	57,000,000	SMoE, SUBEB, UNICEF, world bank	SMoE, SUBEB, UNICEF, world bank
Establishment of	717	717	179	251	17	108	17,900,	25,10	17,90	10,800,	71,700,	SMoE,	SMoE, SUBEB,

717 (21%) additional NFLCs from 3,493 to 4,210	additional NFLCs	additional NFLCs established	Additional NFLCs	Additional NFLCs	9 Additional NFLCs	Additional NFLCs	000	0,000	0,000	000	000	SUBEB, UNICEF, world bank	UNICEF, world bank
• Increase the number of TVET schools from 7 to 21 schools.	14 additional TVET schools	14 additional TVET schools established	4 additional TVET schools	4 additional TVET schools	4 additional TVET schools	2 additional TVET schools	105,000,000	120,000,000	125,000,000	130,000,000	375,105,000	SMoE, SUBEB, UNICEF, world bank	SMoE, SUBEB, UNICEF, world bank
Increase the number of NFLCs with skills acquisition centres	17 additional NFLCs with skills acquisition centres	17 additional NFLCs with skills acquisition centres established	3 additional NFLCs with skills acquisition centres	6 additional NFLCs with skills acquisition centres	5 additional NFLCs with skills acquisition centres	3 additional NFLCs with skills acquisition centres	26,000,000	26,000,000	20,675,876	18,000,000	90,675,876	SMoE, SUBEB, ANFE, UNICEF, world bank	SMoE, SUBEB, ANFE, UNICEF, world bank

					ce ntr es									
Subtotal =====➔														
							322,76 7,023	218,10 0,000	289,57 5,876	194,80 0,000	1,025,2 42,899			

POLICY 2: QUALITY AND EFFICIENCY

POLICY OBJECTIVE: {improve learning outcomes for learners at all levels of Basic Education }

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
To procure 2,218,336 textbooks in the 4 core subjects and RANA/Jolly Phonics teachers guide and pupils books for learners in primary Schools	2,067,62 textbooks in 4 core subjects and RANA/Jolly Phonics teachers guide and pupils books for learners in primary Schools procured	2,067,62 textbooks in 4 core subjects and RANA/Jolly Phonics teachers guide and pupils books for learners in primary Schools procured and distributed	516,905 textbooks in 4 core subjects in primary Schools procured and distributed	516,905 textbooks in 4 core subjects in primary Schools procured and distributed	516,905 textbooks in 4 core subjects in primary Schools procured and distributed	516,905 textbooks in 4 core subjects in primary Schools procured and distributed	1,550,715	1,550,715	1,550,715	1,550,715	6,202,860,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
To procure 572,720 textbooks in the 4 core subjects for Junior Secondary Schools	572,720 textbooks in 4 core subjects for primary schools procured	572,720 textbooks in 4 core subjects in primary Schools procured and distributed	143,180 textbooks in 4 core subjects in Schools procured and distributed	143,180 textbooks in 4 core subjects in Schools procured and distributed	143,180 textbooks in 4 core subjects in Schools procured and distributed	143,180 textbooks in 4 core subjects in Schools procured and distributed	429,540,000	429,540,000	429,540,000	429,540,000	1,718,160,000	UBEC,SMoE, SUBEB, UNICEF,	UBEC, SMoE, SUBEB, UNICEF, world
Increase the number of ECCDE and 9-year Basic Education curriculum to 308	308 9-year Basic Education curriculum in the ECCDE	308 9-year Basic Education curriculum in the procured		308 9-year Basic Education curriculum in the ECCDE			105,500,000	0	0	0	105,500,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICE

	procured and distributed	and distributed		procured and distributed									F, world bank,
Increase the number of 9-year Basic Education curriculum for primary	6142 9-year Basic Education curriculum in the ECCDE procured and distributed	6142 9-year Basic Education curriculum in the procured and distributed		6142 9-year Basic Education curriculum in the ECCDE procured and distributed			55,000,000	0	0	0	55,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
Increase the number of ECCDE and 9-year Basic Education curriculum to 6,450 in ECCDE Centers	To provide curriculum to facilitate teaching and learning to 6,450 in ECCD Centers	6,450 ECCDE 9-year Basic Education curriculum in ECCDE Centers procured and distributed	To provide 1,612 curriculum to facilitate teaching and learning to 6,450 in ECCD Centers	To provide 1613 curriculum to facilitate teaching and learning to 6,450 in ECCD Centers	To provide curriculum 1,613 to facilitate teaching and learning to 6,450 in ECCD Centers	To provide curriculum 1612 to facilitate teaching and learning to 6,450 in ECCD Centers	145,000,000	0	0	0	145,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
Increase the number of ECCDE and 9-year Basic Education curriculum to 8,551 in Primary schools	To provide curriculum to facilitate teaching and learning to 8,551 in Primary school	8,551 ECCDE 9-year Basic Education curriculum in Primary school procured and distributed	To provide 2,137 curriculum to facilitate teaching and learning to 6,450 in Primary school	To provide 2,137 curriculum to facilitate teaching and learning to 6,450 in Primary school	To provide curriculum 2,138 to facilitate teaching and learning to 6,450 in Primary school	To provide curriculum 2,138 to facilitate teaching and learning to 6,450 in Primary school	166,000,000	0	0	0	166,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,

Provision of play facilities in 1587 ECDDE centres	Procurement and distribution of play facilities to 1587 play equipment in ECCDE Centres	1587 play equipment in ECCDE Centres procured and distributed	Procurement and distribution of play facilities to 1587 play equipment in ECCDE Centres	Procurement and distribution of play facilities to 1587 play equipment in ECCDE Centres	Procurement and distribution of play facilities to 1587 play equipment in ECCDE Centres	Procurement and distribution of play facilities to 1587 play equipment in ECCDE Centres	65,000,000	75,000,000	80,000,000	85,000,000	305,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
Recruitment and deployment of 2,410 ECCDE care givers to 1967 Pre-Primary Schools across the State.	Recruitment and deployment of 2,410 ECD teacher's/care givers to 1967 Pre-Primary Schools across the State.	2,410 competent and qualified ECD teacher's/care givers recruited and deployed to Schools.	Recruitment and deployment of 602 ECD teacher's/care givers to 1967 Pre-Primary Schools across the State.	Recruitment and deployment of 602 ECD teacher's/care givers to 1967 Pre-Primary Schools across the State.	Recruitment and deployment of 602 ECD teacher's/care givers to 1967 Pre-Primary Schools across the State.	Recruitment and deployment of 602 ECD teacher's/care givers to 1967 Pre-Primary Schools across the State.	505,680,000	505,680,000	505,680,000	505,680,000	2,022,720,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
Recruitment and deployment of 6,004 Primary School teachers to 1967 Primary Schools across the State.	Recruitment and deployment of 6004 primary teachers to 1967 Primary Schools across the State.	6004 competent and qualified in primary teachers recruited and deployed to 1967 Schools.	Recruitment and deployment of 1,501 primary teachers to 1967 Primary Schools across the State.	Recruitment and deployment of 1,501 primary teachers to 1967 Primary Schools across the State.	Recruitment and deployment of 1,501 primary teachers to 1967 Primary Schools across the State.	Recruitment and deployment of 1,501 primary teachers to 1967 Primary Schools across the State.	1,260,840,000	1,260,840,000	1,260,840,000	1,260,840,000	5,043,360,000	MOE& SUBEB	UBEC, SMoE, SUBEB, UNICEF, world bank,
Conduct of training and retraining of 2,962 ECD teachers on REGGIO EMILIA and other Child Centered	Training and retraining of 2,962 ECD teachers on REGGIO EMILIA	Training of 2,962 ECD teachers on REGGIO EMILIA and	Training and retraining of 740 ECD teachers on REGGIO	Training and retraining of 740 ECD teachers on REGGIO	Training and retraining of 742 ECD teachers	Training and retraining of 740 ECD	37,000,000	37,000,000	37,000,000	37,000,000	148,000,000	UBEC,SMoE, SUBEB, UNICEF, world	UBEC, SMoE, SUBEB, UNICE

