

EDUCATION SECTOR

2019 – 2021 MEDIUM-TERM SECTOR STRATEGY (MTSS)



STATE OF OSUN

AUGUST, 2018

FOREWORD:

The preliminary efforts towards developing the Medium Term Sector Strategy policy documents started in January, 2018 with workshop held at Royal Park Hotel in Iloko-Ijesa, Western Sun Ede and Aurora Event Centre Osogbo respectively. This was followed by joint working sessions of Education stakeholders.

The reason for developing the Medium Term Sector Strategic Policy Documents is to introduce an activity costing mechanism where all items in the budget are cost by prevailing market prices such that the chances of an over bloated or under cost budget is reduced. The policy documents links sectors objectives with budgets and performance analysis.

Moreover, the Medium Term Sector Strategy tools that clearly show the comprehensive policy objectives that linked with expenditure over a time-line, the documents also supports Government agencies to link planning to expenditure and actual conditions of Budgeting and planning practices in the state.

Finally, the effort of the State Government of Osun is highly appreciated for putting up this lofty programme in place.

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The Education stakeholders who most deserve to be appreciated are:- State Universal Basic Education Board (SUBEB), Osun Mass Education Agency (OSMEA), Office of Higher Education Scholarship and Bursary (OHESB), Quality Assurance Morality and Enforcement Agency, Teachers Establishment and Pension Office (TEPO), Osun School Feeding Programme (O'MEALS), Osun State Library Board (OSLB), Osun State Board for Technical and Vocational Education (OSBTVE), National Association of Proprietors/Proprietress of Private Schools (NAPPS), (AMIS), All Nigeria Conference of Principals of Public Schools (ANCOPPS), Association of Primary School Head-Teachers (AOPSHON), Tutors General Offices and all Heads of Tertiary Institutions whose contributions in developing high quality Sector documents cannot but appreciated.

Above all, the Government of the State of Osun and Ministry of Economic Planning, Budget and Development are commended for their efforts in initiating this document.

TABLE OF ACRONYMS

ACRONYM	DEFINITION
MTSS	Medium Term Sector Strategy
SUBEB	State Universal Basic Education
MOE	Ministry of Education
OSMEA	Osun Mass Education Agency
OHESB	Office of Higher Education, Bursary and Scholarship
TEPO	Teachers Establishment Pension Office
OSBTVE	Osun State Board for technical and Vocational Education
NAPPS	National Association of Proprietors/Proprietress of Private Schools.
ANCOPPS	All Nigeria Conference of Principals of Public Schools
AOPSHON	Association of Primary School Headteachers of Nigeria
TG	Tutors General
NUT	Nigeria Union of Teachers
SESSP	State Education Sector Strategy Plan
SESSOP	State Education Sector Operational Plan
FME	Federal Ministry of Education
MDGs	Millennium Development Goals
SDG	Sustainable Development Goals
NPE	National Policy on Education
APEA	Action Plan on Education for All
BECE	Basic Examination Certificate
NABTEB	National Business and Technical Examination Board
WAEC	West African Examination Council
NECO	National Examination Council
MDAs	Ministries, Departments and Agencies
LGA	Local Government Area

Rtd	Retired
LAUTECH	Ladoke Akintola University of Technology
OAU	Obafemi Awolowo University
CD and E	Curriculum, Development and Evaluation
ECCDE	Early Child Care Development Education
TVTE	Technical and Vocational Training Education
UBEC	Universal Basic Education Commission
UNESCO	United Nations Education Scientific and Cultural Organisation
ICT	Information and Communication Technology
JETS	Junior Engineers and Technicians Scientist
UNICEF	United Nation International Children Education Fund.
TETFUND	Tertiary Education Trust Fund
LG	Local Government
EMIS	Education Management Information System
LEO	Local Education Office
ZEO	Zonal Education Office
NFE	Non-Formal Education.

Executive Summary

This three-year Medium Term Sector Strategy (MTSS) Policy Documents, 2019-2021 is being developed at a time when State of Osun, like all the states of the federation, is reeling from a fall in revenues due to the crude oil price shock and thus faces fiscal challenges. It outlines the strategic frame-work to realize the sector's mission, vision and core values, resource projections to guide and prioritize expenditure, as well as implementation plan to deliver results and monitor progress through a rolling plan.

Education MTSS was developed by the involvement of all stakeholders in Education sector through different meetings/brainstorming sessions, submission of programmes in line with the sector's objectives by each MDAs sourcing and adaptation of policy from existing policy documents were reviewed.

To achieve the mission, vision and core values, the sector will focus on five(5) programmes namely: Human Capacity Building, Vocational, Apprenticeship, and Entrepreneurship Training, Infrastructural Development, Curriculum Review and Collaboration with Private Education Service Providers with thirty(30) deliverable outcomes to be pursued in the medium term (2019-2021).

The strategies employed was based on project prioritization which was in line with the mission, vision and core values of the sector in order to ensure efficient utilization of limited resources and to enhance the sector's actualization of its long term plan.

Over the 3-year plan period, total costs of the programmes for each year were leveraged within the indicative Budget ceilings. The costing assumptions for the project and programmes was done based on the State central pricing Reference System (CPRS) February,2018 Edition on each unit item at 5% inflation rate.

The responsible MDAs for each project and programmes will carry out the monitoring and report to sector planning Team.

The critical success factors for the implementation of the MTSS is that it will deliver long-term results over the medium term through a rolling plan.

CHAPTER ONE: INTRODUCTION

1.1. Aim and Objectives of the MTSS Document

The following are objectives of the MTSS

- i. To introduce an activity costing mechanism where all items on the budget are costed by prevailing market prices in order to avoid vague estimates;
- ii. To ensure that MDA's budget within the sector will be based on available resources, hence helping MDAs to prioritise and sequence their programs and projects;
- iii. To ensure that budgets are based on well-articulated and evidence based policies;
- iv. To improve sectoral coordination that reduces duplication and resource wastages;
- v. To support Government agencies to link planning to expenditure and actual conditions of Budgeting and Planning practices in the State;
- vi. To enable the state deliver long-term results over the medium term through a rolling plan.

1.2. Summary of the process engaged for the MTSS Development

a. All stakeholders in Education sector were constituted into an enlarged committee.

The State Education sector comprises of the following agencies: Ministry of Education, State Universal Basic Education Board (SUBEB), O-meals, Osun State Board for Technical and Vocational Education (OSBTVE), Library Board, Quality Assurance and Morality Enforcement Agency, Osun State Mass Education Agency (OSMEA), Office of Higher Education Bursaries and Scholarships which comprises of Osun State University, Osun State Colleges of Education, Ilesa and Ila-Orangun and Osun State Polytechnic, Iree and Osun State Colleges of Technology, Esa-Oke.

Other relevant external stakeholders are Nigeria Union of Teachers (NUT), National Association of Proprietors and Proprietress of Private Schools (NAPPS), All Nigeria Conference of Principals of Secondary Schools (ANCOPSS) Osun State Chapter and Association of Primary School Headteachers of Nigeria (AOPSHON).

(b) Meetings/Brainstorming sessions were held

(c).Each agency submitted its programmes in line with the sectors objectives tailored towards the State pillars and goals.

(d) Sourcing and adaptation of policy from existing policy documents were carried out through a review of

The following existing documents were sourced and reviewed to provide a basis for the analysis that follows:

- i. State Education Sector Strategy Plan(SESSP 2011-2020)
- ii. State Education Sector Operational Plan (SESSOP)
- iii. Ten years Education Development Action Plan.
- iv. Federal Ministry of Education(FME) - Strategic Plan on Education 2016 - 2017
- v. Millennium Development Goals(MDGs), Sustainable Development Goals (SDG) policy documents
- vi. National Policy on Education
- vii. Action Plan on Education for All (APEA) programme (2003-2015).

It was observed that the time lag for the preparation of the Medium Term Sector Strategy was short, hence concerted efforts would be made in future to address the challenges in respect of the inadequate funding of the exercise.

1.3 Summary of the Sector’s Programmes, Outcomes and Related Expenditures

S / N	PROGRAMME	OUTCOME	Proposed Expenditure		
			2019	2020	2021
			₦	₦	₦
1	<ul style="list-style-type: none"> - Manpower Capacity Building - Curriculum Review - Mass Literacy - Free School Feeding - Quality Assurance and monitoring of schools. - Support for indigent and vulnerable persons. 	<p>Improved number of qualified teachers and instructors</p> <p>Improved performance in both internal and external exams (BECE, NABTEB, WAEC and NECO)</p> <p>Increased number of students passing out of schools with defined purpose in life.</p> <p>Improved quality of learning.</p>	1,682,944,070	1,762,272,480	1,852,236,318

		<p>Replace obsolete concept with new ones.</p> <p>Self reliant individuals.</p> <p>Improve implementation of National Policy on Education.</p> <p>Increased pupils enrolment at Elementary school level.</p> <p>Improved health status and retention of pupils.</p> <p>Improved teaching- learning process.</p> <p>Reduced crime rate among students.</p> <p>Reduced level of truancy.</p> <p>Increased Opportunity and accessibility to Education.</p>			
2	<ul style="list-style-type: none"> - Vocational, Apprenticeship and Entrepreneurship training - Sensitization, Advocacy and Partnership - Collaborate with Private Education service providers, Local, National and International Donor Agencies to provide functional and sustainable Education. 	<p>Increased employment opportunities.</p> <p>Reduced poverty level.</p> <p>Increased level of awareness on the importance of Education.</p> <p>Improved school infrastructural facilities, through building of classrooms, laboratories, donation of utility vehicles etc.</p>	255,000,00	260,100,000	265,300,000
3	<ul style="list-style-type: none"> - Infrastructural Development - Quality Assurance and monitoring of schools. - Collaborate with Private Education service providers, Local, National and International Donor Agencies to provide functional and sustainable Education. - Enhanced collaboration with stakeholders - Curriculum Review 	<p>Enhanced teaching and learning activities to arouse the interest of learners.</p> <p>Increased retention of pupils in schools.</p> <p>Improved performance of students in external examinations.</p> <p>Reduction in level of truancy in schools.</p> <p>Improved teaching and</p>	3,987,000,000	3,742,960,000	2,673,660,000

		<p>learning environment.</p> <p>Improved infrastructure in schools</p> <p>Improved quality of teachers.</p> <p>Enhanced the implementation of Government Educational programme in schools</p>			
4	<ul style="list-style-type: none"> - Curriculum Review - Sensitization, Advocacy and Partnership 	<p>Improved performance of students.</p> <p>Improved implementation of National Policy on Education.</p> <p>Increased awareness of Education programmes.</p> <p>Eradication of illiteracy in the society</p>	8,350,000	10,000,000	4,650,000
5	<p>Collaborate with Private Education service providers, local, National and International Donor Agencies to provide functional and sustainable Education.</p> <p>-Enhanced revenue to make fund available to drive Education programmes.</p>	<p>Improved quality of Education.</p> <p>It serves as additional source of revenue.</p>	5,000,000	5,100,000	5,200,000

*Note: Due to instability of cost of executing the programme, proposed expenditure in each year programme had been increased by 10%

1.4 Outline of the structure of the document

The MTSS report is in five chapters as follows:

Chapter One: Introduction. It summarizes the key objectives of the MTSS documents; the process used for the development of the MTSS; and the sectors programs, expected outcome and related expenditures. The chapter ends with an outline of the structure of the MTSS documents.

