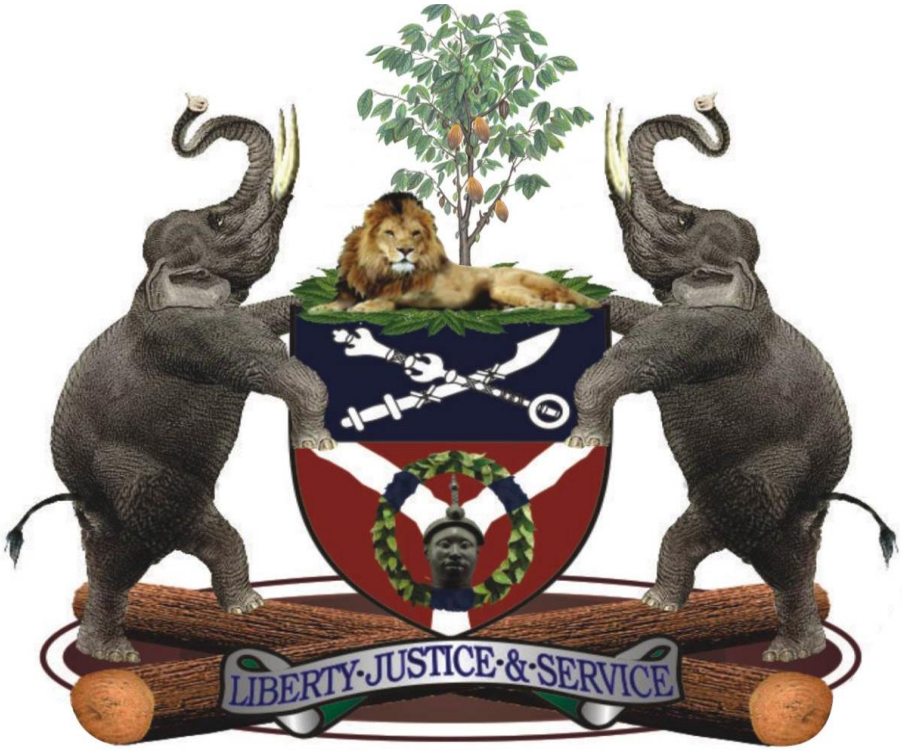
EDUCATION SECTOR
2020 – 2022 MEDIUM-TERM SECTOR STRATEGY (MTSS)



AUGUST, 2019

Foreword

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.

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. However, the new developments in the State necessitate the review of the documents in order to reflect the current situation in the programme of the sectors.

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.

Honourable Commissioner
Ministry of Education

Table of Contents

Contents

Foreword 2

Table of Contents 3

List of Tables 4

List of Annexes 5

Acknowledgements 6

Table of Acronyms 7

Executive Summary 9

Chapter One: Introduction 10

1.1 Objectives of the MTSS Document 10

1.2 Summary of the Process used for the MTSS Development 10

1.3 Summary of the sector's Programmes, Outcomes and Related Expenditures 12

1.4 Outline of the Structure of the Document 13

Chapter Two: The Sector and Policy in the State 15

2.1 A Brief Introduction to the State 15

2.2 Overview of the Sector's Institutional Structure 16

2.3 The Current Situation in the Sector 18

2.4 Summary of the review of sector policies 22

2.5 Statement of the Sector's Mission, Vision and Core Values 27

2.6 The Sector's Objectives and Programmes for the MTSS Period 29

Chapter Three: The Development of Sector Strategy 32

3.1 Outline Major Strategic Challenges 32

Poor implementation and application of Monitoring and Evaluation Framework. 32

3.2 Resource Constraints 33

3.3 Projects Prioritisation 35

3.4 Personnel and Overhead Costs: Existing and Projections 50

3.5 Contributions from our Partners 51

3.6 Cross-Cutting Issues 53

3.7 Outline of Key Strategies 54

3.8 Justification 57
3.9 Responsibilities and Operational Plan 57
Chapter Four: Three Year Expenditure Projections 58
4.1 The process used to make Expenditure Projections 58
4.2 Outline Expenditure Projections 58
Chapter Five: Monitoring and Evaluation 59
Chapter Five: Monitoring and Evaluation 59
5.1 Conducting Annual Sector Performance Review 59
5.2 Organisational Arrangements 60

List of Tables

Table 1: Programmes, Expected Outcomes and Proposed Expenditures ..... **Error! Bookmark not defined.**
Table 2: Summary of State Level Goals, Sector Level Objectives, Programmes and Outcomes .. 30
Table 3: Objectives, Programmes and Outcome Deliverables 31
Table 4: Summary of 2017 Budget Data 33
Table 5: Summary of 2018 Budget Data 33
Table 6: Summary of Projects Review and Prioritisation (Ongoing, Existing & New Projects) 35
Table 7: Personnel and Overhead Costs: Existing and Projected 50
Table 8: Grants and Donor Funding 53
Table 9: Summary of projects' expenditures and output measures (The Logframe) 55

List of Annexes

Acknowledgements

In compiling or putting together policy document of this nature, a lot of professionalism, articulation, finesses was involved. Pieces of advice and actual behind the scene contributions by certain special individuals readily come into reckoning such that, it would be painfully and indeed totally absurd to fail in ascribing credits to whom that are due.

The Education stakeholders who most deserve to be appreciated are:- Ministry of Education, 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

Permanent Secretary

Ministry of Education

Table of Acronyms

Acronym	Definition
MTSS	Medium Term Sector Strategy
BCC	Budget Call Circular
MoEPBD	Ministry of Economic Planning Budget and Development
MOE	Ministry of Education
SUBEB	State Universal Basic Education
OSMEA	Osun Mass Education Agency
OHESB	Office of Higher Education, Bursaryand 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	Millenium 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	LadokeAkintola 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 Organsation
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, 2020-2022 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 with submission of programmes and projects in line with the State' goals and sector's objectives. Each concerned MDAs sourced and reviewed existing policy documents which were adapted into the formulation of the MTSS of the Education Sector.

To achieve the Mission, Vision and Core Values, the sector will focus on Eight (8) programmes and One Hundred Nineteen (119) Projects that drawn on the implementation of the programme's deliverable outcomes of the Sector.

The strategies employed in ensuring efficient utilization of limited resources and to enhance the sector's actualization of its long term plan was based on project prioritization which majorly focused on State's Goals, Status and year(s) of completion of the project(s).

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 Market Surveys on each unit of items at 11.5 % Inflation rate.

The responsible MDAs for each project and programmes will carry out the Monitoring & Evaluation in conjunction with Sector Planning Team and report to the Executive Council through the Ministry of Economic Planning, Budget & Development.

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 Objectives of the MTSS Document

The following are objectives of the MTSS Documents:

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 used 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:

1. Ministry of Education,
2. State Universal Basic Education Board (SUBEB),
3. Teachers Establishment and Pensions Office (TEPO)
4. Osun Central Education District Office, Ila Orangun
5. Osun East Education District Office, Ile-Ife
6. Osun West Education District Office, Ikire
7. Osun State Board for Technical and Vocational Education (OSBTVE),
8. Osun State Library Board,
9. Quality Assurance and Morality Enforcement Agency,
10. Osun State Mass Education Agency (OSMEA),
11. Office of Higher Education Bursaries and Scholarships
12. Ladoke Akintola University of Technology (LAUTECH), Ogbomoso

13. Osun State University,
14. Osun State Colleges of Education,Ilesa
15. Osun State Colleges of Education, Ila-Orangun
16. Osun State Polytechnic, Iree
17. 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 Confenderation of Principals of Secondary Schools (ANCOPSS),
- Osun State Association of Primary School Head teachers of Nigeria (AOPSHON).