Approaches	and other Child Centered Approaches	other Child Centered Approaches conducted	EMILIA and other Child Centered Approaches	EMILIA and other Child Centered Approaches	on REGGIO EMILIA and other Child Centered Approaches	teachers on REGGIO EMILIA and other Child Centered Approaches						bank,	F, world bank,
Conduct of training and retraining of 15,845 primary school teachers on Child Centered Pedagogies	Training and retraining of 15,845 primary school teachers on Child Centered Pedagogies i	Training and retraining of 3,961 primary school teachers on Child Centered Pedagogies conducted	Training and retraining of 3,961 primary school teachers on Child Centered Pedagogies i	Training and retraining of 3,961 primary school teachers on Child Centered Pedagogies	Training and retraining of 3,961 primary school teachers on Child Centered Pedagogies	Training and retraining of 3,961 primary school teachers on Child Centered Pedagogies	198,050,000	198,050,000	198,050,000	198,050,000	792,200,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
Conduct of training and retraining of 3,585 junior secondary school teachers on Child Centered Pedagogies	Training and retraining of 3,585 junior secondary school teachers on Child Centered Pedagogies	Training and retraining of 3,585 junior secondary school teachers on Child Centered Pedagogies conducted	Training and retraining of 896 junior secondary school teachers on Child Centered Pedagogies	Training and retraining of 896 junior secondary school teachers on Child Centered Pedagogies	Training and retraining of 897 junior secondary school teachers on Child Centered Pedagogies	Training and retraining of 896 junior secondary school teachers on Child Centered Pedagogies	44,800,000	44,800,000	44,800,000	44,800,000	179,200,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
Conduct of Training and retraining of 7,165 teachers Teaching at the Right Level (TaRL) approach from 2024-2027	To support NCCE reforms to 7,165 teachers Teaching at the Right Level (TaRL) approach from	pedagogical skills of 7,165 teachers Teaching at the Right Level (TaRL) approach	Training and retraining of 1,791 teachers Teaching at the Right Level (TaRL)	Training and retraining of 1,791 teachers Teaching at the Right Level (TaRL)	Training and retraining of 1,791 teachers Teaching at the Right Level	Training and retraining of 1,792 teachers Teaching at the	89,550,000	89,550,000	89,550,000	89,550,000	358,200,000	UBEC,SMoE, TaRL Africa,SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world

	2024-2027	Enhanced	approach	approach	(TaRL) approach	Right Level (TaRL) approach							bank,
Conduct of Training and retraining of 7,165 teachers on RANA and Jolly Phonics to improve FLN Skills	To support NCCE 7,165 teachers on RANA and Jolly Phonics to improve FLN Skills	pedagogical skills of 7,165 teachers on RANA and Jolly Phonics to improve FLN Skills	Training and retraining of 1,791 teachers on RANA and Jolly Phonics to improve FLN Skills	Training and retraining of 1,791 teachers on RANA and Jolly Phonics to improve FLN Skills	Training and retraining of 1,791 teachers on RANA and Jolly Phonics to improve FLN Skills	Training and retraining of 1,791 teachers on RANA and Jolly Phonics to improve FLN Skills	89,550,000	89,550,000	89,550,000	89,550,000	358,200,000	UBEC,SMoE, TaRL Africa,SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
	Reading and Spelling Bee competitions in 1,967 schools to encourage Early Grade Reading	Reading and Spelling competence in 1,967 schools to encourage Early Grade Reading enhanced.	Reading and Spelling Bee competitions in 1,967 schools to encourage Early Grade Reading	Reading and Spelling Bee competitions in 1,967 schools to encourage Early Grade Reading	Reading and Spelling Bee competitions in 1,967 schools to encourage Early Grade Reading	Reading and Spelling Bee competitions in 1,967 schools to encourage Early Grade Reading	55,831,398.40	55,831,398.40	55,831,398.40	55,831,398.40	223,325,593.6	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
Conduct of State Assessment of Learning Achievement (SALABE) biannually in sample schools across the state	Conduct of State Assessment of Learning Achievement (SALABE) biannually in sample schools across the state	Improve learning assessment achievement of learners in core subjects	Conduct of State Assessment of Learning Achievement (SALABE) biannually in sample schools across the state	Conduct of State Assessment of Learning Achievement (SALABE) biannually in sample schools across the state	Conduct of State Assessment of Learning Achievement (SALABE) biannually in sample schools across the state	Conduct of State Assessment of Learning Achievement (SALABE) biannually in sample schools across the state	30,000,000	30,000,000	30,000,000	30,000,000	120,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,

					state	the state							
Agricultural education and training programme to Scale up agricultural education and training programme (AETP) from 100 Agricultural education and training programme schools	To improve learners' skills and ability towards practicing fish farming in 100 schools	learners skills and ability towards practicing fish farming improved	improving learners skills and ability towards practicing fish farming in 20 primary schools	improving learners skills and ability towards practicing fish farming in 30 primary schools	improving learners skills and ability towards practicing fish farming in 30 primary schools	improving learners skills and ability towards practicing fish farming in 20 primary schools	22,348,885	30,384,885	30,384,885	22,348,885.00		UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
	Crop farming to improve learners skills and ability towards practicing different varieties in 168 schools	Skills of Crop farming towards practicing different varieties to learners improved	Crop farming to improve learners skills and ability towards practicing different varieties in 168 schools	Crop farming to improve learners skills and ability towards practicing different varieties in 168 schools	Crop farming to improve learners skills and ability towards practicing different varieties in 168 schools	Crop farming to improve learners skills and ability towards practicing different varieties in 168 schools	16,484,600	16,484,600	16,484,600	16,484,600	65,938,400	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,

Ensure provision of adequate infrastructure	Decongest overcrowded classrooms in primary schools and JSS in urban areas @14,000,000	Additional classrooms in primary and JSS constructed	Construction of 250 blocks of 2 classrooms and blocks of 3 classrooms in primary and JSS respectively	Construction of 250 blocks of 2 classrooms and blocks of 3 classrooms in primary and JSS respectively	Construction of 250 blocks of 2 classrooms and blocks of 3 classrooms in primary and JSS respectively	Construction of 250 blocks of 2 classrooms and blocks of 3 classrooms in primary and JSS respectively	3,500,000,000	3,500,000,000	3,500,000,000	3,500,000,000	14,000,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
	Provision of 2 VIP toilets each for 1967 primary schools and 302 JSS across the state@1,800,000	VIP toilets provided	Provision of 2 VIP toilets each for 500 primary schools and 50 JSS across the state	Provision of 2 VIP toilets each for 500 primary schools and 100 JSS across the state	Provision of 2 VIP toilets each for 500 primary schools and 60 JSS across the state	Provision of 2 VIP toilets each for 452 primary schools and 42 JSS across the state	990,000,000	1,080,000,000	1,008,000,000	889,200,000	3,967,200,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
	Provision of furniture 200,000 unit of furnitures in primary and JSS @ 40,000	Furniture provided in primary and JSS	Provision of furniture 70,000 units in primary and 50,000 in JSS	Provision of furniture 70,000 units in primary and 50,000 in JSS	Provision of furniture 70,000 units in primary and 50,000 in JSS	Provision of furniture 70,000 units in primary and 50,000 in JSS	4,800,000,000	4,800,000,000	4,800,000,000	4,800,000,000	19,200,000,000		
	Provision water & sanitation in primary	Water and sanitation	Provision of 100 borehole	Provision of 100 borehole	Provision of 100 borehole	Provision of 100 borehole	35,000,000	35,000,000	35,000,000	35,000,000	140,000,000	UBEC,SMoE, SUBEB, UNICEF,	UBEC, SMoE, SUBEB