Chapter Two: Contains a brief history of State of Osun, highlights of the structure of Education and the list of higher institutions in the state. Evaluation of the current situation in Education was done and there was a review of high-level policy documents in Education. Sector Mission, Vision and Core values are also included.

Chapter Three: This chapter outlines some of the major strategic challenges of the sector such as inadequate personnel, irregular training and re-training of personnel coupled with inadequate office equipment and facilities. It also dealt extensively on the limited resources to meet those highlighted sector challenges, prioritization of projects as well as cross-cutting issues and justification for the strategies used in stating the MDAs responsible for the project.

Chapter Four: This chapter describes the costing of the project using Government's document on public procurement acts. The sector consulted people with current relevant information in determining the cost of the project. The expenditure projection was based on accurate/reliable data to justify the project using 5% inflationary increment.

Chapter Five: This chapter dealt with monitoring and evaluation of the projects and programs which include data collection, feedback from the field, regular and periodic inspection of the site and report writing. It also discusses the Job Performance of the project executed in determining the next level in improving the strategies adopted in the year under review. Monitoring and Evaluation Unit of each MDAs will be responsible for data collection and analysis and report to the sector planning team to determine the level of achievement.

CHAPTER TWO: EDUCATION SECTOR AND POLICY IN THE STATE.

2.1: Brief Introduction to the State Education Sector:

Osun State was carved out of Oyo State on 27th August 1991 during the regime of General Ibrahim Babangida (rtd) as the military Head of State of Nigeria. The state covers an area of approximately 14,875 sq/km bounded with Ogun, Kwara, Oyo and Ondo States in the South, North, West and East respectively. The State has 30 LGAs and 1 Area Office, until March, 2017 when additional 30 Local Council Development Areas (LCDAs) and 5 administrative offices were created.

According to the National Policy on Education (2004), basic education covers nine years of formal (compulsory) schooling consisting of six years of primary and three years of junior secondary. Just one-third of children who begin basic education currently proceed to senior secondary school. Post-basic education includes three years of senior secondary education in either an academic or technical stream. Continuing education options are provided through vocational and technical schools. At the tertiary level, the system consists of a university sector and a non-university sector. The latter is composed of polytechnics, monotechnics and colleges of education. The tertiary sector, as a whole, offers opportunities for undergraduate,

graduate, vocational and technical education. As at 2013, there were 128 federal, state and private universities accredited in Nigeria as degree-granting institutions, in addition to 78 polytechnics, 27 monotechnics, and 281 colleges in various specific disciplines. The academic year typically runs from September to July. Most universities use a semester system of 18 – 20 weeks. Others run from January to December, divided into 3 terms of 10 -12 weeks.

The State has the following Educational institutions:

- 1,277 Public Elementary Schools,
- 7 Schools for Special Needs,
- 1 Secondary School for Special Needs,
- 236 Middle Schools,
- 131 Middle/High schools,
- 121 High Schools, 9 Technical Colleges;
- 2 Colleges of Education, 1 Polytechnic,
- 1 College of Technology,
- 1 State University which has six campuses in the six zones of the State.
- The State jointly own Ladoke Akintola University of Technology (LAUTECH) Ogbomoso with Oyo State. LAUTECH College of Medicine is located at Osogbo.
- The State can boast of Federal academic institutions like Federal Government Colleges at Ikirun and Ipetumodu, Federal Science and Technical College, Ilesa, Federal Polytechnic, Ede, Obafemi Awolowo University (OAU) Ile-Ife.

The roles of individuals and organisations in the development of education in the state of Osun cannot be over-emphasised as the state has **763** private Nursery Schools, **1163** private Nursery and Primary Schools, 416 private Secondary Schools, 5 Private Colleges of Education, 7 Private Polytechnics and 8 Private Universities.

The Schools in urban areas are highly populated while schools in rural areas are sparsely populated. All Local Government Headquarters are categorized as urban centres and all the centres are well populated. The construction of the state-of-the-art schools has led to increase in the demand for Government education services in the state. There is a turnaround in the structural development of our educational institutions with the facilities being education friendly, child centred and results oriented.

Overview of the Sector's Institutional Structure

The state has implemented a major and progressive restructure plan for education administration in the public sector. Generally, this entailed the decentralization of the existing monolith structure, and the creation of specialized units to the key state objectives for the education sector. The restructuring strengthened administrative capacity for public education services, through the engagement of more specialized administrators.

A blueprint for the Education Sector was produced from, which radical and comprehensive policies and programmes were designed. The outcome of an Education Summit held on February 7th and 8th 2011 under the chairmanship of Prof. Wole Soyinka resulted in

reclassification of schools into Elementary (Grade I-IV), Middle (Grade V-IX) and High (Grade X - XII) schools.

TESCOM Restructure

The Post-Primary **Teaching Service Commission (TESCOM)** which was charged with the responsibility for the recruitment, deployment, remuneration and discipline of both the teaching and non-teaching staff in the public secondary schools has been dissolved and in its place established three (3) Education Districts on the basis of the existing three Senatorial Zones in the State. For effective implementation of Educational Programmes of the state, the three new districts are headed by newly appointed Permanent Secretaries/Tutor-Generals located in

- Osun Central (Ila-Orangun).
- Osun East (Ile-Ife).
- Osun West (Ikire).

For effective implementation of Basic Education, nine Headmasters General/ Permanent Secretaries offices were established in nine Federal Constituencies in the state.

SUBEB Restructure: The Administration of Elementary & Middle Schools is supervised by SUBEB. The **State Universal Basic Education Board (SUBEB)** has also been strengthened and is now being headed by a Permanent Secretary. SUBEB is saddled with the responsibility of overseeing the administration and supervision of the state-owned 1,378 primary schools with a total enrolment of 357,533 pupils, and teaching staff of 12,188. A total of 3,230 teachers have been recruited by the present administration to strengthen the human resource requirement of this important aspect of the education sector.

Quality Assurance and Morality Enforcement Agency: Educational Quality Assurance is a Federal Government agenda but State of Osun added the Morality Enforcement mandate to it. Consequently the state now has Osun State Educational Quality Assurance Morality Enforcement Agency with several committees formed based on the outcomes of educational summits held in the state. The low performance in WASSCE led to the introduction of a school-based mentoring system, where each pupil/student is attached to a teacher as personal mentor who is concerned with the well-being/welfare of the student. Performance measurement indices were developed for the teachers and number of quality assurance visitation to schools was increased in order to maintain discipline in the education sector in the state. Likewise cadets of Osun Youth Empowerment (OYES), 'Edumarshal' were organized to check loitering among students both within and outside the schools.

O'MEAL: The Elementary School feeding programme is handled by Osun Elementary School Feeding Office.

OSMEA: Adult literacy, Continuing Education Centres and Community Based Early Child Care Development Education are handled by Osun Mass Education Agency (OSMEA).

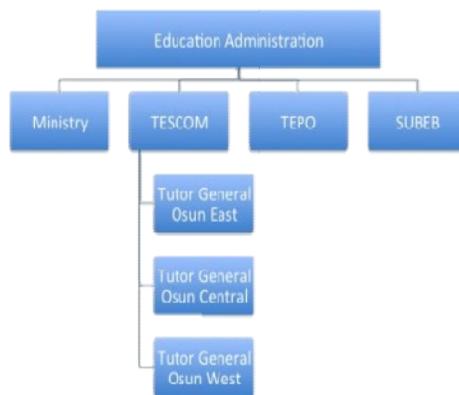
TEPO Restructure: The TEPO is the **Teachers Establishment and Pension Office** in the state of Osun. Recruitment of Teachers into High Schools and processing of retirement benefits are under the purview of Teachers Establishment and Pensions Office (TEPO). Some of its mandate include:

- process retirement benefits of post primary school teachers
- issue uniform guidelines to the educational districts on appointment
- promotion
- discipline
- training
- other establishment matters
- carry out pensioners' verification exercise, etc.

TEPO is now headed by a Permanent Secretary

Board for Technical and Vocational Education: was established to monitor the nine technical colleges which was headed by a Chairman and coordinated by Executive Secretary and other career officers. The State Library Board is in charge of State and schools libraries. Higher Education, Bursaries and Scholarships Office handle tertiary institutions' activities in the State.

All the above listed agencies and parastatals are being supervised by Ministry of Education as indicated in the Ministry's organogram (as attached). There is synergy between the activities of all the departments, units and agencies which are coordinated by the Permanent secretary and Commissioner for Education in the Ministry.



2.3: Current Situation in the sector

This section analyses the situation and progress made in the Education sector as a result of activities of the Government.

Infrastructure Development: Governor Aregbesola's administration had embarked on the construction of state-of-the-art 100 Elementary Schools, 50 Middle Schools and 11 High Schools. As at the time of preparation of this strategy document, 28 Elementary Schools with about 700 classrooms, 30 Middle Schools with 775 standard classrooms; and 11 High Schools with 792 standard classrooms have been completed. Each of the high schools is a

three-in-one school with the capacity to accommodate 3,000 students. Each school has four principals with three superintending over 1,000 pupils each, and an overall senior principal. Based on the set standard, each school has 72 classrooms of 49-square-meters, each capable of sitting 49 students. It has six offices for study groups, and also equipped with six laboratories, 48 toilets for pupils and another eight for teachers, one science library, one arts library, facility manager's office, a bookshop and a sickbay. Aside the construction of the new schools, the Aregbesola administration has upgraded and renovated more than 2000 classrooms in old schools.