B. Meetings/Brainstorming sessions were held for 15 times between June to August, 2019.

C. Sourcing and adaptation of policies from existing policy documents were carried out through a review of the following existing documents:

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. Sustainable Development Goals (SDG) policy documents
vi. National Policy on Education
vii. Action Plan on Education for All (APEA) programme (2003-2015).

D. Each agency submitted its projects in line with the Sector Objectives and Programmes tailored towards the State goals and pillars.

The major challenges experienced during the exercise was as a result of non cooperation and lack of proper understanding of MTSS concept by the participating MDAs and coupled with inadequate funding of the exercise.

1.3 Summary of the sector's Programmes, Outcomes and Related Expenditures

Table 1[1]: Programmes, Expected Outcomes and Proposed Expenditures

Programme	Expected Outcome	Proposed Expenditure		
		2020 (000)	2021(000)	2022(000)
Free Education and Feeding Programme	Reduced Out of School Children	231,670.00	198,000.00	202,550.00
Mass Literacy Programme.	Increased Literacy rate	145,600.00	67,000.00	45,000.00
Quality Assurance programme	Increased retention rate	334,780.00	123,450.60	66,680.00
Technical, Vocational and Entrepreneurship Programme	Reduced Unemployment Rate	1,178,900.00	660,000.00	230,000.00
Science, Technology, Engineering and Mathematics (STEM) Education Programme	Increased STEM knowledge and skills.	578,000.00	460,000.00	210,000.00
Educational Infrastructural Development Programme	Improved Teaching/Learning environment.	3,590,800.00	2,110,000.00	1,160,500.50
Sport Development Programme	Increased talents discovery in sporting activities	54,500.00	123,500.00	35,000.00
Total Cost		6,114,250.00	3,741,950.60	1,949,730.50
Indicative Budget Ceiling				
Indicative Budget Ceiling – Total Cost				

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-tracing 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: The Sector and Policy in the State

2.1 A Brief Introduction to the State

Osun State was carved out of Oyo State on 27thAugust 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. 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.

The State has the following Educational institutions:

- 1,277 Public Elementary Schools,
- 7 Schools for Special Needs,
- 1Secondary 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, ObafemiAwolowo 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 sparcely 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.

2.2 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.

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.

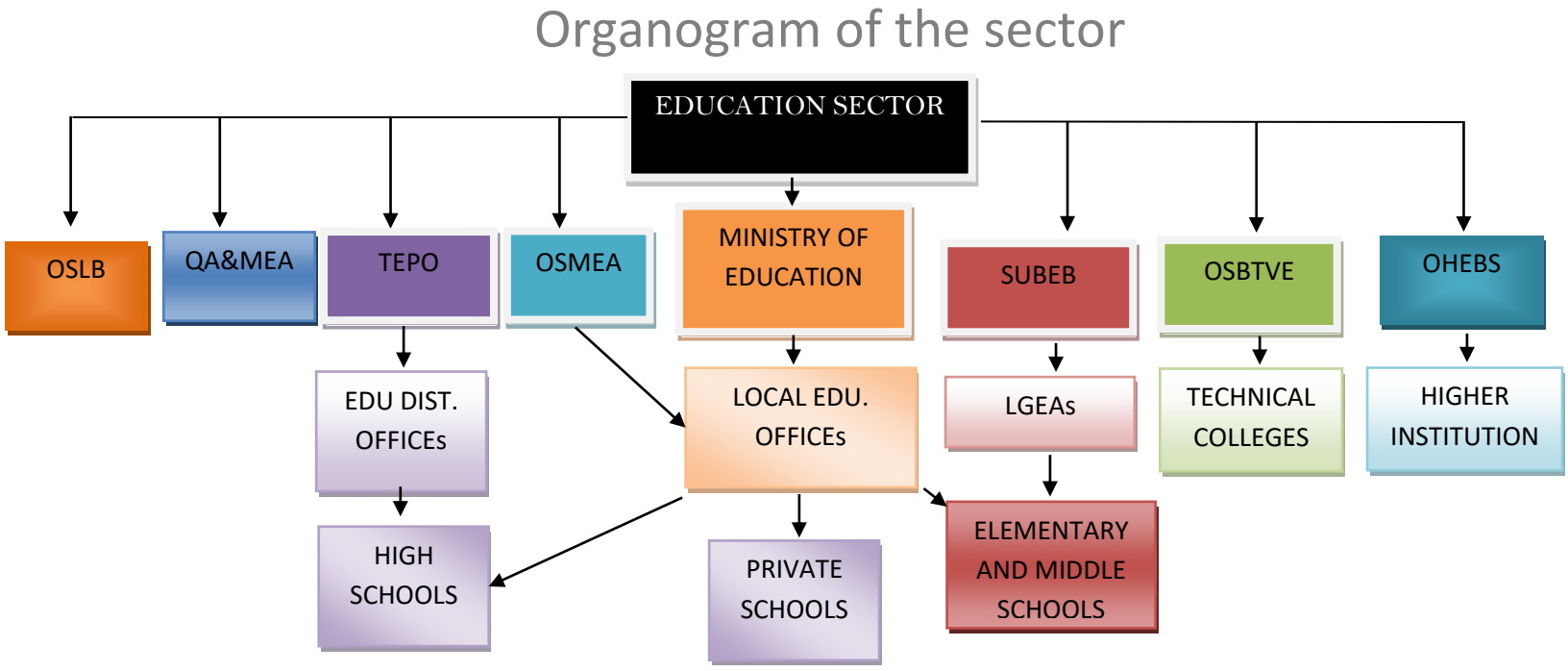
TEPO is now headed by a Permanent Secretary

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.

State Library Board is in charge of State, Local Governments and schools libraries.

Officeof Higher Education, Bursaries and Scholarships 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 below:



2.3 The 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.

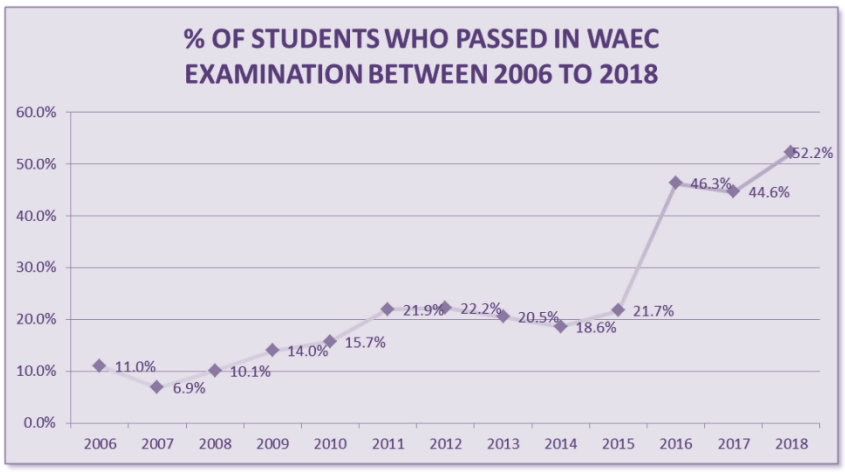
Infrastructure Development: As at the time of preparation of this strategy document, 28 Elementary Schools with about 700 classrooms, 30 Middle Schools with 775 standard classrooms; and 11High Schools with 792 standard classroomshave been completed. Each of the high schools is a three-in-one school with 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, more than 2000 classrooms in old schools had been upgraded and renovated. In the same vein 85,282 numbers of double seater student Furniture have been procured and distributed to Public High Schools across the State.