	schools and JSS	provided	and hand pumps in primary schools and JSS	and hand pumps in primary schools and JSS	and hand pumps in primary schools and JSS	and hand pumps in primary schools and JSS						world bank,	, UNICEF, world bank,
	establishment of ICT Centres in 1000 primary and 200 JSS	ICT facilities provided in primary and JSS	Establishment of ICT Centres in 250 primary and 50 JSS	Establishment of ICT Centres in 250 primary and 50 JSS	Establishment of ICT Centres in 250 primary and 50 JSS	Establishment of ICT Centres in 250 primary and 50 JSS	25,000,000	25,000,000	25,000,000	25,000,000	100,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
	Provision of wall fence for 1000 primary school and 200 JSS across the state	Wall fence constructed in primary and JSS	Provision of wall fence for 250 primary school and 50JSSacross the state	Provision of wall fence for 250 primary school and 50 JSSacross the state	Provision of wall fence for 250 primary school and 50JSSacross the state	Provision of wall fence for 250 primary school and 50 JSSacross the state	3,000,000,000	3,000,000,000	3,000,000,000	3,000,000,000	12,000,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
Ensure rehabilitation of existing infrastructure	Renovations of dilapidated classrooms in 1,600 primary schools and JSS@8,000,000	Existing school infrastructure classrooms in primary and JSS constructed	Renovation of blocks of 2 classrooms and blocks of 3 classrooms in 400 primary and JSS respectively	Renovation of 1,500 blocks of 2 classrooms and blocks of 3 classrooms in 400 primary and JSS respectively	Renovation of 2,000 blocks of 2 classrooms and blocks of 3 classrooms in 400primary and JSS respectively	Renovation of 1,500 blocks of 2 classrooms and blocks of 3 classrooms in 400 primary and JSS respectively	3,200,000,000	3,200,000,000	3,200,000,000	3,200,000,000	12,800,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
Drill annually 50 boreholes in public primary schools	Drilling of 50 boreholes in public primary	50 motorized boreholes in public primary	Drilling of 50 boreholes in public	Drilling of 50 boreholes in public	Drilling of 50 boreholes in	Drilling of 50 borehole	413,700,000	413,700,000	413,700,000	413,700,000	1,654,800,000.00	UBEC,SMoE, SUBEB, UNICEF,	UBEC, SMoE, SUBEB

	schools	schools constructed	primary schools	primary schools	public primary schools	s in public primary schools						world bank,	, UNICEF, world bank,
Renovate 16 workshops in Technical Colleges		4 technical colleges workshop renovated	Renovate 4 workshops in Technical Colleges	Renovate 4 workshops in Technical Colleges	Renovate 4 workshops in Technical Colleges	Renovate 4 workshops in Technical Colleges	148,000,000	148,000,000	148,000,000	148,000,000	592,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
	Subtotal =====➔						19,339,875,598	18,976,411,598	18,909,411,598	19,552,575,598	76,778,274,394		

POLICY OBJECTIVE 3: SYSTEM STRENGTHENING AND EFFICIENCY

❖ **POLICY OBJECTIVE 3:**(Ensure reliable accurate and timely data for planning, policy and decision making)

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Regular Data Collection and update through annual school census and termly data returns.	2024-2027 ASC and termly data returns	2024-2027 ASC and termly data returns Conducted	2024-2027 ASC and termly data returns	2024-2027 ASC and termly data returns	2024-2027 ASC and termly data returns	2024-2027 ASC and termly data returns	25,000,000	30,000,000	45,000,000	50,000,000	150,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMoE, SUBEB, UNICEF, world bank,
Capacity building for 9,835 SBMCs members and other community-based Associations from 1,967 schools on roles and responsibilities in Basic Education delivery.	Capacity building of 9,835 SBMCs members	9,835 SBMCs members and other community-based association trained	Training Of 2,458 SBMCs & other community-based associations	1 Training Of 2,458 SBMCs & other community-based associations	Training Of 2,458 SBMCs & other community-based associations	Training Of 2,458 SBMCs & other community-based associations	122,900,000	122,900,000	122,900,000	122,900,000	491,600,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC,SMoE, SUBEB, UNICEF, world bank,
Capacity development for education managers at SUBEB and LGEAs on planning, administration, and management of basic education.	Develop the capacity of SUBEB and LGEA education managers on roles and responsibility.	Capacity of SUBEB and LGEA education managers developed.	SUBEB and LGEA education managers	SUBEB and LGEA education managers	SUBEB and LGEA education managers	SUBEB and LGEA education managers	15,000,000	20,000,000	25,000,000	15,000,000	75,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC,SMoE, SUBEB, UNICEF, world bank,

Conduct training on school monitoring and teacher support services to 2,800 officers using BAMIS APP and other literacy programme implementation in 1,967 schools	Ensure effective Monitoring and Evaluation (M&E) of basic education delivery.	Training and monitoring of teachers on BAMIS App and other digital literacy programme conducted	Capacity building of teachers, SUBEB and LGEA officers on monitoring and evaluation of BAMIS and other digital literacy in 1,967 schools	Capacity building of teachers, SUBEB and LGEA officers on monitoring and evaluation of BAMIS and other digital literacy in 1,967 schools	Capacity building of teachers, SUBEB and LGEA officers on monitoring and evaluation of BAMIS and other digital literacy in 1,967 schools	Capacity building of teachers, SUBEB and LGEA officers on monitoring and evaluation of BAMIS and other digital literacy in 1,967 schools	55,000,000	65,000,000	75,000,000	85,000,000	280,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	UBEC, SMOE, SUBEB, UNICEF, world bank,
	Conduct of monitoring and evaluation of projects, programmes and activities in basic education.	monitoring and evaluation of projects, programmes and activities in basic education conducted	Conduct of monitoring and evaluation of projects, programmes and activities in basic education.	Conduct of monitoring and evaluation of projects, programmes and activities in basic education.	Conduct of monitoring and evaluation of projects, programmes and activities in basic education.	Conduct of monitoring and evaluation of projects, programmes and activities in basic education.	20,000,000	25,000,000	30,000,000	35,000,000	110,000,000	UBEC,SMoE, SUBEB, UNICEF, world bank,	
Sub total =====>							222,900,000	242,900,000	272,900,000	292,900,000	1,031,600,000		

CHAPTER FOUR

4.0 BASIC EDUCATION FINANCING

Introduction

The major sources of financing the Plan are the State government allocation to SUBEB, UBEC intervention, Local Government contributions and contribution from individuals, IDPs and other donor organizations. Table 14 shows the projection of the sources of finance for the successful implementation of MTBESP.

4.1 The total requirement for effective delivery of MTBESP over the medium-term period (2024–2027) is ₦18,650,987,350.00, ₦20,257,456,156.00, ₦22,742,822,983.00 and ₦24,852,822,983.00 respectively.

4.2 State Basic Education Expenditure (from sources - Federal, UBE, State Government, LGAs etc) (2024-2027)

Table 4.2: State Public Education Expenditure by level of education (2024-2027)

SOURCES	ACTUAL	PROJECTED			
	2024 N' Million	2025 N' Million	2026 N' Million	2027 N' Million	TOTAL
State allocation	15,578,987,350.00	16,345,456,156.00	18,433,822,983.00	20,433,822,983.00	70,792,089,472.00
UBEC-IF	2,000,000,000.00	2,750,000,000.00	3,000,000,000.00	3,000,000,000.00	10,750,000,000.00
LGA	1,050,000,000.00	1,130,000,000.00	1,267,000,000.00	1,367,000,000.00	4,814,000,000.00
Philanthropists	20,000,000.00	30,000,000.00	40,000,000.00	50,000,000.00	140,000,000.00
Others	2,000,000.00	2,000,000.00	2,000,000.00	2,000,000.00	8,000,000.00
TOTAL	18,650,987,350.00	20,257,456,156.00	22,742,822,983.00	24,852,822,983.00	86,504,089,472.00

This plan was funded through UBEC, State Government Allocation, Local Government funding and Other sources that are from support and partnership with International development partners and private sector Organizations. As a result of advocacy and sensitization and awareness campaign, the period recorded financial contributions from various stakeholders. The community contributions were realized as a result of recognition given to School Based Management Committee (SBMC) in our schools/community.

4.3 State Basic Education Public Recurrent and Development Expenditure

Government expenditure on basic education in State is primarily from three major sources; the

local governments pay Primary School teachers' salaries; State Government pay JSS Teachers' salaries and counterpart funds for Infrastructure, Monitoring, Supervision, Agricultural Education and Sports development. The UBEC contributes to the funding of infrastructure; Teacher Professional Development; Instructional Materials and provision of School Improvement Programme grants to SBMCs. Other sources of funding for Basic Education come from donor agencies such as FCDO; UNICEF; Qatar Foundation, and World Bank AGILE. However, allocations to the Basic Education sub-sector have not been meeting up with the Global Policy Benchmark rate of 28% due to inability of the State to generate sufficient revenues locally and from the federation account. The State annual budgets have almost always been in deficit thereby making sectorial allocations very limited.