Educational Transition: Before the Aregbesola administration, 15% of students dropped out of school after primary 6 which was seen as a terminal stage. Now that grades 5-6 have been moved into the middle school, JSS1-3 students are in the same school environment with them and progression has been made easier. Thus far, about 90% transition from primary school to JJS has been achieved. (Ministry of Education, State of Osun)

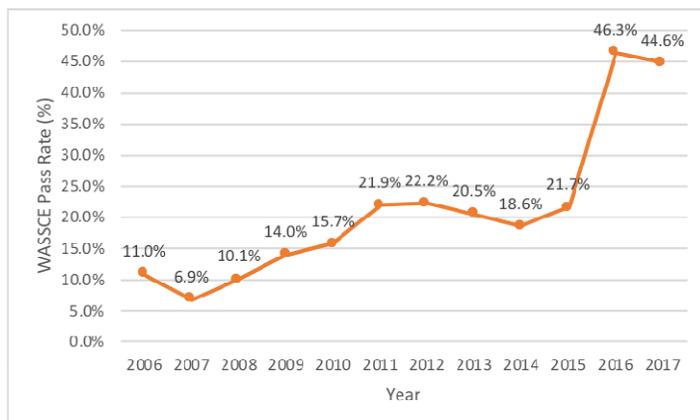
O-MEALS-The classification of schools into Elementary and Middle schools enables the pupils to complete their Basic Education. Osun School Feeding and Health Programme (O-Meals) is a world acclaimed programme being replicated nationwide. O-Meals has served more than 300,000,000 meals in the last six years. Provision of Nutritional foods to pupils is seen to have led to increase in retention and completion rate as well as improving their health status. In line with the program objectives, pupils in grades 1-4 (about 252,000 children) across the 1,382 public primary schools in the State of Osun have benefited from the O'MEALS program. The program currently employs 3,007 cooks and indirectly employs 7,057 people as well as improving the production capacity of smallholder farmers and marketers in different commodity sectors, with a guarantee of local demand. The choice of local foods grown by local farmers, marketed locally and cooked by local vendors ensures cost effectiveness. Money expended by the state sinks back into the state's economy and generates maximum multiplier effects in and beyond the local communities.

The complementary health intervention (deworming exercise) undertaken along with the provision of meals helps to ensure that children optimize the nutritional benefits of the free meal for maximal brain and body function. The school feeding program has also engendered improved documentation because a comprehensive and updated database of public schools pupils becomes inevitable in planning, allocation of resources and service delivery. Such resources (a current database) improves the effectiveness of life enriching programmes such as the O'MEALS, among other innovations put in place for the welfare of students.

High School Performance: The turnaround in the structural development of Elementary and Secondary School Education is shown by the construction of many state of the art schools that are of international standard. Steady increase in the number of graduating High school students is also noticeable. An analysis of performance results from 2006 to 2017 in the West African Senior School Certificate Examinations (WASSCE) shows that five years before the Aregbesola administration, the best performance by students in Osun, for those with five credits including English and Mathematics, in the West African Senior School Certificate Examinations (WASSCE), was 15.68 %. The intervention of the administration in the

Education Sector resulted in 284% improvement in the performance of students in same examinations from 15.68% in 2010 to 44.47% in 2017 examinations.

Figure... : State of Osun's WASSCE Pass Rate: 2006 – 2017



Payment of WASSCE Fees: The former administration took steps to intervene in reducing the effect of poverty and early marriage on the educational attainment of students. Many parents were unable to afford the payment of their children’s WAEC fees. Consequently, affected students could not proceed to tertiary institutions and hence the decision of the state government to pay their SSCE/WAEC fees. The administration of Ogbeni Rauf Adesoji Aregbesola continued with the payment of the WASSCE fees of Grade 12 and improved on its administration.

Table : Payment of WASSCE Fees

Year	Enrolment	Amount Expended (N)
2010	26,526	180,701,500
2011	26,493	192,231,184
2012	36,318	329,779,700
2013	33,471	269,441,500
2014	32,051	379,150,750
2015	31,917	430,702,850
2016	12,431	193,102,500
*2017	PENDING	PENDING

*From 2017 the policy was adjusted to ensure that payment will only be on reimbursement basis to parents of students based on the criteria: completion of exam and five credit passes including English Language and Mathematics

Unified School Uniforms: The introduction of new unified school uniform is part of the efforts of the Aregbesola administration towards the reform of the education sector in the State of Osun. The programme was launched on the 29th of December, 2012 in line with the promotion of functional education component as enshrined in the 6-point integral Action plan of the government. Due to the pervasive poverty level in society, many parents could not afford to provide school uniforms for their children/wards such that most pupils/students

were inappropriately and poorly dressed to school. The new uniform policy was therefore designed to create uniform identity among the pupils/students in the State; reflect government ownership of schools and engender deep sense of belonging among public school students.

Initially, 750, 000 pairs of uniforms were distributed to pupils and students free of charge; and subsequently, parents/guardians are expected to provide uniforms for their children and wards via direct purchase from local suppliers. The uniform for the Elementary school was delivered at the rate of N1, 300 to the sellers, to sell at the rate of N1, 500 per pair. For the Middle School, it was delivered at the rate of N1, 500 to the sellers, to sell at the rate of N1, 700 per pair while for the High school, it was delivered at the rate of N1, 750 to the sellers, to sell at the rate of N1, 950 per pair. Total money expended on free uniform was nine hundred million naira (N900 million) while over forty-four million naira (N44 million) was given as soft loans for dealers manufacturing the garments. Also, over eight hundred million (800 million) has been spent to subsidize the prices so that parents can purchase the uniform at the cheapest price.

School for Children with Special Needs: Osun State offers seven primary and one secondary school for children with special needs, (both physical and mental) in scattered locations across the state. This is part of efforts to expand access to education for this category of children. Eligible school children are selected based on availability of space. The MoEST covers beneficiary students' school fees, meals, board, and school uniforms. Parents of beneficiary children are expected to provide clothing, aside from the school uniform and pay modest parent-teacher association (PTA) fees. The annual enrolment numbers for schools for children with special needs have remained largely stable since 2010. Numbers slightly increased from 515 students in primary schools and 250 in the secondary school in 2014, to 527 students in primary schools and 307 students in the secondary school by 2017.

The limited coverage of the schools for children with special needs represents a challenge, and stakeholders report that there are more children in need of this service. Lack of funding is the main constraint to expanding coverage. The existence of only one secondary school may also inhibit more children with special needs from pursuing post-primary school education; moreover, offering children with special needs from poor families sufficient chances to attain higher levels of education is essential to improving their socioeconomic status.

Tertiary Institutions: The state has a number of tertiary institutions (both private and public) that are expanding to provide learning opportunities for high school graduates in various fields. Efforts are ongoing in both sectors to enhance the affordability of these institutions by prospective students.

Key Challenges Faced by the Sector

Despite the achievements made so far, there are still challenges which need to be addressed in the Education sector in order to achieve the objectives of the Education sector. These challenges include but not limited to:

- i. Shortage of teachers to meet the global standard of teacher-student ratio.

- ii. Inadequate funding
- iii. Inadequate teaching aids/instructional materials.
- iv. Inadequate attention on Information Communication Technology (ICT) in schools.
- v. Poor parenting for pupils/students.
- vi. Inadequate remuneration and incentives for teachers.
- vii. Inadequate instruments to facilitate proper control and supervision of Private schools.
- viii. Lack of interest and passion among teachers for the teaching profession.
- ix. Lack of facilities to implement inclusive Education to take care of children with various types of disabilities and special needs.
- x. Lack of perimeter fencing of schools leading to some encroachment of school land
- ix Poor learning and teaching infrastructure across the State.
- x Poor implementation and application of Monitoring and Evaluation Framework.
- xii Inadequate Capacity Building.
- xiii Non implementation of the use of mother tongue (Yoruba) as first language of instruction in Elementary Schools.

2.4 Sector Policy

State of Osun Education programs are consistent with existing relevant educational policy documents. Nigeria is a signatory to numerous international conventions and agreements on the provision of quality education for all and the country has ensured that its education system embodies principles stated in the:

- Education For All (EFA) (Jomtien, 1990);
- the Millennium Development Goals (MDGs,) (2000),
- Dakar Framework for Action (2000) and the
- International Strategy to put the Dakar Framework into Action (2002).
- ILO/UNESCO Joint Recommendations concerning the Status of Teachers (UNESCO, 1966).

These conventions and agreements are reflected in the principal policy documents that guide education in Nigeria, namely:

- a. National Policy on Education (6th ed. 2013);
- b. Nigeria Teacher Education Policy (2012)
- c. National Policy on Gender in Basic Education
- d. Minimum standards for Nigeria Certificate in Education;

- e. Guidelines on Academic Programmes for Nigeria Certificate in Education;
- f. Approved Minimum Academic Standards in Education for all Nigerian Universities;
- g. UME/DE Brochure Guidelines for Admissions into First Degree Courses in Nigerian Universities and other Degree-Awarding Institutions, (15th Edition 2007/2008 Academic Session);
- h. Teacher's Registration Council of Nigeria (TRCN) Mandatory Continuing Professional Development (CPD) Manual; and
- i. TRCN Manual for Accreditation of Teacher Education in Nigeria

i The National Policy on Education

The National Policy on Education emphasise that Education in Nigeria should ensure:

- development and self-fulfillment of the individual.
- that special provision and incentives are made for the study of science at each level of the Education System.

In order to achieve this, State Government of Osun adopted the National Policy on Education with some modification as stated below:

- School re-classification system which includes:
 - Elementary School (Grades 1-4),
 - Middle School (Grades 5-9),
 - High School (Grades 10-12) and
 - Technical/Vocational Education 1-3

The National Policy on Education adopts;

- Early Childhood care and Development age (0-4years)
- kindergarten education (age 5)
- Primary Education 1 - 6 (age 6 - 11years)
- Junior Secondary Education 1-3 (age 12 -15 years)
- Post Basic Education and career Development
- Senior Secondary Education
- Technical and Vocational Training Education (TVTE)

State of Osun Education policy runs the same curriculum as the National Policy on Education. Difference exists in:

- Nomenclature:

- Grades 1-12 instead of Primaries 1-6
- JSS 1-3 and
- SS1-3
- Accommodation:
 - Grades 1-4 exist separately,
 - Grades 5-9 exist separately and
 - Grades 10-12 also exist separately.
 Hence Osun operates 4 years of Elementary School, 5 Years of Middle School and 3 years of High School. In other words nine years of basic Education and three years of High Education in line with Federal Government policy.

ii Policy on Inclusive Education

Inclusive Education is Education for All. The Nigeria Policy on Education (NPE) supports Education without any discrimination while the UBEC Act 2014 guarantees Education for all Nigerian children of school age irrespective of their diverse needs. This policy aligns with the framework of action on Special Needs Education (UNESCO, 1994) which argues that schools should accommodate all learners regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

- ❖ all children must receive the kind of Education that does not discriminate on any ground as regards ethnicity, religion, economic status, language, gender, disability or any yet to be identified segregation in the society.
- ❖ learner - friendly environment is emphasized
- ❖ there must be access to quality education
- ❖ early detection of individual learner's needs and providing support to meet these needs
- ❖ the policy adopts a human right-based approach

The SDG have noted that achieving inclusive and equitable quality education for all will require increasing efforts in Sub-saharan African economies for vulnerable populations, including persons with disabilities, indigenous people, refugee children and poor children in rural areas. In line with the above considerations, the Federal government formulated the National Policy on Special Needs Education in Nigeria (2015) by creating a framework for making appropriate education available to children and youths with Special Needs as a way of achieving access and equity for inclusive education as prescribed by UNESCO. This is in line with global best practices of Special Needs Education which is expected to occur in: a. School - bound settings; b. Home - bound settings; and c. Hospital - bound settings.

iii National Policy on Gender in Basic Education

In Nigeria overall, girls have lower enrolment rates than boys in the formal basic education system due to a number of socio cultural constraints. This scenario is much

more serious in the Northern states. The National Gender Policy in Basic Education is therefore a response to the challenges of achieving gender equality in education as expressed in the 1999 Constitution of the Federal Republic of Nigeria which states that access to quality education is the right of every Nigerian child. The attainment of gender equality is not only seen as an end in itself, being a human rights issue, but is also a prerequisite for the achievement of national and international development goals -Education For All (EFA) and Millennium Development Goals (MDGs) and recently, SDGs.