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 since inception. 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 WASSCE results from 2006 to 2018 in the shows that the best performance by students in Osun was recorded in year 2018 as indicated in the figure below,

***Figure… : State of Osun's WASSCE Pass Rate: 2006 – 2018**



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
***2018**	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 programme was launched on the 29th of December, 2012 in line with the promotion of functional education. 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 wereinappropriately 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 Schools 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 schoolchildren are selected based on availability of space. The Ministry of Education 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 2019.

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 fund 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. High rate of out of school children.
vii. Inadequate remuneration and incentives for teachers.
viii. Inadequate materials and human resources to facilitate proper control and supervision of Private schools.
ix. Lack of interest and passion for the teaching profession.
x. Lack of facilities to implement inclusive Education to take care of children with various types of disabilities and special needs.
xi. Lack of perimeter fencing of schools leading to encroachment of school lands.
xii. Poor learning and teaching infrastructure across the State.
xiii. Poor implementation and application of Monitoring and Evaluation Framework.
xiv. Inadequate Capacity Building.

2.4 Summary of the review of sector policies

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),
- Sustainable Development Goal (SDG)2016
- 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. Policy on Inclusive Education
c. Nigeria Teacher Education Policy (2012)
d. National Policy on Gender in Basic Education
e. Minimum standards for Nigeria Certificate in Education;
f. Guidelines on Academic Programmes for Nigeria Certificate in Education;
g. Approved Minimum Academic Standards in Education for all Nigerian Universities;
h. UME/DE Brochure Guidelines for Admissions into First Degree Courses in Nigerian Universities and other Degree-Awarding Institutions, (15th Edition 2007/2008 Academic Session);
i. Teacher's Registration Council of Nigeria (TRCN) Mandatory Continuing Professional Development (CPD) Manual; and
j. TRCN Manual for Accreditation of Teacher Education in Nigeria

(i) The National Policy on Education

The National Policy on Education emphasize 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:

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

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

- systematic integration and mainstreaming gender 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

(iv) National Policy on Teacher Education

The policy objective is to produce highly knowledgeable, skilled and creativeteachers 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.

(v) National Policy on Education (NPE) 6th edition (2013):

Section 3b describes Technical and Vocational Education Training (TVET) as a comprehensive term referring to those aspects of the educational process involving the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. This covers:

i. Technical Colleges
ii. Vocational Entreprise Institutions (VEIs) and
iii. National Vocational Qualification Framework (NVQF)
GOALS OF TVET

a. provide trained manpower in the applied sciences, technology and business particularly at craft, advance

craft and technical levels;

b. provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic

development and

c. give training and impart the necessary skills to individual for self- reliance economically

In pursuant of the above goals among other features:

1. Technical College curriculum shall consist of the following documents:
   i. General education
   ii. Theory and related courses
   iii. Workshop practice

iv. Industrial training/production work
v. Entrepreneurial training

2. Having completed technical college programm trainees shall be opportune to the following options;
   i. secure employment either at the end of the whole course or after completing one or more modules of

   employable skills;

   ii. set up their own businesses and become self-employed and be able to employ others; and

iii. Pursue further education in advance craft/technical programmes and in post-secondary (Tertiary) technical institutions such as Polytechnic or Colleges of Education (technical) and Universities.

In addition, it is expected of every Technical College to establish and operate a production unit for on-the-job training of the students and for economic growth to sustain College operations.

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.
PROFESSIONALISM (The need to impact effectively the life of learners underscores Professionalism among teachers and Education managers)	The conduct, aims, or qualities that characterize or mark a profession or a professional person. Sound knowledge of curriculum and pedagogy	❖ Accommodating, respect for individual differences. ❖ Seriousness ❖ Calm under pressure ❖ Remaining focused ❖ Dealing with the unexpected ❖ Wanting to do better.	❖ Building the capacity of teachers and education managers through training and retraining.

VIRTUE (adherence to ethical behaviours is needful for exemplifying standards)	Showing high moral standards	Should be: ❖ Incorruptible, ❖ Honest ❖ Transparent	Agencies of the education sector must make conscious effort to: ❖ Promote value re-orientation; ❖ Embrace a system that rewards virtue and sanctions vices
DILIGENCE (our belief in ability/capacity for hard-work and wealth creation underscores the need for diligence)	Conscientious, and meticulous at work	Should be: ❖ Hardworking ❖ disciplined ❖ firm ❖ enterprising and productive ❖ Dignity of labour	Agencies of the Education Sector must make conscious effort to: ❖ Define and enforce work rules, ❖ Embrace reward system based on productivity and work ethics.

2.6 The Sector's Objectives and Programmes for the MTSS Period:

- deliver quality functional education at all levels to all irrespective of social circumstances,
- provide affordable and quality technical and vocational education,
- provide world class learning and teaching environment,

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

State Level Goal	Sector Level Objective	Programme	Outcome
Qualitative and functional education and healthy living in a safe and secure egalitarian society through people-oriented development.	Deliver quality functional education at all levels to all irrespective of social circumstances.	Free Education and Feeding Programme	Reduced Out of School Children
		Mass Literacy Programme.	Increased Literacy rate
		Quality Assurance programme	Increased retention rate
	Provide affordable and quality technical and vocational education.	Technical, Vocational and Entrepreneurship Programme	Reduced Unemployment Rate
		Science, Technology, Engineering and Mathematics (STEM) Education Programme	Increased STEM knowledge and skills
	Provide world class learning and teaching environment	Education Infrastructural Development Programme	Improved Teaching/Learning environment
		Sport Development Programme	Increased talents discovery in sporting activities

Table 3: Objectives, Programmes and Outcome Deliverables

Sector Objectives	Programme	Outcome Deliverable	KPI	Baseline (e.g. Value of the Outcome in 2019)	Target		
					2020	2021	2022
Deliver quality functional education at all levels to all irrespective of social circumstances	Free Education and Feeding Programme	Reduced Out of School Children	% of out of school children	25.3% (MICS 2016/2017)	20.3%	15.3%	10.3%
	Mass Literacy Programme.	Increased Literacy rate	Literacy rate	94.7% (MICS 2016/2017)	95%	97%	99.5%
	Quality Assurance programme	Increased retention rate	Attendance rate	80% (ASC)	85%	90	95
Provide affordable and quality technical and vocational education.	Technical, Vocational and Entrepreneurship Programme	Reduced unemployment rate	Unemployment rate	10.1% (NBS 2019)	8%	6%	4%
	Science, Technology, Engineering and Mathematics (STEM) Education Programme	Increased STEM knowledge and skills	Enrolment rate in STEM courses				
Provide world class learning and teaching environment	Education Infrastructural Development Programme	Improved Teaching/Learning environment	% of available infrastructural facilities	16.5%	45%	65%	80%
	Sport Development Programme	Increased talents discovery in sporting activities	Rate of participation at National and International competition				