During the plan period, guidelines for the utilization of matching grant created enabling environment for the funding of some key areas that support Basic Education delivery. Three percent of the grant was allocated and utilized for the provision of water and sanitation facilities in order to ensure hygiene in our schools, two percent was allocated to each of the three other components namely; project monitoring and supervision, Agricultural Education and Quality Assurance while one percent is allocated to sport development.

Project monitoring was meant to ensure project execution was done in accordance with contractual agreement. Quality assurance was for the provision of Equipment to aid E-monitoring of school activities as well as provision of motorcycle for continuous monitoring in schools. Agric Education grant was to inculcate the habit of self-reliance to student's right from the primary schools. Sport development in schools was also introduced having considered the relationship between sports and learning in schools.

The distribution to various components is as follows:

Table 4.4 Basic Education Recurrent Expenditure Teachers and LGEA Salaries, Running Cost

Categories of expenditure	Source of Funding (Federal/State/Local)	(Actual/ Appropriate)	2021	2022	2023	Total
Salaries	State/Local Government	N/A	8,785,807,431.63	8,785,807,431.63	8,785,807,431.63	26,341,727,734.83
Overheads	State/Local Government	N/A	390,540,000.00	390,540,000.00	390,540,000.00	1,171,620,000.00
Capital expenditure	State/Local Government	N/A	1,479,294,667.93	1,479,294,667.93	1,479,294,667.93	4,437,884,003.78
Maintenance of school facilities	State/Local Government	N/A	8,050,000.00	8,050,000.00	8,050,000.00	24,150,000.00
Total (In percentage of education sector and total state budget)	27%	38,458,882,852.70	44,190,206,121.95	44,190,206,121.95	N/A	31,975,381,738.61

4.6 Support from Development Partners See Table 4.6 Support from Development Partners

Development partner	Coverage (LGAs)	Support (activities/interventions)
UNICEF	12 LGAs (Argungu, Bagudo, B/kebbi, Dandi, D/wasagu, Gwandu, Jega, Maiyama, Koko/Besse, Shanga, Suru and Zuru)	<ul style="list-style-type: none"> OOSC Mapping, LURIT, safe School and Climate change, ECD training SBMC and CBMC training
BESDA	21 LGAs	<ul style="list-style-type: none"> Increasing Access to Schools and IQS Centres Improvement of literacy rates System Strengthening and Accountability
AGILE Project	21 LGAs	Support Girls Education Programme Cash Transfer, Safe School, digital literacy and remote learning Infrastructure and School facilities for Girls

Source: SUBEB

4.7 Cost and Financial Implication of the Plan

4.7.1 Microeconomic Assumption and Costs Projections

In developing the macroeconomic assumptions and cost projections for the Kebbi State Medium-Term Basic Education Strategic Plan (SMTBESP) over the next four years, several critical factors have been considered that could adversely impact plan implementation if they do not hold. These include persistent insecurity in some parts of the state, which may disrupt educational activities and infrastructure development; the high inflation rate, currently at 37.2%, which could escalate the cost of goods and services, making it difficult to adhere to budgetary allocations; and market volatility, which may affect the stability of funding sources. Additionally, the fall in crude oil prices could lead to reduced federal allocations to the state, thereby limiting available funds for education. Low per capita income, low internally generated revenue (IGR), high poverty rates, and financial mismanagement of allocated funds further complicate the situation, as they reduce the state's ability to generate and manage resources effectively. The state's debt profile, standing at 34.76%, adds another layer of concern, as debt servicing could divert funds from critical educational initiatives. Emergency situations such as floods and the increasing number of internally displaced persons (IDPs) also pose challenges, potentially redirecting resources away from planned educational projects to address immediate humanitarian needs. These assumptions underscore the importance of flexibility and contingency planning to ensure the successful implementation of the SMTBESP despite these potential risks.

4.7.2 Financing the Plan

The financing of the Kebbi State Medium-Term Basic Education Strategic Plan (SMTBESP) will be sourced from a diverse array of funding channels to ensure robust and sustainable implementation. This includes allocations from Federal, State, and Local Government Authorities, which will provide a foundational financial base. In addition, the plan will seek financial support from International Development Partners, Non-Governmental Organizations (NGOs), and community-based interventions to augment resources. By leveraging multiple funding sources, the plan aims to address financial gaps, enhance the quality of education, and achieve its strategic goals effectively. The table below demonstrates the sources of financing the plan

Categories of expenditure	Source of Funding (Federal/State/Local)	(Actual/ Appropriate)	2021	2022	2023	Total
Salaries	State/Local Government	N/A	8,785,807,431.63	8,785,807,431.63	8,785,807,431.63	26,341,727,734.83
Overheads	State/Local Government	N/A	390,540,000.00	390,540,000.00	390,540,000.00	1,171,620,000.00
Capital expenditure	State/Local Government	N/A	1,479,294,667.93	1,479,294,667.93	1,479,294,667.93	4,437,884,003.78
Maintenance of school facilities	State/Local Government	N/A	8,050,000.00	8,050,000.00	8,050,000.00	24,150,000.00

Total (In percentage of education sector and total state budget)	State/Government	38,458,882,852.70	44,190,206,121.95	44,190,206,121.95	N/A	31,975,381,738.61
Intervention Funds	FGN UBE Interventions Funds	7,000,000,000	7,000,000,000	7,000,000,000	7,000,000,000	28,000,000,000
Development Partners Funds	Intervention Funds	NA	1,000,000,000	1,000,000,000	1,000,000,000	3,000,000,000

4.7.3 Cost of the Sub- Sector Plan

PILLAR	2024	2025	2026	2027	Total
ACCESS, EQUITY AND INCLUSIVENESS	322,767,023	218,100,000	289,575,876	194,800,000	1,025,242,899
QUALITY AND EFFICIENCY	19,339,875,598	18,976,411,598	18,909,411,598	19,552,575,598	76,778,274,394
SYSTEM STRENGTHENING	222,900,000	242,900,000	272,900,000	292,900,000	1,031,600,000
SUSTAINABLE FUNDING	2,227,145,680.86	5,020,596,822	6,926,528,323.32	3,755,768,314	17,930,039,140.18
GRAND TOTAL	22,112,690,322.86	24,458,010,442	26,398,417,820.32	23,796,045,936	96,765,164,521.18

The Cost of the Cycle 4 SMTBESP is **Ninety six Billion Seven Hundred and Sixty Five Million, One Hundred Sixty Four Thousand, Five Hundred and Twenty One Naira and Eighteen Kobo (96,765,164,521.18) only**

4.8 Risk and Mitigation Measures

Several risks may impede the successful implementation of the Medium-Term Basic Education Strategic Plan (SMTBESP) in Kebbi State. These risks include political changes, lack of stakeholder participation, insecurity, economic challenges, and the impact of the Covid-19 pandemic. To mitigate these risks, several measures can be implemented. Firstly, establishing strong political support and commitment to the plan's objectives can help navigate leadership changes and ensure continuity. Engaging stakeholders at all levels of the education system, including teachers, parents, and community leaders, can enhance buy-in and ownership of the plan. Addressing security concerns through collaboration with relevant authorities and implementing targeted interventions in affected areas can help create a safe environment for education activities. Additionally, adopting flexible budgetary frameworks and leveraging alternative funding sources can help mitigate economic challenges. Lastly, implementing health and safety protocols to mitigate the impact of Covid-19 on education delivery and ensuring effective monitoring and evaluation systems are in place to track progress and address emerging challenges are crucial mitigation measures.