A gender sensitive policy is one that ensures gender is systematically mainstreamed into all components of the education policy. Hence the policy is central to the elimination of gender disparities in all Education systems. This policy complements other policies like the National Policy on Education and the Universal Basic Education Policy. Through this, it is expected that there will be increased gender sensitivity of all stakeholders and development of strategic plans to ensure full participation in the policy's implementation for sustainability.

In relation to this policy, Nigeria has signed, ratified or acceded to some United Nations instruments and also enacted some regional and domestic laws/conventions. These include:

- o UN Convention on the Rights of the Child (CRC)
- o Convention on the Elimination of all Forms of Discrimination against women (CEDAW)
- o The African Charter on The Right and Welfare of the African Child (ACRWAC)
- o Child Rights Act (CRA) o The Constitution of the Federal Republic of Nigeria - 1999
- o Universal Basic Education (UBE) Act

Among other strategies, the following are recommended to ensure gender sensitive education policy:

- systematic integration and mainstreaming gender ensure into all segments of education policy through sensitization and advocacy.
- more girl child friendly infrastructure
- gender sensitive education budget
- adopting strategies that ensure retention and completion of education

iii National Policy on Teacher Education

The policy objective is to produce highly knowledgeable, skilled and creative teachers who are capable of producing learners that can compete globally. Towards this end it is important to ensure that teachers are well trained, recruited based on explicit performance standards, adequately catered for and made adaptable to our changing

world. These are all in the context of the National Policy of Education that recognises that no education system can rise above the level of its teachers.

2.5 Statement of the sector’s mission, vision and core values

- i. **Mission Statements**: To eradicate illiteracy and promote functional Education through provision of appropriate educational resources towards the attainment of total development of the individual.
- ii. **Vision**; - To be a world class provider of Educational services among the states in Nigeria towards the development of individuals who are critical thinkers, problem solvers, highly creative, cultured and socially fit.
- iii. **Core values**:-
 1. Resilience
 2. Responsibility
 3. Professionalism
 4. Virtue
 5. Diligence

Operational Clarification of Core Values

CORE VALUE/JUSTIFICATION	DEFINITION	Example of behavioural trait relating to the core value	Strategy implication of the core value
RESILIENCE (Need for one to adapt to all circumstances)	Strong, able to recover and get over difficulties, not giving up easily	Should : ❖ Accept criticisms and make values out of them.	❖ Conscious efforts by agencies of Education at embracing affirmative culture. ❖ Adopt iterative processes.
RESPONSIBILITY (accountability and responsibility are critical in leadership as well as in followership)	Being dutiful and accountable to self, leaders and society. Ability to be answerable for one's conduct and obligations	Should: ❖ Demonstrate responsible leadership and / or followership. ❖ Be a listener. ❖ Be a role model.	Conscious effort to: ❖ Design capacity building for leadership potentials. ❖ Design mentoring systems. ❖ Be ready to answer for obligations.

<p>PROFESSIONALISM (The need to impact effectively the life of learners underscores Professionalism among teachers and Education managers)</p>	<p>The conduct, aims, or qualities that characterize or mark a profession or a professional person.</p> <p>Sound knowledge of curriculum and pedagogy</p>	<ul style="list-style-type: none"> ❖ Accommodating, respect for individual differences. ❖ Seriousness ❖ Calm under pressure ❖ Remaining focused ❖ Dealing with the unexpected ❖ Wanting to do better. 	<ul style="list-style-type: none"> ❖ Building the capacity of teachers and education managers through training and retraining.
<p>VIRTUE (adherence to ethical behaviours is needful for exemplifying standards)</p>	<p>Showing high moral standards</p>	<p>Should be:</p> <ul style="list-style-type: none"> ❖ Incorruptible, ❖ Honest ❖ Transparent 	<p>Agencies of the education sector must make conscious effort to:</p> <ul style="list-style-type: none"> ❖ Promote value re-orientation; ❖ Embrace a system that rewards virtue and sanctions vices
<p>DILIGENCE (our belief in ability/capacity for hard-work and wealth creation underscores the need for diligence)</p>	<p>Conscientious, and meticulous at work</p>	<p>Should be:</p> <ul style="list-style-type: none"> ❖ Hardworking ❖ disciplined ❖ firm ❖ enterprising and productive ❖ Dignity of labour 	<p>Agencies of the Education Sector must make conscious effort to:</p> <ul style="list-style-type: none"> ❖ Define and enforce work rules, ❖ Embrace reward system based on productivity and work ethics.

2.6The Sector objectives and programmes for the MTSS Period

The objectives which the Education Sector will pursue during the State of Osun’s 2019 – 2028 SDP are to:

- Provide inclusive and equitable quality education at all levels;
- Enable children have access to life-long learning opportunities that will help them acquire knowledge and skills needed to exploit opportunities and participate fully in the society; and
- Provide children and youth with a nurturing environment for the full realization of their rights and capabilities.

In line with these long term objectives, the MTSS objectives are to:

- deliver quality functional education at all levels to all irrespective of social circumstances,
- provide affordable and quality technical and vocational education to promote skills acquisition,
- provide world class learning and teaching environment,
- implement policy of Yoruba mother as first language of instruction in Basic schools and
- promote synergy through collaboration with private education service providers, local, national and international development partners to provide functional and sustainable education.

In the MTSS period, government will deliver quality functional education to all at all levels irrespective of social circumstances, implement affordable and quality technical and vocational education to promote skills acquisition, provide world class learning and teaching environment, implement the policy on Yoruba mother tongue as first language of instruction in Basic schools and facilitate synergy with different stakeholders through collaboration with private education service providers, local, national and international donor agencies to provide functional and sustainable education

The delivery of functional education will involve:

- Mass Literacy
- Free elementary school and feeding
- Human Capacity Building
- Curriculum Review
- Special Education and Support for vulnerable pupils and students.
- Sports Development and competitions
- Lifelong learning opportunities including adult education, modern libraries, radio and TV programmes and edutainment

It is expected that these efforts will yield among others the following outcomes

- Improved literacy rate
- Increased number of students passing out of schools.
- Improved performance of students in both internal and external exams (BECE, NABTEB, WAEC, NECO, UTME)
- Increased enrolment rate at all levels
- Increased number of trained teachers and instructors
- Improved health status and retention of pupils.
- Increased number of schools with sporting facilities
- Increased sporting competitions
- Increased enrolment of special needs pupils and students

Affordable and quality technical and vocational education: To implement the provision of affordable and quality technical and vocational education for promoting skills acquisition, the state government will ensure that technical colleges are equipped while technical education will be made attractive and prestigious to young people through sensitization, mobilization, advocacy and partnerships.

It is hoped that the intervention will yield:

- improved technical, vocational and entrepreneurial Skills.
- improved mentorship and apprenticeship system.
- improved formalization of practical skills
- Increased number of youths and adults with information and communication technology (ICT) skills
- Enhanced employment opportunities and reduced unemployment rate
- Increased engagement of local artisans for training in formal institutions.
- Increased PPP in the educational system
- Improved civil society collaboration and increased organized volunteerism in education.

Provision of world class learning and teaching environment: In order to ensure the provision of world class learning and teaching environment, the state will continue to pursue infrastructural development through the completion of uncompleted infrastructure and appropriately equipping educational institutions. These efforts will lead to increased number of schools with access to: -

- Electricity
- Computers/internet for pedagogical purposes.
- Standard laboratories as applicable.
- Adapted infrastructure and materials for students with disabilities;
- Basic drinking water;
- Single-sex basic sanitation facilities; and basic hand washing facilities (as per the WASH indicator definitions)

Table 2: Summary of State Level Goals, Sector Level Objectives, Programmes and Outcomes

State Level Goal	Sector Level Objective	Programmes (with gender considerations as appropriate)	Expected Outcomes (gendered)	KPIs (gender disaggregated)
To eradicate illiteracy and promote numeracy, functional education and total development of the individual.	Deliver quality functional education at all levels to all irrespective of social circumstances.	<ul style="list-style-type: none"> Free elementary school and Feeding Human Capacity Building Curriculum Review Sports Development Special Education and Support for indigent and vulnerable pupils and students. Mass Literacy & Lifelong learning opportunities (adult education, libraries, adult education, radio and TV programmes) 	<ul style="list-style-type: none"> Increased number of students passing out of schools. Improved Nutrition Improved health status and retention of pupils Improved performance of students in both internal and external exams (BECE, NABTEB, WAEC, NECO, JAMB) Increased enrolment at all levels Increased number of trained teachers and instructors Increased number of schools with sporting facilities Increased sporting competitions Improved teaching-learning methods and processes. Increased enrolment of special needs pupils and students Increased opportunity and accessibility to education. Improved literacy rate 	<ul style="list-style-type: none"> No of students passing out Nutritional status of pupils No of pupils fed % of students that passed: <ul style="list-style-type: none"> -BECE -WASSC Results -5 Credits with Eng & Maths. -JAMB Applicants Enrolment rate at all levels Number of Teachers -Proportion of trained teachers No of schools with sports facilities No of sports competitions No of schools with functioning laboratories Enrolment of students with special needs No of schools with equipped libraries Literacy rate No of facilitators of Local Adult Education
	Implement affordable and quality technical and vocational education to promote skills acquisition.	<ul style="list-style-type: none"> Technical, vocational, entrepreneurship and soft skills training at all levels. Curriculum review ICT education at all levels 	<ul style="list-style-type: none"> -Improved Technical, Vocational and Entrepreneurial Skills. -Improved mentorship and apprenticeship system. -Improved formalization of practical skills Increased number of youths and adults with information and communication technology (ICT) skills -Enhanced employment opportunities. 	<ul style="list-style-type: none"> No of tech and vocational schools Enrolment in tech and vocational schools No of participants in OYES, NDE, N Power No of OYES, NDE, N Power Graduates equipped No of MOUs with local artisans No of youths with ICT skills Unemployment rate