Chapter Three: The Development of Sector Strategy

3.1 Outline Major Strategic Challenges

S/N	CHALLENGES	HIGH LEVEL STRATEGY
1	Shortage of teachers to meet the global standard of teacher-student ratio.	Recruitment of Qualified Teachers
2	Inadequate funding	Increase Capital allocation to Education Sector
3	Inadequate teaching aids/instructional materials.	Provision of enough teaching Aids for teaching and learning
4	Inadequate attention on Information Communication Technology (ICT) in schools.	Provision of enough ICT equipment in the schools
5	Poor parenting for pupils/students.	Sensitisation of parents on good parenting and resuscitation of Guidance and Counseling Units in the Schools
6	High rate of out of school children.	Sustainability of free education and school feeding programmee and enforcement of child's right act.
7	Inadequate remuneration and incentives for teachers.	Provision of Incentive Schemes for Teachers
8	Inadequate materials and human resources to facilitate proper control and supervision of Private schools.	Availability of material and human resources
9	Lack of interest and passion for the teaching profession.	High remuneration and creation of conducive environment for teaching profession.
10	Lack of facilities to implement inclusive Education to take care of children with various types of disabilities and special needs.	Implementation of Gender Equity and Social Inclusion (GESI) Policy
11	Lack of perimeter fencing of schools leading to encroachment of school lands.	Fencing of Public Schools.
12	Poor implementation of Monitoring and Evaluation Framework.	Formulation and implementation of Monitoring and Evaluation Framework.
13	Inadequate Capacity Building.	Training and retraining of personnel

3.2 Resource Constraints

Table 4: Summary of 2018 Budget Data

Item	Approved Budget (N'000) in 2018	Amount Released (N'000) in 2018	Actual Expenditure (N'000) in 2018	Amount Released as % of Approved	Actual Expenditure as % of Releases
Personnel	16,182,032,850.00	8,056,552,471.66	11,208,032,778.31	50%	139%
Overhead	3,815,685,580.00	1,681,629,029.55	2,096,332,678.41	44%	125%
Capital	15,338,237,896.00	6,869,112,767.97	6,234,532,328.28	45%	91%
Total	35,335,956,326.00	16,607,294,269.18	19,538,897,785.00	47%	118%

Table 5: Summary of 2019 Budget Data

Item	Approved Budget (N'000) in 2019	Amount Released (N'000) in 2019 (Up to March)	Actual Expenditure (N'000) in 2019	Amount Released as % of Approved	Actual Expenditure as % of Releases
Personnel	14,938,498,995.00	3,436,603,888.42	4,901,958,436.22	23%	143%
Overhead	3,427,235,939.00	432,092,591.33	781,797,329.78	13%	181%
Capital	11,205,371,150.00	2,168,182,551.89	1,792,716,459.58	19%	83%
Total	29,571,106,084.00	6,036,879,031.64	7,476,472,225.58	20%	124%

3.3 Projects Prioritisation

Table 6: Summary of Projects Review and Prioritisation (Ongoing, Existing & New Projects)

Project Name	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Criterion 6	Criterion 7	Criterion 8	Total Score	Rank (Sorted in a descending Order)
Upgrading and Renovation of the remaining five Technical Colleges in the State of Osun (Otan- Ayegbaju, Osu, Ara, Iwo and Inisa)	2	1	2	3	1	3	3	3	18	1
Completion of Government High School at Iwo	1	1	2	3	1	3	3	3	17	2
Procurement of home economics equipment and Science (Biology, Chemistry and Physics) equipment for 30 High Schools in the State	1	1	2	3	2	3	1	3	16	3
Procurement of Furniture for Home Economics Laboratory and Science (Biology, Chemistry and Physics) Laboratories in 30 High Schools in the State.	1	1	2	3	2	3	1	3	16	3
Construction of 5 blocks of ten classrooms with all facilities each in Ibokun, Ila-Orangun, Ada, Iwoye and Ikonifin	1	1	2	3	1	3	1	3	15	5

Construction of 5 blocks of eight classrooms with all facilities each in Iwo, Ila Orangun, Ada, Ikire, Ile-Ife	1	1	2	3	1	3	1	3	15	5
Construction of 30 blocks of six holes squatting toilet in 30 Schools (Ipetumodu(2), EdunAbon, Ologede, Mefoworade, Ifetedo, Idiobi, Ilie, Ifon Osun (4), Iwo (6), Iragbiji(4), Iree(2), Ara, Ayepe-Apomu and Ede(4))	1	1	2	2	2	3	1	3	15	5
Repair and renovation of 17 Public Elementary and Middle Schools (Oke-Ila, Ilesa (2), Ede(2), Odo-Otin, Iwo, Owena, Iperindo, Iragbiji (3), Ilase, Erin-Oke, Ikire, Oba-Oke, Ara and Ile-Ife)	1	1	2	3	1	3	1	3	15	5
Human Capacity Development for Teachers in High Schools	1	0	1	3	1	3	3	3	15	5
Procurement of Instructional materials for High Schools in the State.	1	0	1	3	1	3	3	3	15	5
Procurement of essential consumable Technical Training Materials for the nine Technical Colleges/Life Academy	1	1	1	2	1	3	3	3	15	5
Acreditation/Certification of Trade Programmes in all the Nine Technical Colleges/Life Academy.	1	1	1	3	1	3	2	3	15	5

Renovation of lecture halls and staff offices in College of Technology, Esa Oke.	1	0	1	2	1	3	3	3	14	13
Book/Curriculum Review	1	1	1	3	1	3	3	1	14	13
Procurement of relevant tools and workshop equipment for the nine Technical Colleges/Life Academy	1	1	1	2	1	3	2	3	14	13
Renovation of 30 High Schools in the State. (Oriade -2, Irewole - 2, Ife-East-3, Boripe 2, Iwo 5, Ilesa West - 1, Ifelodun - 2, Odo Otin - 1, Obokun-2, Boluwaduro - 1, Olorunda - 1, Ayedaade, 1, Ejigbo -2, Osogbo - 2, Ayedire -1, Ilesa East-1, Ife Central-1.	1	0	2	3	1	3	1	3	14	13
Procurement of 6000 Students Furniture for 30 High Schools in the State by Ministry of Education	1	0	1	3	1	3	1	3	13	17
Renovation of the State Library building at Oke-fia, Osogbo	1	1	1	2	1	1	3	3	13	17
Procurement of Laboratory/Medical equipment in Osun State University, Osogbo and Ejigbo Campuses	1	0	1	3	1	3	1	3	13	17
Procurement of 3000 unit Pupils furniture for elementary schools in the state	1	0	1	3	1	3	1	3	13	17

Procurement of 1500 unit Pupils furniture for middle schools in the state	1	0	1	3	1	3	1	3	13	17
Procurement of ICT materials for 6 Elementary and 6 Middle Schools in the State.	1	0	1	3	1	3	1	3	13	17
Procurement of Scholastic materials by State Library Board, Osogbo	1	1	1	2	1	3	1	3	13	17
Renovation of two rooms for sickbay/clinic in each of 4 upgraded Technical Colleges/Life Academy.	1	0	1	3	1	1	3	3	13	17
Provision of basic medical facilities/drugs for accident and emergency purposes for four upgraded Technical Colleges /Life Academy.	1	0	1	3	1	1	3	3	13	17
Provision of accreditation equipment for 12 departments (SLT, Civil Engineering, Elect/elect, Mechatronics Engineering etc. of College of Technology, Esa-Oke.	1	0	0	3	1	3	1	3	12	26
Construction of GEOPHYSICAL Work Station LAUTECH OGBOMOSHO	1	0	1	2	1	1	3	3	12	26
Renovation of Classrooms and Offices in 10 Government High Schools in Osogbo(3), Ejigbo, Ede, Ilesa, Ila-Orangun, Ikirun, Ikire, Ile-Ife	1	1	1	3	1	1	1	3	12	26
Construction and Furnishing of Faculty of Basic Medical Science LAUTECH Ogbomoso	1	1	1	3	1	1	1	3	12	26