Table 1: Risks and mitigation measures

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

Risk Assessment: -

S/N	RISKS	PROBABILITY	IMPACT	MITIGATION STRATEGIES
1	Impact of Security on Education	Impact of insecurity in some parts of the state affecting educational programmes. Some of the most affected LGAs states e.g Danko wasagu, Sakaba, Shanga, Yauri and Aliero.	9	Regular and continuous engagements with Community Leaders and Security agencies to address the issues of insecurity. Continuous contact with the State Committee on Dialogue and Conflict Resolutions
2	The growing number of Internally Displaced Persons (IDPs) not accessing basic education	Children from communities affected by insecurity have no access to basic education programmes	9	Establishment of learning tents in IDP camps and integration of open schooling programmes
3	Political interference in basic education management and administration	The impact of political interference through appointment and policy changes can influence implementation of UBE programme	4	Appointment of qualified persons into offices in SUBEB/LGEAs and regulation of posting and transfer of SUBEB staff
4	Effects of Cultural and religious beliefs on formal education	the impact of cultural and religious beliefs on educational access and development of basic education	9	Intensify awareness and sensitization to stakeholders and community leaders on improving access for Out of School Children, Special Needs Learners and Girl Child Education

S/N	RISKS	PROBABILITY	IMPACT	MITIGATION STRATEGIES
5	Weak economic structures and poverty rates	The State derives over 80% of its funding through federal allocation. Consequently, the availability of funding to the subsector is largely dependent on the economic situation of the country. Though this plan adopted a pessimistic approach to resource projection (5%), any further downturn in the federal resources will adversely affect funding to the subsector with the current global economic recession.	6	Improve partnership agreements with Development Partners to implement critical sector programmes
6	Lack of political will to implement UBE programmes	Undue interference in the leadership of SUBEB and low commitment to commit resources for the development of SUBEBs	9	Ensure effective mobilization and collaboration with all stakeholders in the implementation of the UBE programmes in the State
7	Effects of Flooding and natural disasters on basic education	Flooding affects communities in some LGAs, thereby affecting educational activities	4	Emergency preparedness in combating the effects of flood in communities
8	Negative effects of community interference and encroachment on schools	Community encroachment into the school space and disruption educational activities	6	Strengthen community participation and involvement in educational activities

CHAPTER FIVE

5.1 MONITORING AND EVALUATION

Introduction

This chapter outlines how the sector would achieve the effective and efficient implementation, monitoring and evaluation of this MTBESP. Monitoring processes allow for the systematic gathering and examination of data regarding strengths and weaknesses in plan implementation, while evaluation processes allow for in-depth analyses of the extent to which desired outcomes and, where relevant impact of the plan have been attained. Thus, effective monitoring and evaluation (M&E) of the MTBESP is necessary for the MoE, SUBEB and other key stakeholders to be able to accurately measure progress toward policy goals and, where necessary, inform corrective action to improve plan efficiency. In line with ensuring a robust M&E system, three key components are identified to achieve this, which includes:

- i) M&E management structure,
- ii) clear monitoring procedure and data review process,
- iii) Logical indicator system, inclusive of key performance indicators.

5.2.1 MONITORING AND EVALUATION MECHANISMS

The M&E process describes how data will be collected to track progress of implementation of the strategic plan. This will include the roles and responsibilities at each level of the institutions involved, how data will be collected and the reporting requirements – including the use of ICT. This will also include how the monitoring arrangements required are to be synchronized between different agencies and at different levels. In addition, the M&E process needs to articulate who uses the data produced and what it is used for. The lessons learnt from the monitoring progress and evaluation of results can provide feedback into improving the education system. The monitoring process is meant to show what works well in delivering effective teaching and learning, what does not work and what needs to be corrected. The approach of the M & E processes is to ensure that all stakeholders' interest is represented.

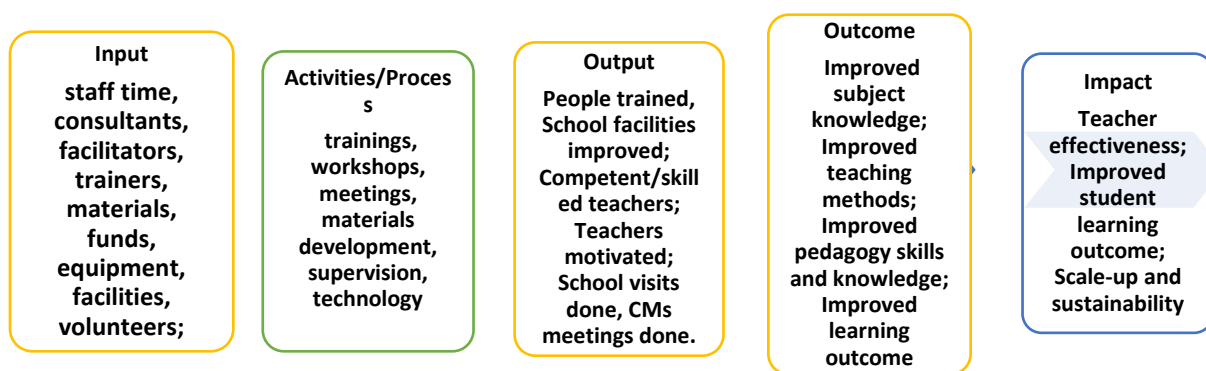
5.2.1 PLAN PROGRESS REPORTING

The Department of Planning, Research and Statistics at the State and LGA levels have EMIS units who are responsible for data collection, storage and analysis. The EMIS unit's analyses data and share the results with Management Staff and Policy Makers to enable them to make Evidence-informed decisions. The ability of the EMIS units to turn out good quality data would determine the usability of the evidence generated. To ensure and assure the quality of data and reporting, the requisite competences and skills of the staff is a top priority, while the use of

technology for data capturing and analysis cannot be over emphasized. Data reporting shall adopt bottom-up approach (Schools-LGEAs-State-Federal), while feedback would be from top to bottom. At the State level, the system provides for specific individuals who have been trained and are responsible for data collection and reporting. Reporting Frequency, Timelines and Responsibilities can be found in the M&E framework.

5.2.1 PLAN IMPLEMENTATION PROGRESS REVIEWS

The process of monitoring and evaluation of the basic education sub-sector will be guided by the logical framework below;



The plan provides for sector reviews. The review will be carried out annually and will be arranged to align well with the annual progress. Reviews will also provide an opportunity to identify areas that may require additional research, technical or financial support.

5.2.3: SURVEYS AND STUDIES

Data collection will be carried out at the different levels to measure the framework indicators, mainly at the output and outcome levels. Data will focus on school enrolment, retention, completion, gender parity, teacher development, learning outcome (literacy and numeracy), school infrastructure, teaching/learning materials, education technology, community level activities, school’s management, education financing, staff training, planning and management.

The methods of data collection will include both quantitative and qualitative using ODK and the quantitative methods will include the Annual School Census, school mapping, community mapping, training and capacity building records, school support visits, quality assurance visits, teacher supervision and periodic surveys. Qualitatively data will be collected through feedback

from teachers and pupils/students using E-data collection, Supervisors, cluster meetings, SBMC activities, meetings and conferences.

Data collection is the responsibility of the following organizations:

- The State Ministry of Education is responsible for collecting data through the annual school census;
- The State Universal Basic Education Board is responsible for collecting data through school mapping, teacher training and capacity development, school support visits, quality assurance visits, teacher supervision, periodic surveys, cluster meetings, SBMC activities, meetings, using evaluation and monitoring instruments.
- State specific data generated in collaboration with IDPs supporting the State could also be used when and where acceptable.

5.3 : MONITORING AND EVALUATION SYSTEMS

Data use and documentation of lessons learnt: Data use is crucial to evidence driven planning and implementation in the basic education sub-sector. In view of the current experiences of low use of data, efforts would be made to reverse the situation at all levels. To achieve this, capacity of relevant M & E staff and management will be built on data analysis and use, ICT infrastructure will be improved to enhance quality of data, while quality assurance mechanisms will be put in place to ensure that all data meet the minimum quality requirement.

Building capacity for Monitoring and Evaluation: Capacity for M & E will be built through specialized trainings, hands on mentoring and supervision. Suitable data collection and reporting tools and equipment's will be developed and deployed to the field. Routine quality assurance checks will be carried out to guaranty the quality of data being turned out, as well as strengthen the system at all levels to make it more effective.

Use of Technology for Monitoring: As much as possible, the use of low cost technology will be introduced and encouraged to facilitate real time and quality data collection and reporting at all levels of implementation. To strengthen the system, the LGEAs will be equipped with appropriate database software to facilitate accurate, timely and quality real time data capturing and reporting. The availability of the database would also provide an opportunity to harmonize data collection tools, as well as incorporate partner M & E efforts into the state M & E process.