		<ul style="list-style-type: none"> - Sensitization, Mobilization, Advocacy and Partnerships. - 	<ul style="list-style-type: none"> -Reduced employment rate -Reduced poverty level. -Increased level of awareness on the importance of Vocational Education. -Increased engagement of artisans for training in formal institutions. -Increased PPP in the educational system Improved civil society collaboration and increased organized volunteerism in education. Better alignment of development assistance with state priorities in education. 	<ul style="list-style-type: none"> Poverty rate No of local artisans engaged No of PPP MOUs No of engaged volunteers in education. No of partnerships
Provide world class learning and teaching environment.	<ul style="list-style-type: none"> - Infrastructural Development - Appropriate equipping of educational institutions. - Completion of uncompleted infrastructure 	<ul style="list-style-type: none"> - Quality Assurance - Morality enforcement and monitoring of schools. 	<ul style="list-style-type: none"> Increased number of schools with access to: - -Electricity -Computers/internet for pedagogical purposes. -Standard laboratories as applicable. -Adapted infrastructure and materials for students with disabilities; -Basic drinking water; -single-sex basic sanitation facilities; and -basic hand washing facilities (as per the WASH indicator definitions) -Increased retention of pupils in schools. -Reduced juvenile crime rate -Reduced level of truancy among students. -Improved teaching and learning environment. -Increased rate of monitoring activities 	<ul style="list-style-type: none"> No of public libraries/LG No of public libraries with ICT facilities Prop. of schools/colleges with - adapted infrastructure for students with disabilities. - Basic drinking water; -No of single-sex basic sanitation facilities; and -basic hand washing facilities (as per the WASH indicator definitions) -Drop out and completion rate -No of reported cases of truancy and abuse -No of monitoring visits
Synergy through collaboration with Private Education service providers, Local, National and International Donor Agencies to provide functional and sustainable Education.	<ul style="list-style-type: none"> -Collaborate with Private Education service providers, Local, National and International Donor Agencies to provide functional and sustainable Education. 		<ul style="list-style-type: none"> -Enhanced collaboration with stakeholders -Increased level of technical support and donations in cash and kind for infrastructural development. Increased counterpart funding of external support. 	<ul style="list-style-type: none"> No of collaboration MOUs in sector No of assisted projects in education Size of technical support and cash donations. Size of counterpart funding of external support.

	Ensure proper and sustainable funding of education in line with international best practices.	<p>Increase revenue allocation to drive educational sector in line with recommendations on international benchmarks</p> <p>Collaborate with private education service providers, local, national and international donor agencies to provide functional and sustainable Education.</p>	<p>Improved funding of education sector.</p> <p>Increased educational resources in cash and kind.</p>		
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Table 3: Objectives, Programmes and Outcome Deliverables

Sector Objectives	Programme	Outcome Deliverable	KPI	Baseline (e.g. Value of the Outcome in 2017)	Target		
					2019	2020	2021
Deliver quality functional education at all levels to all irrespective of social circumstances.	<ul style="list-style-type: none"> Free elementary school and Feeding 	<ul style="list-style-type: none"> All elementary pupils served Increased enrolment Increased number of pupils passing out of elementary schools. Reduced dropout rate Improved Nutrition Improved health status of pupils 	<p>No of pupils served</p> <p>-Enrolment rate</p> <p>%of children out of school</p> <p>Completion rate Transition and effective transition rates to secondary school</p> <p>Nutrition Status Deworming rate</p>	<p>252,000</p> <p>M-225911 F- 181052</p> <p>10.5%</p> <p>67.5%</p> <p>NA</p>	All enrolled	All enrolled	All enrolled
	<ul style="list-style-type: none"> Human Capacity Building and Curriculum Review 	<p>Increased number of trained teachers and instructors</p> <p>Improved performance in both internal and external exams (BECE, NABTEB, WAEC, NECO, JAMB)</p>	<p>Number of trained teachers</p> <p>Performance in BECE</p> <p>Qualifying exam NABTEB WASSCE¹ NECO UTME (disagg by gender)</p>	<p>Pending</p> <p>44.4%</p> <p>20,968</p>	<p>30% </p> <p>60%</p> <p>50%</p> <p>+30%</p>	<p>50%</p> <p>70%</p> <p>55%</p> <p>+50%</p>	<p>100%</p> <p>80%</p> <p>60%</p> <p>+70%</p>

¹ 5 Credits including Maths and English

	<ul style="list-style-type: none"> Quality Assurance Morality enforcement and monitoring of schools. More attention to education of children with special needs Sports Development <p>Mass Literacy & Lifelong learning opportunities (adult education, libraries, radio and TV programmes)</p>	<p>-Increased rate of monitoring activities -Increased retention of pupils in schools. -Reduced juvenile crime rate -Reduced level of reported truancy among students.</p> <p>Increased male and female enrolment in schools for children with special needs</p> <p>Revived series of sporting competitions</p> <p>Equiped public libraries Increased media educational programmes</p>	<p>Number of monitoring visits</p> <p>Retention Rate No of Juvenile crime rate -No of reported cases of truancy and abuse -frequency of monitoring visits</p> <p>male and female enrolment in schools for children with special needs</p> <p>No. of sports competitions</p> <p>-No of equipped public libraries/LG No of media educational programmes</p>	<p>Pry.527 Sec..307</p> <p>0</p>	<p>+5/LG A</p> <p>1</p>	<p>+10/LG A</p> <p>2</p>	<p>+20/LG A</p> <p>3</p>
Provide affordable and quality technical and vocational education to promote skills acquisition.	Mainstream ICT, vocational, entrepreneurship and soft skills training at all levels	Curriculum review	Improved curriculum				
	Engagement of artisans for training in formal technical institutions.	Increased involvement and engagement of local artisans in technical schools	<p>-No. of artisans engaged as trainers in technical schools</p> <p>-No. of students on industrial attachment with local artisans</p> <p>-No of trainer local artisans certified</p>	<p>NA</p> <p>NA 0</p>	<p>+20%</p> <p>50% of all</p> <p>20 %</p>	<p>+50%</p> <p>+75 of all</p> <p>50%</p>	<p>+100%</p> <p>100% of all</p> <p>100%</p>
Provide world class learning and teaching environment.	<ul style="list-style-type: none"> Infrastructural Development Appropriate equipping of educational institutions. Completion of uncompleted 	Increased Enrolment	Enrolment at all levels	<p>-Elementary -21,5560</p> <p>-Middle - 77,293</p> <p>-High - 180,998</p> <p>-Technical colleges - 2,425</p> <p>-Tertiary- 30,000</p>			

	infrastr	<p>Increased number of schools/colleges with access to: - -Electricity -Computers/internet for pedagogical purposes. -Standard laboratories as applicable. -Adapted infrastructure and materials for students with disabilities; -Basic drinking water; -single-sex basic sanitation facilities; and -basic hand washing facilities (as per the WASH indicator definitions)</p> <p>-Improved teaching and learning environment.</p>	<p>Prop. of schools/colleges with access to: - -Electricity -Computers/internet for pedagogical purposes. - adapted infrastructure for students with disabilities. - Basic drinking water; -single-sex basic sanitation facilities; and -basic hand washing facilities (as per the WASH indicator definitions)</p> <p>-Drop out and completion rate</p>	(LAUTEC H) -COE 15416 NA			
Synergy through collaboration with Private Education service providers, Local, National and International Donor Agencies to provide functional and sustainable Education.	-Collaborate with Private Education service providers, Local, National and International Donor Agencies to provide functional and sustainable Education.	<p>-Enhanced collaboration with stakeholders -Increased level of technical support and donations in cash and kind for infrastructural development.</p> <p>Increased counterpart funding of external support.</p>	<p>No of collaboration MOUs in sector No of assisted projects in education Size of technical support and cash donations.</p> <p>Size of counterpart funding of external support.</p>	NA			
Implementation of Yoruba mother tongue as first language of instruction in schools	Curriculum Review	Omoluabi policy of Education on the use of mother tongue (Yoruba) as first language and English as second language	<p>Increased number of subjects that are taught fully in Yoruba Increase in numbers of textbooks written in Yoruba for all subjects taught in school</p>				

Source: Refer to appendix

Chapter 3: The Development of Sector Strategy

3.1 Major Strategic Challenges:

- a) Shortage of qualified teachers and high proportion of ad hoc teachers.

- b) Inadequate office structures, equipment, facilities and utilities
- c) Irregular training and re-training of personnel for improved efficiency and productivity
- d) Non-release of over-head cost and inadequacy of operational funds.
- e) Non-installation of already procured technical equipment.
- f) Poor network services, inadequate power supply and non-availability of current resources (Books and Journals) in the state Library Board.
- g) Inability to pay honoraria of facilitators of adult, vocational and Community Based ECCDE centers.
- h) Lack of perimeter fencing of school land, leading to encroachment on school lands and insecurity in schools.

3.2 Resource Constraint

Table 4: Summary of 2017 Budget Data

ITEM	APPROVED BUDGET (N'0000) IN 2017	AMOUNT RELEASED (N)IN 2017	ACTUAL EXPENDITURE (N) IN 2017	AMOUNT RELEASED AS % OF APPROVED	ACTUAL EXPENDITURE AS % OF RELEASE
Personnel	3,530,180,746.81	1,054,306,694.44	1,031,837,829.07	30%	98%
Overhead	427,483,582.99	215,958,411.16	215,576,561.87	51%	99.9%
Capital	3,234,495,475.78	416,293,951.88	417,269,916.88	13%	100,2%
Total	5,686,806,403.33	1,817,975,589.42	1,796,100,839.16	32%	99%

Table 5: Summary of 2018 Budget Data

ITEM	APPROVED BUDGET IN 2018	AMOUNT RELEASED IN 2018	ACTUAL EXPENDITURE IN 2018	AMOUNT RELEASED AS % OF APPROVED	ACTUAL EXPENDITURE AS % OF RELEASE
Personnel	3,366,902,192.26	145,344,305.55	138,724,368.19	4.5%	95.45
Overhead	1,179,292,953.56	76,942,486.50	76,473,626.50	6.5%	99.3
Capital	3,654,660,634.90	10,905,548.00	11,215,337.00	0.29%	102.8
Total	8,198,179,969.96	232,978,899.28	226,413,331.69	2.84%	97.1

3.3 Project Prioritization

Table 6 (9 in the template) Summary of project review and prioritization (On-going, existing and new projects)

S/N	Project Name	Budget Expenditure in 2018	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Total Score	Rank
1	Human Capacity Building (in -service training of personnel, ICT development, teachers capacity strengthening), Training of facilitators of Local Adult Education	222,047,500.00	2	2	4	4	4	16	3
2	Conduct of Examinations BECE, Unified Promotion Exam	1,248,712,250.00	4	4	4	4	4	20	1
3	Printing of establishment, renewal, upgrading , registration forms for private Schools	4,660,164,168.70	4	1	2	4	4	15	4
4	Provision of Physical Infrastructure (Renovation of dilapidated buildings, portable water, toilets, ICT, laboratories, Libraries, Sporting activities and facilities in schools and offices)		4	4	4	2	4	18	2
5	Procurement of adequate furniture, instructional materials and costumes for Public Schools	543,000,000.00	2	4	2	3	4	15	4
6	Resuscitations of Skill 'G' in 9 Technical Colleges (leveraging on partnership with private sector and artisans) JETs Club, Zonal Libraries in all Local Government	52,030,000.00	1	4	3	3	4	15	4
7	Conduct of Annual Schools Census	900,000.00	4	2	4	4	4	18	
8	Maintenance and effective utilisation of the eleven Government Model High Schools	2,000,000,000.00	4	4	4	4	4	20	1
9	Monitoring and Supervision of Tertiary Institutions (Public and Private)	6,000,000.00	2	1	4	4	4	15	
10	More opportunities for Students with special needs	20,000,000.00	4	4	4	4	4	20	1

11	Evaluation of Certificates	5,000,000.00	2	1	4	4	4	15	
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Project Prioritization

Factors used to prioritize our projects: This was based on five criteria as follows;

(1) Reference was made to earlier Budget performance in areas of success stories on improved performance of students in both internal and external examinations. As a result, capacity building is now given priority. The projects were prioritized in line with the mission, vision and of core values of the sector.