Construction of 6 blocks of 26 rooms hostel accomodation in Osun State University (1 in each campus)	1	1	2	2	1	1	1	3	12	26
Accreditation of all Programs(OSSCE Ilesa)	1	1	1	3	1	1	1	3	12	26
Procurement of three operational/delivery Vehicles (Hilux) for Revenue Generation from private schools by the Ministry of Education	1	2	1	3	0	1	1	3	12	26
Procurement of 500 Student Furniture at Osun State Polytechnic , Iree.	1	0	1	2	1	3	1	3	12	26
Construction of six kilometres of internal asphatic road networks in the College of Education, Ilesa	1	2	2	1	1	3	1	1	12	26
Procurement of Vehicles for Monitoring and Inspection of performance and standard in Private Schools (Nursery,Primary and Secondary) by Ministry of Education.	1	2	1	3	0	3	1	1	12	26
Procurement of 50 "25kg" Fire Extinguisher for 25 workshops.	1	0	1	1	2	1	3	3	12	26
Development of Centralised website.	1	0	1	2	1	1	3	3	12	26
Construction of 1,000 capacity lecture thearter in Osun State University, Osogbo	1	0	1	2	1	3	1	3	12	26

Construction of central store and multipurpose hall in Osun State Universty, Osogbo.	1	0	1	2	1	3	1	3	12	26
Procurement of six thousand units of furniture for the college (OSSCE ILA ORANGUN)	1	0	1	3	1	1	1	3	11	40
Procurement of workshop and Laboratory equipment in Osun State Polytechnic, Iree	1	1	1	2	1	1	1	3	11	40
Procurement of Sport equipment (Football, Basket Ball, Volley ball etc) for 62 Elementary and 31 Middle Schools in the State.	0	0	1	2	1	3	1	3	11	40
Procurement of scholastic materials set for Literacy Centre by Osun State Mass Education Agency (OSMEA).	1	0	1	3	1	1	1	3	11	40
Construction of NCE Vocational and Technical Education Programme complex in Osun State Polytechnic, Iree.	1	1	1	2	1	1	1	3	11	40
provision of furnitures and fittings in College of Technology, Esa Oke.	1	0	1	3	1	3	1	1	11	40
Construction of Lecture Theatre and Staff Offices (OSSCE Ilesa)	1	1	1	2	1	1	1	3	11	40
Rehabitation of Lecture Hall(OSSCE Ilesa)	1	1	1	2	1	1	1	3	11	40

Procurement of 4 Monitoring Vehicles (Hilux) for field officers and headquarter staff of Osun Education Quality Assurance and Morality Enforcement Agency.	1	1	1	3	0	3	1	1	11	40
Construction and Furnishing of Faculty of Nursing LAUTECH, Ogbomoso	1	1	1	3	1	1	0	3	11	40
provision of ICT equipment in College of Technology, Esa Oke.	1	1	1	2	1	3	1	1	11	40
Research and Development on Technical Innovation	1	0	1	2	1	1	2	3	11	40
Public Private Patnership(PPP) arrangement for Students Hostel Accommodation.	1	0	1	2	1	1	2	3	11	40
Installation of CCTV Camera for Security purpose at Government Technical Colleges Osogbo,Ile-Ife, Gbongan and Ijebu - Jesa.	1	0	1	1	1	1	3	3	11	40
Perimeter Fencing of the five Government Technical Colleges/Life Academies.	1	0	1	1	1	1	3	3	11	40
Rennovation of physics, chemistry,biology,integrated science and language laboratories (OSSCE Ila Orangun)	1	0	1	3	1	1	0	3	10	55
Construction of Lecture halls and staff offices in OSSCE Ila-Orangun.	1	0	1	2	1	1	1	3	10	55

construction of lecture halls and staff offices in College of Technology, Esa Oke.	1	0	1	2	1	1	1	3	10	55
Construction of 10 Model Vocational Centres in Ikirun, Ede, Ejigbo, Ifetedo, Ipetumodu, Ikire, Osogbo, Ilesa, Iperindo and Ila-Orangun by (OSMEA)	1	0	1	2	1	1	1	3	10	55
Renovation of Examination halls in 10 Government High Schools in , Ile-Ife, Osogbo(3), Ejigbo, Ede, Ilesa, Ila-Orangun, Ikirun and Ikire.	1	0	1	2	1	1	1	3	10	55
Purchase of 16 Computer sets for the nine Technical Colleges/IPASS by OSBTVE.	1	0	1	2	1	3	1	1	10	55
Renovation of office complex of Osun Education Quality Assurance	1	0	1	2	1	3	1	1	10	55
Procurement of 900 unit teachers furniture in elementary and middle schools in the state	1	0	1	2	1	3	1	1	10	55
Procurement of equipment for sickbay at Koko campus of Osun State Polytechnic, Iree.	1	0	1	2	1	1	1	3	10	55
RENOVATION OF OFFICE Accomodation-3Blocks of 3Bedroom flat each by OSBTVE	1	0	1	2	1	1	3	1	10	55

Provision of Furniture for teaching and non-teaching staff in the nine Technical Colleges by OSBTVE.	1	0	1	2	1	3	1	1	10	55
Provision of Office Equipments (OSSCE Ilesa).	1	1	1	1	1	3	1	1	10	55
Procurement of Equipment (OSSCE Ila-Orangun).	1	1	1	2	1	1	2	1	10	55
Procurement of Bus for Sport Unit of Ministry of Education.	1	1	1	2	0	3	1	1	10	55
Procurement of Sports Equipment(Soccer ball,Basket ball,Soccer net,Basket Ball Net,Table Tennis Bat)	1	1	1	1	1	3	1	1	10	55
Construction of 300 capacity lecture hall in Ipetu-Ijesa Campus.	1	0	1	2	1	1	1	3	10	55
Procurement of 500 computer Tables and Chairs.	1	0	1	2	1	1	1	3	10	55
Construction of Computer Based Test facilities in Osun State University, Osogbo.	1	0	1	2	1	1	1	3	10	55
Construction of Twin 500 Seater Lecture Thearter, Iin Osun State University, Osogbo.	1	0	1	2	1	1	1	3	10	55