5.3.0 MONITORING AND EVALUATION FRAME WORK

S/N	Indicator	Baseline Year	Milestone yearly			Target (202-2023)	Data Source	Frequency		Responsible	Data Collection Method	
			2024	2025	2026			2027	Data collection			Reporting
1.0	Survey conducted to map out of school children and enroll them back to school in ECCDCDE and Primary Schools	2023	110,000	180,000	160,000	450,000	Primary	Annually	Annually	SUBEB and DPs	Survey	
	Local Government covered/mapped	2023	9	6	6	21	Primary	EMIS	Annually	SUBEB and DPs	Listing of House Hold	
	Mobilization and sensitization	2023	1	1	1	3	Primary	EMIS	Annually	SUBEB and DPs	Advocacy	
	Enrolment Drive Campaign	2023	1	1	1	3	Primary	EMIS	Annually	SUBEB and DPs	Advocacy	
	1 meal for p1-p3 school pupils	2023	74,744	124,624	49,849	249,247	Primary	EMIS	Annually	UBEC/SUBEB	EMIS	
	Unconditional Cash Transfer	2023	260,469	260,469	260,469	701,266	Primary	EMIS	Annually	SUBEB/DPs	Survey	
	Enforcement of laws on child withdrawal from schools	2023	1	-	-	1	Primary	EMIS	Annually	MoJ, KBHA	Bill presentation	
2.0	Advocacy and sensitization to reduce gender gap	2023	1	1	1	3	Primary	EMIS	Annually	SUBEB and DPs	Advocacy	
	Incentive for girl child's education to reduce gender gap and enroll girls back - 9+6+6302in schools	2023	50,000	50,000	50,000	200,000	Primary	EMIS	Annually	SUBEB and SMOE	Advocacy	
3.0	Create awareness and Identifying children with special needs that are out of schools	2023	1	1	1	3	Primary	EMIS	Annually	SMoE, SUBEB and DPs	Advocacy	

	Establishment of (3) school for special needs in each of the 3 senatorial district and equip the existing one.	2023	1	1	1	3	Primary	EMIS	Annually	SMoE, SUBEB, UBEC	EMIS
	Enrolling of 500 children with special needs.	2023	100	250	150	500	Primary	EMIS	Annually	SMoE and SUBEB	Advocacy
	State bye- law on compulsory enrolment of persons with special needs	2023	-	1	1	2	-	-	-	MOJ and KBHA	Bill presentation
	Capacity development programmes for teachers of the schools with special needs	2023	50	100	50	200	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	Advocacy
	Employment of teachers to the school for special needs	2023	15	35	10	50	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	Advocacy
4.0	Implementation and procurement of ECCDE Curriculum/instructional material	2023	100	150	100	350	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	Advocacy
	Provision of instructional material for ECCDE	2023	100	150	100	350	Primary	EMIS	Annually	SMoE, SUBEB , UBEC and DPs	Advocacy
	Recruitment of qualified ECCDE Caregivers/teachers	2023	300	500	200	1000	Primary	EMIS	Annually	SMoE, SUBEB , UBEC and DPs	Advocacy
	Training and retraining of teachers/caregivers	2023	500	500	500	1,500	Primary	EMIS	Annually	SMoE, SUBEB , UBEC and DPs	Advocacy
	Recruitment of qualified teachers to improve quality and learning outcomes in Primary schools	2023	600	1000	400	2000	Primary	EMIS	Annually	SMoE, SUBEB , UBEC and DPs	Advocacy
	provision of relevant text books and learning materials	2023	3,000	5,000	2,000	10,000	Primary	EMIS	Annually	SMoE, and SUBEB	EMIS
	Procurement of 9-year Basic Education Curriculum	2023	3,000	5,000	2,000	10,000	Primary	EMIS	Annually	SMoE, and SUBEB	EMIS
	Procurement of 9 year teachers' guide on Basic Education in all subjects	2023	1,000	3,000	1,000	5,000	Primary	EMIS	Annually	SMoE, and SUBEB	ASC

	Training and retraining of Education Managers and teachers on 9 year BEC	2023	1,200	2,000	1,000	4,500	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Restoration of 27.5%, 30% and 12.5% professional and non-professional teacher's allowances	2023	8,000	10,000	6,000	24,000	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Provision of responsibility allowances for teachers' posted to rural areas	2023	1,000	3,000	1,000	5,000	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
5.0	Reduction in class population in 300 primary schools (construction and renovation)	2023	450	450	450	1,350	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Reduction in class population in 126 JSS (construction and renovation)	2023	300	300	300	900	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Provision of functional laboratories to primary Schools and JSS in the state	2023	30	50	20	100	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Provision of functional libraries in Primary Schools	2023	100	100	100	300	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Provision of functional libraries in JSS	2023	30	50	20	100	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Provision of Play grounds and sporting facilities/equipment in 300 Primary Schools	2023	100	100	100	300	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Provision of Play grounds and sporting facilities/equipment in 100 JSS	2023	30	50	20	100	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Provision of basic science and technology workshops at basic education level	2023	30	50	20	100	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Procurement of desks and chairs to Primary school	2023	30,000	50,000	20,000	100,000	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Procurement of desks and chairs to JSS	2023	15,000	25,000	10,000	50,000	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
6.0	Capacity development, of education managers on leadership and Management	2023	400	600	200	1,200	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC

	Whole school monitoring and evaluation	2023	300	400	300	1,000	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Procurement and installation of functional computers connected with internet facilities at the EMIS centre at SUBEB and LGEA level	2023	100	100	50	250	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Training and retraining of EMIS personnel to Ensure reliable data management	2023	110	110	110	330	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Capacity building for 1869 SBMCs on leadership and management skills	2023	623	623	623	1869	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Provision of 2 VIP toilets each for 1806 primary schools	2023	500	1,000	306	1,806	Primary	EMIS	Annually	SMoE, SUBEB and UBEC,	ASC
	Provision of 2 VIP toilets each for 1806 primary schools	2023	80	160	60	300	Primary	EMIS	Annually	SMoE, SUBEB and UBEC,	ASC
7.0	Sensitize and mobilize all relevant stakeholders for active and effective involvement in education budget and budget expenditure tracking	2023	100	100	100	300	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	To engaged Development Partners and Private Sector for participation in the funding of basic education	2023	50	50	50	150	Primary	EMIS	Annually	SMoE, SUBEB and UBEC	ASC
	Prudence in managing the resource of basic education for successful implementation of MBTESP	2023	-	-	-	-	-	-	-	-	-