The scoring was done on the standard criterion given which includes:

1. Evidence of existence
2. Amount committed
3. Level of impact
4. Likelihood of completion between 2019 – 2021
5. Relevance to Objectives of Education Sector

Reasons for Prioritization: -

- (i) All the projects cannot be attended to at the same time because of limited resources.
- (ii) To ensure efficient utilization of limited resources available in the State.
- (iii) To ascertain and determine projects that should continue, those that should be terminated and new projects to be included.
- (iv) To enhance the sector's actualization of its long term plan.

In line with this rationale the following were considered most important in the MTSS.

- Conduct of Examination is inevitable every year
- Renovation of dilapidated infrastructure reduces degeneration, and makes facilities more conducive to learning.
- Maximum utilization of infrastructure would depend on the effectiveness and efficiency of personnel that administer education. This capacity therefore has to be built.
- Remaining funds will be allocated to the other programmes as appropriate

3.4 Personnel and Overhead costs: Existing and Projections

Table 7: Personnel and Overhead Cost: Existing and Projected

Expenditure Head	2018 (N'000)		Projections (N'000)		
	Approved	Actual (By March)	2019	2020	2021
Personnel Cost	3,468,230,102.25	3,963,244,456.04	3,468,230,102.25	3,662,450,987.98	3,845,573,573.38
Overhead Cost	1,400,085,479.56	70,351,936.61	17,002,708.75	34,005,417.5	68,010,835
Total Cost (N)	4,868,315.581.81	4,033.596,392.65	3,485,232,811	3,696,456,405.48	3,913,584,408.38

Assumptions: A pareto optimality assumption (a state of allocation of resources from which it is impossible to reallocate so as to make any one individual or preference criterion better off without making at least one individual or preference criterion worse off) is used to allocate personnel costs in 2019. If the approved personnel cost of 2018 is maintained in 2019, the total of these budget head will amount to N4, 868,315,581.81, a figure that is beyond the balance of N3, 485,232,811 which remains after the indispensable and essential programme costs of examinations and renovation of dilapidated buildings have been deducted from the budget ceiling. Therefore, a choice is to reduce the approved overhead costs of 2018 to N17,002,708.75 in 2019, being the balance remaining after the full amount of 2018 approved personnel costs have been accommodated. In 2020 personnel costs are increased by 5% while overhead cost is increased by 100%. The balance accruing after these costs have been deducted will be used to support capacity building of teachers and administrative personnel as well as other important programmes in 2020. The same applies in 2021.

3.5 Contributions from our partners.

a. UNICEF Nigeria in collaboration with Federal Government support State of Osun Ministry of Education in:

- Provision of Annual School census forms and manuals.
- Training of Education Management Information System officers
- Training of Head- teachers and Teachers on effective record keeping

On the issue of the provision of census forms and manuals, there is some limitations in terms of aligning the present structure of education in the state with the template being provided by UNICEF. It is however expected that this discrepancy will be duly resolved in the plan period.

b. TETFUND - (Tertiary Education Trust Fund)

This fund being administered by the Federal Government of Nigeria is provided to support both federal and state tertiary institutions in Nigeria in the following areas:

- Construction of lecture theatres, libraries in tertiary institution.
- Construction of college health centres
- Construction of Administrative complexes
- Provision of school buses.
- Human capacity building training
- Construction and tarring of existing road networks.
- Sponsorship of personnel to conferences and workshops in any part of the world.

c. Federal government and international partners

O-MEALS: The state and local governments are the main financing agencies contributing 40 and 60 per cent of funds respectively to run the O'MEALS program.

O'MEALS cost the state's Ministry of Education, Science and Technology (MEST) about N12.7m daily and approximately ₦2.6 billion per annum. This excludes staff salaries and other support costs covered by other ministries. This translates into about 3.3% of the state's recurrent expenditure for 2016. 12 billion naira has been spent so far since 2012.

Technical partners such as the Partnership for Child Development (Imperial College, UK) and the Sahara Group / Food Basket Foundation International have provided support for the school feeding program. Communities, philanthropists and non-governmental organizations have also helped to fill up the funding gaps. The Partnership for Child Development (PCD) has provided technical support since program inception, and in partnership with the state government developed a technical assistance plan to strengthen the O'MEALS program. Technical assistance has come in the form of:

- ✚ Development of programmatic materials including monitoring and evaluation guidelines; advocacy and communication strategies; and operational manuals to help stakeholders and actors involved in implementation identify roles and responsibilities.
- ✚ Skills and capacity building of the O'MEALS Secretariat staff through exchange visits with Ghana.
- ✚ Linkages with private sector partners such as Unilever to develop a hand washing component for the programme.

All technical support provided by PCD was at no cost. The program has also benefited from one-off donations from philanthropic gestures by organizations and individuals such as:

- ✚ Sterling Bank- 5 million naira in 2012;
- ✚ Chief Odeyemi (a high chief in Ile Ife) donated a sum of ten million in 2012;
- ✚ Chi Pharmaceutical company gave one million and fifty thousand naira,
- ✚ Sahara group (an oil and gas company) fed pupils in classes 1-2 in Obokun local government area during the period 2010-2014 using existing food vendors and suppliers provided by the state. Additionally, the group provided pupils with exercise books and water bottles once a year during the period.

It is expected that OMEAL will continue to attract support from different local and international partners as free elementary school feeding has been identified globally as strategic investment in the development of the future generation. Part of the non-discretionary funds are attached to this project in the sector.

Table 8: Grants and Donor Funding

Source / Description of Grant	Amount Expected (N'000)			Counterpart Funding Requirements (N'000)		
	2019	2020	2021	2019	2020	2021
Tertiary Education Trust Fund (TETFUND) Abuja	400,987,000.00	512,503,630.00	551,239,150.00	150,000,000.00	157,000,000.00	162,000,000.00
UBEC	1,142,327	1,290,346	1,310,042	1,142,327	1,290,346	1,210,042
Needs Assessment of Nigerian Public Universities Special Presidential Intervention(LAUTECH)	1,030,000.00	1,050,000.00	1,200,000.00			
Subvention from the State of Osun Government (LAUTECH)	1,000,000.00	1,500,000.00	1,500,000.00			
Subvention from the Oyo State Government (LAUTECH)	1,000,000.00	1,500,000.00	1,500,000.00			
Corporate Social Responsibility from WEMA Bank Plc (LAUTECH)	10,000.00	5,000.00				
Corporate Social Responsibility from Skye Bank Plc (LAUTECH)	5,000.00		10,000.00			
Corporate Social Responsibility from GT Bank Plc (LAUTECH)		10,000.00	5,000.00			
Corporate Social Responsibility from FBN Plc (LAUTECH)		10,000.00	5,000.00			
Corporate Social Responsibility from UBA Plc (LAUTECH)	5,000.00	5,000.00	5,000.00			

3.4 Programme Connections between Sector MDAs

A number of MDAs are involved in the implementation of some of the programmes in the educational sector. In view of these arrangements, effective coordination of such implementation is important in order to enhance synergy of the different components of the implementation. Therefore, coordination frameworks will be designed with well spelt out roles and responsibilities and clear timelines. Some of the programmes involving inter agency implementation arrangements include the following:

(i) Although uniforms were distributed through the Ministry of Education to pupils and students of Elementary, Middle and High school, they are being produced through Ministry of Commerce Cooperative and Industry. The policy on provision of school uniforms will be revisited in the plan period and parents would be expected to take up a major role in the provision now that they have been conscientised to the need for decent school dressing.

(ii) The construction of state- of- the-art schools was undertaken and supervised under Ministry of Works but the budget and expenditure for the project is administered under the Ministry of Education.

(iii) Provision of Non-Formal Education brings Education nearer those that are not privileged to have access to formal educational institutions. The function is carried out by OSMEA in collaboration with the Ministry of Women Affairs and Social Development.

(iv) The decentralized outsourcing model employed under O'MEALS benefits various sectors of the local economy including agriculture, education, health, wholesale/retail trade, transportation, service providers (food vendors/ M&E personnel) as well as the public sector (different state ministries and local governments). The model ensures inclusive distribution of program benefits when executed in line with the plan. For instance the exit programme of Osun Youth Empowerment Sceme (OYES) is seen to be providing unique opportunities for some of the cadets to participate in outgrowers programmes to become suppliers of food items to other programmes. The OYES was designed to also engage cadets in the economic opportunities created by the O-MEALS. Over 300 OYES youths have received training and a total loan of N100 million for them to act as intermediaries between the cocoyam farmers and food vendors.

3.5- Outline of Key Strategies

Capacity Building

In order to deliver functional education to all at all levels irrespective of social circumstances, the government will continue to build on the progress made in the educational sector as highlighted in the section on the current situation above. Specifically access to all the public institutions will not be subjected to any form of prejudice or discrimination. Records of success stories on improved performance of students in both internal and external examinations warrant the need for **capacity building for teachers, instructors and**

education administrators as well as improvement in teaching- learning methods and processes.

In order to further encourage high performance and funds management in the education sector, government will continue with the policy of paying WASSCE fees of high school students. The anticipated enhanced performance of students that is attributable to the activities of the Enforcement Agency is bound to justify the payment of WAEC Fees which the Government has taken up. From 2017, parents of students are being reimbursed only on the completion of the exam and with five credit passes including in English Language and Mathematics. Payment of WASSCE registration fees will therefore be based on merit where a screening test has been introduced and student's fees will be reimbursed after the exams results have been received. Hence payment will constitute a reward for scholarly performance while government will partner with philanthropists and the donor community in funding the programme as it is important to ensure that excellence is encouraged.

Technical, Vocational and Entrepreneurship Education

Key among many programme targets is the one focused on the need to eradicate the frustration associated with education that does not lead to employment among the youths. In relation to this technical, vocational, entrepreneurship and soft skills training at all levels become important in the medium term agenda of the state. This programme is meant to provide these skills to students such that they can be employable as well as capable of being self-employed in case they are unable to secure formal employment. This programme therefore includes **curriculum review** and the **mainstreaming of ICT education** at all levels including **adult education**. In pursuit of these programmes, more emphasis will be placed on practical skills through improved mentorship and apprenticeship system by **engaging and collaborating with local artisans** such as welders, plumbers, carpenters, electricians etc for training in formal technical institutions. Likewise there will be improved formalization of the practical skills of these artisans as a win-win solution to the technical skills gap, by **certifying those artisans** that take part in the programme.