Construction of Pre-degree complex in Osun State University, Ejigbo campus.	1	0	1	2	1	1	1	3	10	55
Construction and installation of power transformer in Osun State University, Osogbo.	1	0	1	2	1	1	1	3	10	55
Costruction of 3 story building with 3 wings lecture thearter in Osun State University, Okuku campus.	1	0	1	2	1	1	1	3	10	55
Costruction of 3 story building with 3 wings lecture thearter in Osun State University, Osogbo.	1	0	1	2	1	1	1	3	10	55
Procurement of one number of 500KVA transformer in the College of Education, Ila-Orangun	0	0	1	2	1	1	3	1	9	78
Rehabilitation of 3 buildings (Arts and Social Sciences, Adamong and College hall) in the College of Education, Ilesa	1	0	1	1	1	1	1	3	9	78
Construction of indoor sport hall at Osun State Polytechnic, Iree.	1	0	1	1	1	1	1	3	9	78
Renovation of Osun Central Education District Office, Ila-Orangun	1	0	1	2	1	1	2	1	9	78
Rehabilitation of health centre at the main campus of Osun State Polytechnic, Iree.	1	0	1	2	0	1	1	3	9	78

Procurement of science equipment for 10 Government High Schools in Osogbo(3), Ejigbo, Ede, Ilesa, Ila-Orangun, Ikirun, Ikire, Ile-Ife	1	0	0	2	1	1	1	3	9	78
Full Automation of all Functions of the College(OSSCE Ilesa)	1	1	1	2	1	1	1	1	9	78
Perimetre fencing of main campus and Koko campus of Osun State Polytechnic , Iree.	1	0	1	1	1	3	1	1	9	78
Provision of Furnitures and fittings (OSSCE Ilesa)	1	0	1	1	1	3	1	1	9	78
Rehabilitation of 5 kilometre campus asphat road in Osun State Polytechnic, Iree.	1	0	1	1	1	3	1	1	9	78
Procurement of Sport Wears for State Athletes(Jersey,Track Suits,Soccer Boots, Trainers Shoes)	0	0	1	1	2	3	1	1	9	78
provision of 1 tractor, 15 motor vehicles and 2 motor cycles in College of Technology, Esa Oke.	1	0	1	2	0	3	1	1	9	78
Procurement of Office Equipment for Office use by Osun East Education District office, Ile Ife	1	0	1	1	1	1	3	1	9	78
Procurement of Furniture and Fitting General(OEEDO ILE IFE)	1	0	1	1	1	1	3	1	9	78

Construction of nine kilometres of internal asphatic road networks in the College of Education, Ila-Orangun	0	0	1	1	1	1	1	3	8	92
Purchase of 50 units of computer for E-Library at State Library Board Oke-fia, Osogbo	0	1	1	2	1	1	1	1	8	92
Renovation and equiping of 3 blocks in old school structure at Ataoja School Science, Osogbo for TEPO Office.	1	0	1	2	1	1	1	1	8	92
Rehabilitation of the sport pavillion in all the 10 Government High Schools in Osogbo(3), Ejigbo, Ede, Ilesa, Ila-Orangun, Ikirun, Ikire, Ile-Ife	1	0	1	1	0	1	1	3	8	92
Purchase of monitoring vehicles for the board headquarters- 5 Toyota Corolla by OSBTVE.	1	1	1	2	0	1	1	1	8	92
Construction of a block of offices at the central store complex of Osun State Polytechnic, Iree.	1	0	1	1	1	1	2	1	8	92
Procurement of 1 monitoring Vehicle (Hilux) and 31 motorcycles (TVX) for LAEOs by (OSMEA)	1	1	1	2	0	1	1	1	8	92
Procurement of 6 monitoring vehicles for Osun East Education District Office, Ile-Ife.	1	0	1	2	0	1	2	1	8	92
Establishment of ICT Center for Adult	1	0	1	1	1	1	2	1	8	92

Education Program										
Renovation and Partitioning of Oduduwa High School to office use(Osun East Education District Offfice Ile-Ife)	1	0	1	1	1	1	2	1	8	92
Construction of Staff Office Building in Osun State University, Osogbo.	1	0	1	2	1	1	1	1	8	92
Procurement of furniture and fitting in Osun State University, Osogbo.	1	0	1	2	1	1	1	1	8	92
Procurement of 5 operational Vehicles (1 Hilux and 4 Toyota Corolla Cars) for TEPO	1	0	1	2	0	1	1	1	7	104
Purchase of 5 Photocopying Machine for Headquarters- SHARP:AR 5520 by OSBTVE.	1	0	0	1	0	1	3	1	7	104
Procurement of 2 monitoring vehicles (Hilux), 18 Seater Bus and 3 Official Vehicles(Toyota Corola) for Osun Central Education District Office, Ila-Orangun.	1	0	1	2	0	1	1	1	7	104
Procurement of 5 Official vehicles for the newly appointed principal officers for LAUTECH, Ogbomoso	1	0	1	1	0	1	2	1	7	104
Beautification and Landscaping of the College (OSSCE Ilesa)	1	0	1	1	1	1	1	1	7	104
Perimeter Fencing of the Campus	1	0	1	1	1	1	1	1	7	104

Boundaries(OSSCE Ilesa)										
Renovation of Osun West Education District Office, Ikire	1	0	1	1	0	1	2	1	7	104
Construction of 3km road at Osun State College of Technology, Esa Oke.	1	0	1	1	0	3	0	1	7	104
Relocation of mini market at Osun State polytechnic Iree	1	0	1	0	1	1	1	1	6	112
Purchase of Motor Vehicles and Motorcycles (Osun State Library Board).	1	0	1	1	0	1	1	1	6	112
Purchase of Air Conditional (Osun State Library Board).	0	0	1	1	1	1	1	1	6	112
Procurement of 2 monitoring vehicles (Hilux), 18 Seater Bus and 3 Official Vehicles(Toyota Corola) for Osun West Education District Office, Ikire.	1	0	0	1	0	1	2	1	6	112
Purchase of Motor Vehicles and Motorcycles (OSSCE Ila-Orangun).	1	0	0	1	0	1	1	1	5	116
Procurement of 2 monitoring vehicles (Hilux) and 4 Toyota Corrolla for revenue drive in Higher Education	1	0	0	1	0	1	1	1	5	116
Procurement of Offical Vehicles for Principal Officers(OSSCE Ilesa)	1	0	0	1	0	1	1	1	5	116

provision of 2,500 academic gown and 1,100 Library Books in College of Technology, Esa Oke.	1	0	0	0	0	1	1	1	4	119

3.4 Personnel and Overhead Costs: Existing and Projections

Table 7: Personnel and Overhead Costs: Existing and Projected

Expenditure Head	2019 (N'000)		Projections (N'000)		
	Approved	Actual (By March)	2020	2021	2022
Personnel Cost	2,602,111,045.00	565,061,927.16			
Overhead Cost	1,468,492,200.00	191,023,250.50			
Total Cost (N)	4,070,603,245.00	756,085,177.66			

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 Headteachers,Teachers and Quality Assurance Officers on Effective School Record Keeping

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. Parts of the non-discretional 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)		
	2020	2021	2022	2020	2021	2022
TETFUND	2,133,295,524.00	2,456,852,300.00	2,565,756,542.60			
NEEDS ASSESMENT	500,000,000.00	500,000,000.00	500,000,000.00			
TOTAL	2,633,295,524.00	2,956,852,300.00	3,065,756,542.60			

3.6 Cross-Cutting Issues

3.7 Outline of Key Strategies

Complete Table 9 to describe the main strategies and core activities of your sector's MTSS. This is the Logframe discussed previously. The table could be completed in Excel format, copied and inserted in the report. The instructions for completing the Table are as follows:

- Column 1: Add the outcomes developed for each programme (As in Tables 2 and 3 above).
- Column 2: Add all projects that will be implemented in relation to the respective programmes; i.e. projects that will be implemented in order to deliver the expected outcomes. If the number of projects or activities is more than the number of rows provided in the Logframe Table, add more rows.
- Columns 3 – 5: Record the proposed expenditure for each project. The proposed expenditure will be derived through costing of the projects.
- Column 6: Indicate the output expected from each project. An output is what you expect to get from spending money on a particular project. For example, if the project is "Construct a block of six classrooms at Aiyegun School"; then the output to be expected after the project has been executed is "A block of six classrooms constructed at Aiyegun School".
- Column 7: Output KPI is how would we know whether or not the specified output is delivered.
- Column 8: The value of the output during the base year; e.g. 2017 (the baseline value).
- Columns 9 – 11: The quantities of the output that will be delivered in each of the MTSS year (2019 – 2021).
- Column 12: Specify the MDA in your sector that is responsible for implementing the project and delivering the associated output.