❖ Key performance indicator

Table 65: SMTBESP 2024-2027 Key Performance Indicators

Indicator Name	Unit of Measurement	Baseline 2023	2024	2025	2026	2027	Data Source/Means of verification	Responsibility for Data Collection
Access, Equity and Inclusiveness								
Pre-Primary Gross Enrolment Rate Total	%	10.7%	32.8%	48.6%	54.3%	60.0%	ASC	UBEC/SMoE, SUBEB
Pre-Primary Gross Enrolment Rate Boys	%	10.6%	30.6%	46.1%	51.5%	57.0%	ASC	UBEC/SMoE, SUBEB
Pre-Primary Gross Enrolment Rate Girls	%	9.4%	15.0%	25.1%	37.1%	43.0%	ASC	UBEC/SMoE, SUBEB
Primary Gross Enrolment Rate Total	%	43.7%	61.5%	74.3%	77.2%	80.0%	ASC	UBEC/SMoE, SUBEB
Primary Gross Enrolment Rate Boys	%	50.1%	60.7%	73.5%	79.1%	80.8%	ASC	UBEC/SMoE, SUBEB
Primary Gross Enrolment Rate Girls	%	36.1%	42.3%	55.1%	68.3%	71.2%	ASC	UBEC/SMoE, SUBEB
JSS Gross Enrolment Rate Total	%	35.1%	41.6%	58.0%	64.3%	70.0%	ASC	UBEC/SMoE, SUBEB
JSS Gross Enrolment Rate Boys	%	42.3%	54.2%	60.2%	66.2%	71.6%	ASC	UBEC/SMoE, SUBEB
JSS Gross Enrolment Rate Girls	%	26.7%	38.9%	45.8%	52.3%	68.5%	ASC	UBEC/SMoE, SUBEB
Primary Gross Intake Rate Total	%	83.1%	89.2%	91%	99.8%	100%	ASC	UBEC/SMoE, SUBEB
Primary Gross Intake Rate Boys	%	97.7%	100.8%	100.2%	111.6%	110.4%	ASC	UBEC/SMoE, SUBEB
Primary Gross Intake Rate Girls	%	66.7%	78.6%	89.4%	99.0%	100%	ASC	UBEC/SMoE, SUBEB
Primary 1 Repetition Rate Total	%	1.48%	1.99%	0.67%	0.16%	0.00%	ASC	UBEC/SMoE, SUBEB
Primary 1/ Primary 2 Retention Rate Total	%	89.9%	91.9%	92.9%	94.0%	95.0%	ASC	UBEC/SMoE, SUBEB
Primary 2/ Primary 3 Retention Rate Total	%	91.4%	92.9%	93.6%	94.3%	95.0%	ASC	UBEC/SMoE, SUBEB
Primary 3/ Primary 4 Retention Rate Total	%	90.7%	92.4%	93.3%	94.1%	95.0%	ASC	UBEC/SMoE, SUBEB
Primary 4/ Primary 5 Retention Rate Total	%	96.2%	97.1%	97.6%	98.0%	98.5%	ASC	UBEC/SMoE, SUBEB
Primary 5/ Primary 6 Retention Rate Total	%	92.5%	94.5%	95.5%	96.5%	97.5%	ASC	UBEC/SMoE, SUBEB
Primary to JSS Transition Rate Total	%	58.0%	66.5%	71.3%	75.8%	80.0%	ASC	UBEC/SMoE, SUBEB
Primary to JSS Transition Rate Boys	%	64.8%	70.9%	75.0%	78.7%	82.0%	ASC	UBEC/SMoE, SUBEB
Primary to JSS Transition Rate Girls	%	51.2%	62.1%	67.6%	72.9%	78.0%	ASC	UBEC/SMoE, SUBEB
JSS 1/JSS2 Retention Rate Total	%	88.5%	91.1%	92.4%	93.7%	95.0%	ASC	UBEC/SMoE, SUBEB
JSS 2/JSS3 Retention Rate Total	%	88.1%	90.8%	92.2%	93.6%	95.0%	ASC	UBEC/SMoE, SUBEB
Primary Education Completion Rate Total	%	53.70%	95.2%	96.8%	98.4%	100.0%	ASC	UBEC/SMoE, SUBEB

Primary Education Completion Rate Boys	%	64.8%	96.5%	97.7%	98.8%	100.0%	ASC	UBEC/SMoE, SUBEB
Primary Education Completion Rate Girls	%	69.5%	93.9%	95.9%	98.0%	100.0%	ASC	UBEC/SMoE, SUBEB
GPI Pre-Primary	Ratio	0.78	1.00	1.00	1.00	1.00	ASC	UBEC/SMoE, SUBEB
GPI Primary	Ratio	0.61	0.67	0.74	0.86	0.84	ASC	UBEC/SMoE, SUBEB
GPI JSS	Ratio	0.54	0.66	0.79	0.82	0.85	ASC	UBEC/SMoE, SUBEB
JS Education Completion Rate Total	%	31.9%	46.4%	67.6%	98.8%	100.0%	ASC	UBEC/SMoE, SUBEB
JS Education Completion Rate Boys	%	31.7%	58.2%	78.8%	99.4%	100.0%	ASC	UBEC/SMoE, SUBEB
JS Education Completion Rate Girls	%	32.2%	54.6%	66.4%	88.2%	100.0%	ASC	UBEC/SMoE, SUBEB
Primary Pupil / Teacher Urban	Ratio	42:1	48:1	45:1	43:1	41:1	ASC & CQA report	SMoE, SUBEB
Primary Pupil / Teacher Rural	Ratio	82:1	69:1	65:1	61:1	59:1	ASC & CQA report	SMoE, SUBEB
JSS Student / Teacher	Ratio	31%	45:1	44:1	42:1	40:1	ASC & CQA report	SMoE, SUBEB
JSS Student / Teacher Urban	Ratio	36:1	38:1	38:1	39:1	40:1	ASC & CQA report	SMoE, SUBEB
JSS Student / Teacher Rural	Ratio	62:1	53:1	49:1	44:1	40:1	ASC & CQA report	SMoE, SUBEB
Proportion of qualified teachers Pre-primary	%	17%	72.8%	78.5%	84.3%	90.0%	ASC & CQA report	SMoE, SUBEB
Proportion of qualified teachers Primary	%	62.1%	75.1%	80.0%	85.0%	90.0%	ASC & CQA report	SMoE, SUBEB
Proportion of qualified teachers JSS	%	72.9%	79.7%	83.2%	86.6%	90.0%	ASC & CQA report	SMoE, SUBEB
Proportion of Primary learners that have access to textbooks-English	%	0.32%	14%	29%	35%	40%	ASC & CQA report	SMoE, SUBEB
Proportion of Primary learners that have access to textbooks-Mathematics	%	0.31%	14%	19%	25%	30%	ASC & CQA report	SMoE, SUBEB
Proportion of Primary learners that have access to textbooks-Basic Science and Technology	%	0.24%	14%	19%	25%	30%	ASC & CQA report	SMoE, SUBEB
Proportion of Primary learners that have access to	%	0.33%	14%	29%	35%	40%	ASC & CQA	SMoE, SUBEB

textbooks-Social Studies							report	
Proportion of JS students that have access to textbooks-English	%	0.47%	13%	29%	34%	40%	ASC & CQA report	SMoE, SUBEB
Proportion of JS students that have access to textbooks-Mathematics	%	0.48%	13%	29%	34%	40%	ASC & CQA report	SMoE, SUBEB
Proportion of JS students that have access to textbooks-Basic Science and Technology	%	0.35%	12%	28%	34%	40%	ASC & CQA report	SMoE, SUBEB
Proportion of JS students that have access to textbooks-Social Studies	%	0.35%	12%	26%	33%	40%	ASC & CQA report	SMoE, SUBEB
MLA P2 Literacy Mean score	%	-	30.0%	45.0 %	60.0%	75.0%	MLA Report	FME/UBEC
MLA P2 Numeracy Mean score	%	-	30.0%	45.0 %	60.0%	75.0%	MLA Report	FME/UBEC
MLA P4 Literacy Mean score	%	33.72	52.2%	61.5 %	70.7%	80.0%	MLA Report	FME/UBEC
MLA P4 Numeracy Mean score	%	35.82	53.5%	62.3 %	71.2%	80.0%	MLA Report	FME/UBEC
MLA P5 or 6 Literacy Mean score	%	32.36	53.4%	63.9 %	74.5%	85.0%	MLA Report	FME/UBEC
MLA P5 or P6 Numeracy Mean score	%	33.58	54.1%	64.4 %	74.7%	85.0%	MLA Report	FME/UBEC
BECE Pass rate (6 credits including English and Mathematics)	%	87.1	92.3%	94.8 %	97.4%	100.0 %	ERC	SMOE
Proportion of Primary schools with access to Good Water source	%	28.4%	39.2%	46.1 %	63.1%	70.0%	ASC	SOME,
Proportion of JSS with access to good Water source	%	84.29 %	91.29 %	94.29 %	97.29%	100.0 %	ASC/ASC Validation	SMoE, SUBEB
Pupil/Toilet Primary	Ratio	48	56	67	76	80	ASC/ASC Validation	SMoE, SUBEB
Pupil/Toilet JSS	Ratio	1:67	1:77	1:75	1:82	1:90	ASC/ASC Validation	SMoE, SUBEB
Proportion of Schools with separate toilets for Boy and Girls Primary	%	78%	82.8	85.2	87.6	90	ASC/ASC Validation	SMoE, SUBEB
Proportion of Schools with separate toilets for Boy and Girls JSS	%	98%	100	100	100	100	ASC/ASC Validation	SMoE, SUBEB
Primary Schools with Library Primary	%	4.16%	15.6	18.7	21.9	25.0	ASC	UBEC/SMoE, SUBEB
JS Schools with Library JSS	%	64%	72%	75%	78%	80%	ASC	UBEC/SMoE, SUBEB