Infrastructure Development

Elementary, Middle and High Schools are being built across the 30 Local Government Areas in the State. They are state of the art schools with dining halls, potable water supply system with standard toilets facilities, library, recreation centre and computer laboratory. Dilapidated school structures that pose dangers to pupils have been pulled down and blocks of classroom in some primary schools are to be built to provide more space for the projected school enrolment. More than 2000 classrooms have already been upgraded and renovated in old schools. The state will continue infrastructure development of the educational sector in terms of ensuring a **maintenance culture** such that the newly built state of the art school facilities will not be run down. Likewise, **old and dilapidated structures will be renovated instalmentally**.

Enhanced PPP and development assistance

There will be more use of PPP arrangements in the educational system while improved civil society collaboration and organized volunteerism will be pursued in education. More

volunteers will be engaged as facilitators in Adult, vocational and community based ECCDE centers to improve access for disadvantaged people. The sector strategy will also ensure better alignment of development assistance with state priorities in education and partners will be encouraged to support projects such as equipping of schools and public libraries, supply of equipment and study materials etc.

Inclusiveness and Gender Issues

The issue of gender as a cross cutting issue is very critical in the educational sector. Although no deliberate discriminatory policy is adopted for any gender, the state will be more sensitive to the gender implications of a number of issues in this medium term planning period. Gender will therefore be effectively mainstreamed into academic curricula/pedagogies and the learning environment, in particular targeting gender stereotypes, sexual harassments and all forms of gender based abuses in schools.

Single-sex basic sanitation facilities: The state will ensure the provision of single-sex basic sanitation facilities in educational institutions at all levels. Where facilities exist but are not separated, such separation would be effected by demarcating such facility until funds are available for the building of appropriate new structures. Philanthropic donations would also be solicited for example from old students' associations and community associations for the construction of new single-sex sanitation facilities.

Morality Enforcement: The quality assurance, morality enforcement and monitoring efforts of the Ministry of education has been yielding some positive results, however more surveillance will be undertaken to curb the level of truancy and sexual abuse in schools such that pupils and students do not grow up to become miscreants. Available statistics on the state (NBS 2017) indicate that incidence of arrest for drug cases among females though far below that of males is gradually on the increase. This has implications for the need for morality enforcement in schools for both males and females and the need for increased attention on females such that the trend can be arrested early when students are still under the control of school authorities.

Gender Disaggregated Data: Gender disaggregated statistics of the education sector derived from National Bureau of Statistics Data is attached in the appendix. The state will step up activities in generating gender disaggregated data in all sectors including especially the education sector to enhance monitoring and performance measurement.

Education for Special Needs Children: The limited coverage of the schools for children with special needs represents a challenge as stakeholders report that there are more children in need of this service than are being provided for. Lack of funding is the main constraint to expanding coverage. The existence of only one secondary school may also inhibit more children with special needs from pursuing post-basic school education. The MTSS aligns with the framework of action on Special Needs Education (UNESCO, 1994) which argues that schools should accommodate all learners regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Therefore efforts shall be made to equip more schools with adapted infrastructure and materials for students with disabilities to accommodate children with special needs where possible.

Table 9 Summary of projects' expenditures and output measures

Outcome	Project Title	Proposed Expenditure (N' 000)			Output	Output KPI	Base Line (e.g out put value in 2017	Output Target			MDA Responsible
		2019	2020	2021				2019	2020	2021	
Improved performance in internal and external exams (BECE,NABTEEB,WAEC, and NECO) (1)	Examination administration					2,976 trained each Year					SUBEB/OHEB &S Min Educ
	-BECE	120,000,000	126,000,000	132,300,000			60%				
	-Unified Exam	110,000,000	115,500,000	121,275,000			50%				
	WASSCE Fees	N Applicable-	212,412,750	222,067,875			44.47%	50%	55%	60%	
Improved number of qualified teachers and instructors (4) Improved quality of learning	Human Capacity Building (in -service training of personnel, ICT development, teachers capacity strengthening)	-			Education Administrators trained	163 Education Administrators trained each year	10%	33%	73%	100%	MOE/SUBEB
	- Classroom Teachers 7,171 teachers trained (High)	23,900,000	25,095,000	26,301,000	High School Teachers trained	2,390,2,390, 2391	5%	33%	67%	100%	TEPO
	-Facilitators of Local Adult Education -150+5	0	525,000	605,000	Facilitators of Local Adult Education trained	50,50x55 for the 3years	40%	32%	65%	100%	OSMEA

Training- OSBTVE-334				Education Officers/Instructors were trained	111,111,112, for the 3years - Education Administration trained	10%	33%	67%	100%	OSBTVE	
Special Needs											
Training of special needs students in apprenticeship and vocational skills	4,650,000	4882500	5126625	Special need students trained in various vocational skills	93 students trained						
Establishment of EMIS centre for OSMEA						10%	33%	66%	99%	OSMEA	

	<p>Infrastructural Development</p> <p>Schools building re-roofing and ceilings</p> <p>Rehabilitation of 93 Schools (Re-roofing and Ceiling)</p>	350,000,000	367,500,000	385,875,000	Schools rehabilitated	31 High Schools to rehabilitated each year	0%	30%	60%	100%	OSMEA
Improved Learning and Teaching Environment through school infrastructural programme/project	<p>Provision of Instructional and other materials such as chalk, duster, Diaries, Report Cards, Continuous Assessment cards</p>	50,000,000	52,500,000	55,125,000	Instructional materials produced	Instructional materials for all schools	10%	33%	66%	99%	MOE/OHEB&S
	<p>Supply Instructional materials to adult literacy centres</p>	40,000,000	40,800,000	41,600,000	Instructional materials distributed to schools	252 High Schools supplied with Instructional materials	50%	100%	100%	100%	MOE
	<p>Curriculum Review</p> <p>Implementation of Yoruba Language as the 1st Language of Instructions in Schools</p> <p>2019- Translation of all subjects from English into Yoruba</p> <p>2020 – Implementation of curriculum review in the classroom</p> <p>2021 – Evaluation of curriculum review</p>	356,588	356,588	356,588	Instructional materials supplied		40%	33%	67%	100%	UBEC/SUBEB

Improved Technical, Vocational and Entrepreneurial Skills. -Improved mentorship and apprenticeship system. -Increased engagement of artisans for training in formal institutions.	Vocational, Apprenticeship and Entre. Supply of vocational laboratory equipment to vocational centre		10,000,000	4,650,000		5 personnels per LG (155)	0%	40%	60%	80%	MOE
	Supply of Science and Home-economics equipment to public schools	5,000,000	5,100,000	5,200,000	Skill acquisition centres were equipped	242 public High Schools were equipped	20%	40%	60%	80%	OSMEA
	Sensitization, Advocacy and Partnership Counterpart fund for world bank project and other international Development partners				Supply of Science and Home-economics equipment to public schools	242 public High Schools were equipped	20%	33%	66%	100%	OSMEA
Increased awareness of Education Programme	Quality Assurance Monitoring of Schools and Non formal Education Centre Procurement of 31 motorcycles for monitoring of NFE Centre	5,000,000	5,100,000	5,200,000	Counterpart fund for international Development partners Project paid	Counterpart fund to world bank, UNICEF and UNESCO paid	10%	30%	50%	70%	OSMEA

Improved quality of teaching and learning and compliance with operative guidelines					Purchase of motorcycles for LAEOs	11 Jincheng motorcycle were procured in the 1 st year 10 motorcycles were procured in the subsequent years Total procured for 3 years =31	10%	35%	67%	100%	OSMEA/OHE B&S
		N15,000 each for 37 LEO and ZEO's Office =N555,000,00 68,476 units furniture N25,000 1,711,897,000	Teachers furniture items -7,000 units @ 50,000 each =N350,000,000 MOE(Directors office (6) 400,000 each =2,400,000 60 officers @ 60,000 X 60 =360,000 Office equipment 6 laptops 250,000	2,370,190,880	Procurement of office equipment Provision of furniture items to students, teachers, Education Officers Construction of a block of 4 rooms for 37 LEO's &ZEO's Renovation and rehabilitatio		25%	90%	90%	90%	MOE

		each =1,500,000	n of schools							
		6 copiers 500 each 3,000,000								
		6 printers N300,000 =18,000,000								
		6 capacity set 150,000,000 = 9,000,000								
		Renovation/ Rehabilitatio n of schools:N1,9 46,208,940								

3.8 Justification for the Strategies Employed.

The programme is prioritized based on the five (5) scoring framework criteria given, the result of which makes conduct of examination, human capacity building, infrastructure renovation emerging as priority projects.

In view of paucity of funds, the projected expenditure for the medium term is based on prioritization. In 2019, it will only be possible to embark on the inevitable projects such as conduct of examinations and the maintenance of new structures and as well as dilapidated buildings. Therefore, after salaries and modest overhead budgets of N3,485,232,811, a total of N580,00,000 will be spent on the two priority projects.

2 Considering the huge sum of money being expended on infrastructures in schools, maximum utilization of same for a better result would depend largely on the efficiency and effectiveness of personnel who would harness available resources to bring out the best in the pupils and students. For capacity building therefore, the ministry will continue to leverage on the opportunities provided by development partners such as UNICEF in 2019. 30% of teachers and personnel will be reached under this arrangement. In subsequent years routine training will commence aggressively where 50% would have been reached by 2020 and by 2021 the entire personnel would have had the opportunity to have their capacity built appropriately.

3 Due to paucity of fund in the state, other programmes were itemized as coming behind these projects apart from the free Elementary school feeding and Quality Assurance Agency which are receiving focal attention from the government presently. In 2016, the WASSCE fees of over 12,000 students were paid at a total sum of N193, 102,500. It is expected that these figures will increase in the medium term period. As it is important to ensure that excellence is encouraged, the government will pay some and will have to seek for financial support in order to be able to continue to provide support for paying WASSCE fees.

Projected WASSCE Fees Payment

YEAR	AMOUNT
2017	193,102,500
2018	202,757,625
2019	212,412,750
2020	222,067,875
2021	231,723,000

The continued relevance of many of the programmes based on evaluation results will justify the need for redesign and innovative funding options that are responsive to political will.

3.9 Responsibilities and Operational Plan.

Ministry of education

SUBEB

TEPO

OSMEA

O,MEAL

OSBTVE

State Library Board

Tutor's General Offices

Chapter 4

The process used to make Expenditure projections.

4.1 For the costing assumptions made in working out the proposed cost for the project and programme, reasonable minimum cost of item per unit and number of units at 5%inflation rate were considered for the 3year period.

The cost of training of each personnel considering materials, facilitators, honorarium, transportation etc is estimated at ₦10,500, N11,025 and ₦11,575 respectively for the three years period at 5% inflation rate.