Table 9: Summary of projects' expenditures and output measures (The Logframe)

Outcome	Project Title	Proposed Expenditure (N'000)			Output	Output KPI	Base Line (e.g. Output Value in 2017)	Output Target			MDA Responsible
		2020	2021	2022				2020	2021	2022	

Outcome	Project Title	Proposed Expenditure (N'000)			Output	Output KPI	Base Line (e.g. Output Value in 2017)	Output Target			MDA Responsible
		2020	2021	2022				2020	2021	2022	
Total											

3.8 Justification

3.9 Responsibilities and Operational Plan

Chapter Four: Three Year Expenditure Projections

4.1 The process used to make Expenditure Projections

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 11.5 %inflation rate were considered for the 3year period.

4.2 Outline Expenditure Projections

Chapter Five: Monitoring and Evaluation

Chapter Five: Monitoring and Evaluation

Monitoring and Evaluating the efficiency, effectiveness and cost-effectiveness of the Medium Terms Sector Strategy (MTSS) for the Sector is essential to keep tracking the progress of activities against established Key Performance Indicators (KPIs) which would help determine the need for revising policies, strategies, budget, outputs, outcomes and KPI targets.

5.1 Conducting Annual Sector Performance Review

5.1.1 Preamble:

The overall objective of Sector Performance review is to support State in assessing the performance of MTSS with regards to programmes and projects using a constructive, participatory and coordinated approach, and in improving implementation where necessary, to reach the expected results. The Sector Performance Review is a review, conducted preferably midway into the MTSS implementation on annual basis, to identify any corrective measures to be taken. The specific objective of the Sector Performance Review is to provide an independent assessment of MTSS implementation to support projects management. The review assesses the status of projects design and implementation through analysis of documentation and meaningful consultation with all stakeholders involved, including beneficiaries. It also reviews the progress in terms of input provision, activities undertaken, results delivered (outputs and outcomes) and risk management. Sector Performance Review highlight the strengths and weaknesses of the projects implementation in the MTSS with a view to assisting State and key stakeholders in dealing with questions and problems that have emerged, find solutions to revise approaches and, where relevant, adapt to changing needs and circumstances.

5.1.2 Reasons for Conducting Sector performance review:

Conducting Sector performance review and distributing information regarding MTSS performance will help State to:

- Track progress and results achievements to be able to demonstrate MDAs' capacity to deliver and report on results;
- Support the overall programme and implementation with accurate, evidence-based reporting that informs Sector Planning Team and wider stakeholders on how to guide and improve MTSS performance whenever required and deliver effective services to its beneficiaries;
- Show accountability for resources invested in programmes and projects; and
- Provide opportunities for stakeholders' feedback, including beneficiaries, to provide input into Sector's work during implementation.

The review will also consider how projects or programmes include cross-cutting issues in their design and implementation, such as: gender, Rights-Based Approach (RBA) and the environment.

5.1.3 Stages for conducting Sector performance Review:

The stages of Sector Performance Review include: (1) the preparatory stage, which encompasses (i) the logistics, and (ii) a desk or document review phase; and (2) the implementation stage consisting of (iii) a field phase, which includes consultations with the

Chief Executive officer of the constituent MDAs and key stakeholders; (iv) a report drafting phase; and (v) a quality check and finalization phase, ending with the release of the performance review report and finally, (3) the dissemination and use of the performance review report.

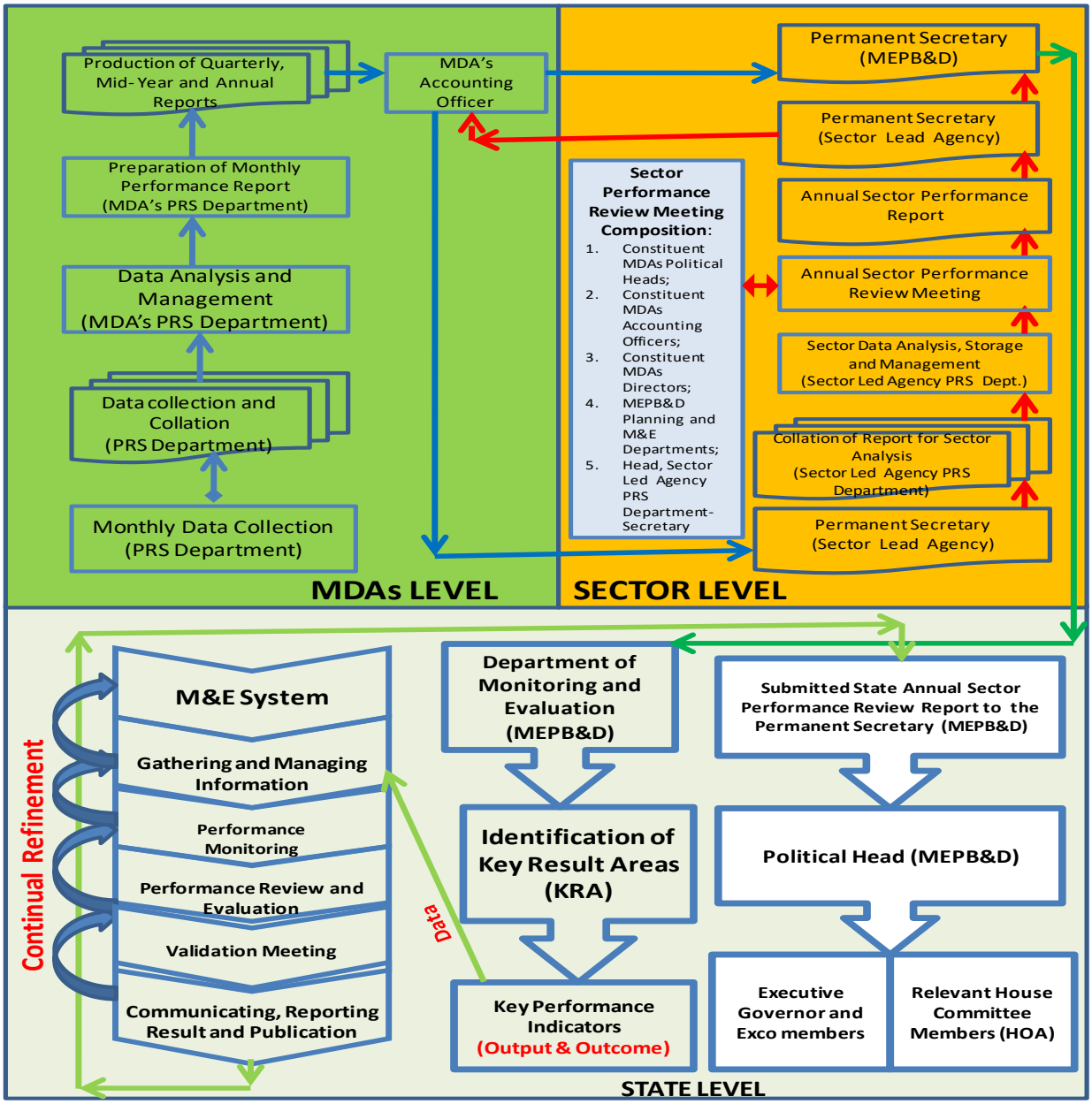
5.1.4 Sector Performance Review Reporting Template:

The Sector Performance review report template developed by the Ministry of Economic Planning, Budget and Development shall be adopted by the Sector for the purpose of consistency and uniformity. The detail is as par annex 5.