Access to ICT facilities Primary	%	5.49%	16.1	19.1	22.0	25.0	ASC	UBEC/SMoE, SUBEB
Access to ICT facilities JSS	%	44.5%	54.7	59.8	64.9	70.0	ASC	UBEC/SMoE, SUBEB
Access to Power Primary	%	6.27%	9.8	11.5	13.3	15.0	ASC	UBEC/SMoE, SUBEB
Access to Power JSS	%	40.36 %	51.0	54.0	67.0	70.0	ASC	UBEC/SMoE, SUBEB
Proportion of schools with fencing Primary	%	19%	21.4	22.6	23.8	25.0	ASC	UBEC/SMoE, SUBEB
Proportion of schools with fencing JSS	%	12.76 %	23.76 %	35.6 %	47.8%	50.0	ASC	UBEC/SMoE, SUBEB
Proportion of Primary learners that have access to furniture (chair/table/desk)	%	0.14%	11.6	24.4	27.2	30.0	ASC	UBEC/SMoE, SUBEB
Proportion of JS students that have access to furniture (chair/table/desk)	%	0.35%	13.0	15.4	27.7	30.0	ASC	UBEC/SMoE, SUBEB
Proportion of JS schools that have Laboratories	%	55.34 %	61.2	64.1	67.1	70.0	ASC/ASC Validation	SMoE, SUBEB
Strengthening System Management and Efficiency								
Proportion of schools with functional SBMCs -Primary	%	84%	88%	92%	95%	100%	SBMC Effectiveness	SMoE, SUBEB, IDP
Proportion of schools with functional SBMCs –JSS	%	12%	30%	55%	60%	80%	SBMC Effectiveness	SMoE, SUBEB, IDP
School-Based Management Policy in place and in use	Yes/No	Yes	Yes	Yes	Yes	Yes	SBMC Effectiveness	SMoE, SUBEB, IDP
Learning assessment system in place with provision for regular implementation	Yes/No	No	Yes	Yes	Yes	Yes	Quality Assurance Report	SMoE, SUBEB
Teacher Deployment Policy & Management Information System in place/Guidelines	Yes/No	Yes	Yes	Yes	Yes	Yes	Establishment	SMoE, SUBEB
Education Management Information System available	Yes/No	Yes	Yes	Yes	Yes	Yes	PRS	SMoE, SUBEB
Education Management Information System functional	Yes/No	Yes	Yes	Yes	Yes	Yes	SMoE, SUBEB, LGA	FME, UBEC, IDPs
Inclusive Education Policy in place and in use	Yes/No	No	Yes	Yes	Yes	Yes	SMoE, SUBEB	SMoE, SUBEB, FME, UBEC
Emergency response mechanisms in place	Yes/No	NO	Yes	Yes	Yes	Yes	SMoE, SUBEB	SMoE, SUBEB, FME, UBEC
Sustainable Funding								
Education as Share of State Expenditure	%	20.1%	25%	28%	32%	35%	State Budget	FME, UBEC
UBE-IF Matching grant	Yes/No	Yes	Yes	Yes	Yes	Yes	DPP,	SMoE,

accessed and up to date							DFA SUBEB	SUBEB, FME, UBEC
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❖ **ESP Key Performance Indicators (KPIs) Framework**

The Key performance indicators (KPIs) for the effective service delivery under the ESP will provide sufficient indication on the level of performance using standard indicators that are measurable and consistent. These indicators will be reviewed periodically against set parameters and outputs. They will also be checked based on the availability of means.

CHAPETRE SIX

6.0 Plan Implementation Arrangement

6.1 State Basic Education Governance Structures

The Basic Education Structure has been drawn in line with provision of Kebbi State Universal Basic Education law 2005 which was adaptation of the UBEC act 2004. The Law provides for a Board headed by an Executive Chairman, Board Secretary, and four Permanent Members on full time basis

KBSUBEB has since then been responsible for the implementation of the Basic Education in the State. This includes the Early Childhood Development Education, the nine years of formal education, and education of special groups such as nomads and migrants, girl child and Almajiri, Kebbi State Universal Basic Education Board is responsible for:

- Formulations of policies and strategies in line with the National Council on Education for effective management of universal basic education in the state.
- Management of primary and nomadic schools
- Co-management of Junior Secondary Schools with the Ministry of Education
- Receiving and utilization of matching Grants which is jointly funded by the State and FGN as per guidelines given by the commission

6.1 State Basic Education Governance Structure

6.2 Basic Education Steering Committee

The State Steering Committee (SSC) will continue to provide linkage between the Ministry of Education and Human Capital Development, its agencies, other relevant Ministries and the all Development Partners supporting the State. The SSC will be responsible for providing leadership and guidance to the implementation of the MTBESP in line with the State Development Strategy and any other government program as may be determined within the plan implementation period. The SSC will meet at least once every three months to consider the status and progress made in the implementation of MTBESP.

6.3 STATE TECHNICAL COMMITTEES

The MTBESP covers interventions to be implemented not only at the state level but within the local government areas as well. To facilitate the prioritization of these interventions in the state

work and monitoring plans, the coordination mechanism creates 16 STCs – each appointed by the State Commissioner for Education. The Commissioner IS responsible for appointing members to the STC in line with the priorities identified in the MTBESP. The committee will meet regularly – at least monthly –consider implementation progress of state level interventions and provide status updates to their MTBESP Pactiv Director General and to the National Steering Committee.

1. Hon. Commissioner MOE	-	Chairman
2. Executive Chairman SUBEB	-	Member
3. Permanent Secretary	-	Member
4. Board’s Full time members	-	Members
5. Secretary SUBEB	-	Member
6. Director PRS	-	Member
7. Director QA	-	Member
8. DSM	-	Member
9. Director JSS	-	Member
10. Executive Director SAME	-	Member
11. Cooridnator Nomadic Education	-	Member
12. Director Finance & Supply	-	Member

6.4 LOCAL GOVERNMENT TECHNICAL COMMITTEE

The same structure and mode of operation as stipulated with the State Technical committees will be replicated in each of the local government areas including 6 LTCs – each appointed by the SUBEB Education Secretary. The SUBEB Education Secretary Is responsible for appointing members to the LTC in line with the priorities identified in the LESOP .they meet regularly to review implementation progress at the LGEA level and give updates to the STC

6.5 SCHOOL BASED TECHNICAL COMMITTEE

The School Based Technical Committee will be the grassroots implementation team in the various schools under the leadership of the School Based Management Committees (SBMC), the Head Teachers and the Headboy/ Head girl. They will work closely with the established local and state technical committees to achieve the expected results.

The Basic Education Steering Committee is as follows: -

13. Hon. Commissioner MOE	-	Chairman
14. Executive Chairman SUBEB	-	Member
15. Permanent Secretary	-	Member
16. Board's Full time members	-	Members
17. Secretary SUBEB	-	Member
18. Director PRS	-	Member
19. Director QA	-	Member
20. DSM	-	Member
21. Director JSS	-	Member
22. Executive Director SAME	-	Member
23. Coordinator Nomadic Education	-	Member
24. Director Finance & Supply	-	Member

6.6 Education Partners Coordination Committee

1. Honorable Commissioner Ministry of Budget and Economic Planning		Chairman
2. Accountant General (PFMU)		Member
3. BESDA		
4. UNICEF SPC		Member
5. TaRL Coordinator		Member
6. EAC SPC		Member
7. GPE SPC		Member
8. AGILE SPIC/Coordinator		Member

LGA Education Technical Committee

1. Chairmen Local Government Education Authority	-	Chairman
2. Local Government Education Secretary	-	Secretary
3. Representative Traditional Ruler	-	Member
4. Director QA	-	Member
5. Director PRS	-	Member
6. Chairman SBMC	-	Member
7. Chairman NUT	-	Member
8. SPO project	-	Member
9. Social Mobilization Officer	-	Member
10. Mas Chairperson	-	Member
11. Coordinator SAME	-	Member
12. AIE Nomadic	-	Member

School-Based Implementation Committee

- | | | |
|----------------------------|---|-----------|
| 1. SBMC Chairman | - | Chairman |
| 2. Women Representative | - | Member |
| 3. Students Representative | - | Members |
| 4. Old Boy Representative | - | Member |
| 5. Old Girl Representative | - | Member |
| 6. School Exams Officer | - | -Member |
| 7. Head Teacher | - | Secretary |