4.2 Outline Expenditure projections.

Table 9 Summary of projects' expenditures and output measures

Outcome	Project Title	Proposed Expenditure (N' 000)	Output	Output KPI	Base Line (e.g output value in 201	Output Target	MD A Res pon sible

								7					
		2019	2020	2021				2019	2020	2021			
(1) Improved number of qualified teachers and instructors (2) Improved performance in internal and external exams (BECE, NABT, EEB, WAEC, and NECO) (3) Increased number of students living out schools with define purpose in life (4) Improved quality of learning	Human capacity Building :- (1) Training of personnel												
	Education Administration 490	1,630,000,000	1,711,500,000	1,793,000,000	Education Administrators were trained	163 Education Administrators trained each year	10%	33%	73%	100%			MOE /SUB EB
	- Classroom Teachers 7,171 teachers trained (High)	23,900,000	25,095,000	26,301,000	High School Teachers were trained	2,390,2,390,2391	5%	33%	67%	100%			TEPO
	-Facilitators of Local Adult Education - 150+5	500,000	525,000	605,000	Facilitators of Local Adult Education were trained	50,50x55 for the 3years	40%	32%	65%	100%			OSME A
	Training of Women in Agriculture/Farming-100	350,000	367,500	330,000	women were trained in Agric/Farming	35,35,30 women trained in Agric	30%	35%	70%	100%			O'ME AL
	Training- OSBTVE-334	1,110,000	1,165,500,000	1,232,000	Education Officers/Instructors were trained	111,111,112, for the 3years - Education Administration trained	10%	33%	67%	100%			OSBTVE
	Teacher trained 8,929 (Mid/Ele)	29,760,000	31,248,000	32,747,000	Elementary/ Middle teachers were trained	2,976,2976,2977	40%	33%	67%	100%			SUBEB

Reduced crime rate among students Increased opportunity and accessibility to Education	Support for Indigent students and vulnerable persons Training of 279 less privileged indigent of Osun State in apprenticeship and vocational skills	1,395,000	1,442,900	1,450,800	Less privileged indigenes were trained in various vocational skills	93 less privilege Osun State Indigenes were trained per year	10%	33%	66%	99%	OSM EA
	Established of EMIS centre for OSMEA	3,580,000	3,570,000	3,640,000	EMIS centre established and equipped	The centre was expanded and maintained	0%	50%	70%	90%	OSM EA
	Establishment of six (6) model continuous Education Centres	7,000,000	7,140,000	7,280,000	Model continuing Education centre were established in six zones	2 centres were established each year	0%	33%	66%	99%	OSM EA
Improved Learning and Teaching Environment through school infrastructural programme/project	Infrastructural Development Rehabilitation of 93 Schools (Re-roofing and Ceiling)	248,000,000	252,960,000	257,920,000	Schools building were re-roofed and ceilings installed	31 High Schools to be rehabilitated each year	10%	33%	66%	99%	MOE
	Provision of Instructional material such as chalk, duster, renovator, Diaries, Report Cards, Continuous Assessment	40,000,000	40,800,000	41,600,000	Instructional materials were distributed to schools	252 High Schools were supplied with Instructional materials	50%	100%	100%	100%	MOE
	Supply writer and Instructional materials to adult literacy	910,410	928,620	946,830	Written and Instructional material were supplied to	155 centres were supplied with note	40%	60%	80%	100%	MOE

	centres				literacy centre	books, pencils, and erasers.					
Improved performance of students	Curriculum Review										
Improved implementation of National Policy on Education	Implementation of Yoruba Language as the 1 st Language of Instructions in Schools	30,000									
	2019- Translation of all subjects from English into Yoruba	50,000 each									
	2020 – Implementation of curriculum review in the classroom	8,100,000 for honorarium for personnel	10,000,000	4,650,000	Execution of Yoruba Language as the 1 st Language of instruction in schools	5 personnel per LG (155)	0%	40%	60%	80%	MOE
	2021 – Evaluation of curriculum review	+250,000									
		8,350,000									
	Vocational Apprenticeship and Entrepreneurship										
	Supply of vocational laboratory equipment to vocational centre	5,000,000	5,100,000	5,200,000	Skill acquisition centres were equipped	242 public High Schools were equipped	20%	40%	60%	80%	OSM EA
	Supply of Science and Home-economics equipment to public schools	250,000,000	255,000,000	260,100,000	Supply of Science and Home-economics equipment to public schools	242 public High Schools were equipped	20%	33%	66%	99%	SM&T
Increased awareness of Education	Sensitization, Advocacy and	5,000,000	5,100,000	5,200,000	Counterpart fund for international	Counterpart fund to world	10%	30%	50%	70%	OSM EA

Programme	Partnership Counterpart fund for world bank project and other international Development partners				Development partners Project paid	bank, UNICEF and UNESCO paid						
Improved quality of teaching and learning and compliance with operative guidelines	Quality Assurance Monitoring of Schools and Non formal Education Centres Procurement of 31 motorcycles for monitoring of NFE Centre	1,980,000	2,019,000	2,059,200	Purchase of motorcycles for LAEOs	11 Jincheng motorcycle were procured in the 1 st year 10 motorcycles were procured in the subsequent years Total procured for 3 years =31	10%	35%	67%	100%	OSM EA	
	Infrastructure Development Construction of a block of 4 rooms for 31 LEO's Offices and 6 ZEO's Offices. Provision of furniture items to High Schools	N15,000 each for 37 LEO and ZEO's Office =N555,000,000 68,476 units furniture N25,000 1,711,897,000	Teachers furniture items -7,000 units @ 50,000 each =N350,000,000 MOE(Directors office (6) 400,000 each =2,400,000 officers @ 60,000 X 60 =360,000 Office equipment 6 laptops 250,000 each =1,500,000 6 copiers 500 each 3,000,000 6 printers N300,000	Procurement of oponimo 2,370,190,880	Procurement of office equipment Provision of furniture items to students, teachers, Education Officers Construction of a block of 4 rooms for 37 LEO's & ZEO's Renovation and rehabilitation of schools		25%	90%	90%	90%	MOE	

			=18,000,000							
			6 capacity set 150,000,000= 9,000,000							
			Renovation/Re habilitation of schools:N1,946 ,208,940							

Non Discretionary Funds

The non-discretionary funds are attached to specific projects in the sector. Such as O'MEALS. The non-discretionary funds for the Education sector is shown in the table below.

Non- Discretionary Funds		
2019 Allocation	2020 Allocation	2021 Allocation
2,400,000,000	2,400,000,000	2,400,000,000

Chapter 5: Monitoring and Evaluation

5.1 Identifying Sources of Data against the Results Framework

The data set below are available in Multi Indicator Cluster Survey Report 2016/17 in order to measure progress towards the targets in the results framework?

Indicator	Osun	National Average
Percentage of children age 36-59 months who are developmentally on track in literacy-numeracy-	66%	
Percentage of children age 36-59 months who are developmentally on track in Learning	70.8	
Percentage of women age 15-24 years who are literate	94%	59.3%
Percentage of men age 15-24 years who are literate	94.8%	70.9%
	39.4%	62%

Percentage of children of primary school entry age entering grade 1 (net intake rate)		
Percentage of children of primary school age attending primary or secondary school (adjusted net attendance ratio)	71	62.6%
Percentage of children of secondary school age attending secondary school	65.3%	47.4%
Percentage of children out of school	10.5%	25.8%
Percentage of children entering first grade of primary school (elementary) who eventually reach the last grade of primary school (Survival rate to last grade of primary school),		
Primary school completion rates	67.5%	63%
Transition and effective transition rates to secondary school	62%	49%
	75%	59%
Ratio of adjusted net attendance ratios of girls in primary		
Ratio of adjusted net attendance ratios of boys in primary	71%	62%
Ratio of adjusted net attendance ratios of girls in secondary	67.2%	46.2%
Ratio of adjusted net attendance ratios of boys in secondary	65.2%	47.9%

Conducting Annual Sector Review

The annual performance review will involve data collection on project and programmes implementation through Monitoring and Evaluation. It will be quarterly reviewed using key performance indicators to rate each project and programmes. The responsible MDAs for each project and programmes will do the monitoring and report to Sector Planning Team. The feedback will be used to determine progress made so far and improve upon the strategies adopted in the year under review.

5.2 Organizational Arrangements:-

Each agencies/departments Monitoring and Evaluation sections will collect its own data, documents analyze and forward same to Sector Planning Team to determine the level of achievement and challenges to foster improvement.

APPENDIX

Application into Nigerian universities in 2014 (Osun)

Gender	No of applicants in Osun
Male	44420
Female	36637
total	81057

Federal college of education graduates (Osun)

Gender	2013	2014
Male	184	118
Female	282	237
Total	466	466

Colleges of education graduates (including state and private) Osun

Gender	2013	2014
Male	1000	1926
Female	665	1443
Total	1665	3369

Enrollment at Colleges of Education (Osun)

Gender	2013	2014
Male	6551	5597
Female	10348	8832
Total	16899	14429

Enrolment at Federal Colleges of Education (Osun)

Gender	2013	2014
Male	1139	1195
Female	1858	1802
Total	2997	2997

Enrolment at colleges within the state

Gender	COE ILA ORANGUN		COE ILESHA	
	2013	2014	2013	2014
Male	5008	4207	1248	1693
Female	7895	6680	2211	2835
Total	12903	10887	3459	4523

Distribution of deployed corps members (to Osun)

Gender	2013	2014
Male	3752	3790
Female	3493	3902
Total	7245	7692

Application for Registered Members of TRN (Osun Indigenes)

Year	2014	2015
Total number	87410	49 617

JAMB Admission of Osun Indigenes² by Faculty

Faculty	2014			2015		
	Male	Female	Total	Male	Female	Total
Science(ND)	380	211	591	467	310	777
Science(COE)	699	706	1405	380	473	853
Soc. Science(DEG)	1127	961	2088	1072	878	1950
Soc. Science(ND)	983	888	1871	850	862	1712
Administration	481	413	894	612	604	1216
Agriculture	765	983	1748	1063	1133	2196
Arts(COE)	649	1140	1789	605	966	1571
Arts/Humanities	638	829	1437	742	907	1649
Education	1239	1398	2637	1446	1850	3296
Eng/Tech/Env.	2005	336	2341	1811	395	2206
Engineering	1739	429	2168	1900	426	2326
Law/legal	212	169	381	169	187	356

² Proxy data only as some reside outside the state

Medicine	455	691	1146	560	587	860
Total						20968

No of Suspects arrested for drug cases

Gender	Male	Female	National average		% of Osun	
			Male	Female	Male	Female
2014	184	7	156.85	9.28	2.21	1.42
2015	175	19	153.64	11.98	2.15	2.99

Weights of Drugs Carried

	2014	2015
Osun	5789.20	2167.90
National	165652.51	834709.11
Osun as % of National	3.49%	0.26