5.2 Organisational Arrangements

The use of evidence derived from data in policy making requires the ability to collect and analyze data, clear administrative channels through which timely evidence is made available to decision makers. Hence, the collection of accurate and timely data coupled with analysis through the use of agreed monitoring indicators is very crucial to assess and review the performance of the Sector Medium Term Strategic Plan for the period of 2020 to 2022.

The architectural presentation of the monitoring tasks is as detailed below:



Annex 5

MTSS PERFORMANCE REVIEW REPORT TEMPLATE

Name of sector:	Reporting Period
Name of Lead Agency:	
Name of Constituent MDAs:	

Executive Summary

Not more than 1 page, summarise the achievement(s), factors militated against the implementation of the plan, financial input and others.

Projects Synopsis

Context

Provide a brief sectoral, thematic and the geographic location of the targeted population and what issues the projects are addressing. Then, list briefly the objective, outcomes and outputs of the executed project(s). Finally, indicate project(s) and institutions responsible for implementation, actors involved in the implementation and the direct and indirect beneficiaries.

1. Relevance

1.1 As presently designed, does the intervention logic and related tools allow for effective implementation?

Relevance is the extent to which the executed project's objective and intended results remain valid and pertinent either as originally planned or as subsequently modified.
Mention if the indicators have target values, if they are realistic/SMART or need to be updated. Analyse also if activities and indicators consider the participation of women and is covered in M&E reports as per reporting standards on gender.
Analyse the information/data needed to measure indicators, if it is appropriate, realistic, accessible and effectively used in the reports to enable assessing progress towards results or consider alternative information/data sources, if necessary.

2. EFFECTIVENESS

2.1 Is the project(s) effective in reaching its the planned results (outcomes)?

Findings/comments

The effectiveness criterion assesses the extent to which a project achieves its intended results. Start with an overall finding relating to the main question (2.1), of the extent to which the project is effective or not in reaching its results (outcomes) and if the planned results are expected to be reached by project's end. Assess the output delivery and quality, to verify if satisfactory as per work plan. In case of delays or deviations, mention the reasons and the implications for milestones and targets. It is not about "justifying" the delays but rather identifying the causes, analysing and describing the adopted corrective measures. If such actions were not performed, then negative effects on the project or risks of such effects need to be mentioned.
To understand inter-institutional structures, coordination and communication mechanisms among stakeholders , analyse the relationships, and if an internal monitoring or follow up system exists (such as technical committees), its characteristics (i.e. how regularly it convenes, who are the members, discussions, reporting etc.), and if it is effective to steer the action, ensure accountability and rectify situation if necessary. Consider additionally if the project M&E system is functional and linked to the results.
Analyse sector coordination mechanisms (if it is effective, how regularly it convenes) and if the complementarity support impact and sustainability, enable synergies and prevent overlap.

2.2 As presently implemented what is the likelihood of the project(s) objective and outcomes to be reached/achieved?

Findings/comments

Provide an overall finding relating to the guiding question above (2.2)
Analyse causes and effects of the strategy of implementation and its flexibility and each main output and the level of achievement or delivery. Compare what was planned (i.e. implementation schedule, work plan, etc.) and what was effectively implemented. The analysis can be done by component/result with concrete cases or examples. Analyse if any relevant facts or circumstances took place in the project context (political, economic, social, etc.) since it was commenced, and if those affected the project and how.
Comment if the project(s) environment has produced any planned or unplanned positive or negative effects on target groups, and if the project actions contributed to increasing positive and diminishing negative effects.

2.3 Does the project(s) presently respond to the needs of the target groups and does the project work effectively with all relevant stakeholders?

Findings/comments
As a priority, start with the overall finding relating to the guiding question (2.3), whether the project presently responds to the beneficiary needs and if the commitment of all stakeholders towards the project objectives is effective.
3. EFFICIENCY
3.1 How well is the availability/usage of means/inputs managed?
Findings/comments
Efficiency is the level of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs. Check the project budget, burn rate or expenditures and compare it with the time elapsed under the project, to understand if the input utilization is aligned with the timeframe spent. Use the quantitative analysis to understand the state of inputs (human, material and financial means) and delays in the planned situation to identify any deviations. *To check cost-efficiency: a) assess if there are synergies with other projects, activities, organizations, etc. to save costs or make more profitable activities or outputs (i.e. common events, sharing venues, reusing manuals, etc.); b) compare the actual cost of outputs versus the planned costs in the original budget to check for deviations and its causes and effects.* *Mention any delays in the disbursements made by the State nor or other partners or if the planning for activities has been revised.* *Identify issues or serious deficiencies, which need to be immediately addressed in order not to jeopardize results. In such cases the cost-efficiency of outputs may also be questioned, and if corrective measures can be financially implemented... Check how effective the monitoring mechanisms established regularly report on the efficient and cost-effective implementation, and if these reports are regularly shared with the stakeholders.* *Analyse the implementation modalities under the project.* *Consider: 1) human resources: quantity, quality, geographic distribution; 2) technical and physical resources: quality/know-how, offices, technology, vehicles and materials; 3) implementation time: was it sufficient and realistic? 4) Financial resources: is the budget well-structured and sufficient for the project purposes?*
4. CROSS-CUTTING ISSUES
4.1. So far, are there good practices inherent in the project which could be useful to share beyond the project context?
Findings/comments
Summarize good practices and/or lessons learned) that have already been identified, referring to, for example: coordination, management and implementation mechanisms, relationship between partners, quality of outputs and outcomes, M&E mechanisms, sustainability factors, etc., having a high replication potential in geographic or thematic terms. If applicable, mention specific current practices and eventually "possible or future" practices, and indicate why they are good and their replication potential. Good practices can also be related to the innovative aspects of the project, but not necessarily.

OVERALL CONCLUSIONS
Summarise the most important conclusions surfacing under all criteria. Conclusions must be simple and short, highlighting the relationships between cause – effect – findings. Confirm if the situation assessed is satisfactory overall or if the issues were noted in case of deficient.
RECOMMENDATIONS
Recommendations address the most significant weaknesses identified in the findings and summarized under conclusions above. *The tone in recommendations should be appropriate, constructive and positive.* *Recommendations should be listed from the highest to the least importance, and priorities in recommendations should be considered as not every conclusion necessarily leads to a recommendation.* *Recommendations must clearly identify who is responsible for their implementation, i.e. project team, ministry, Provide consistent and realistic recommendations in line with midterm implementation timeframe.*
ANNEX
Photographs, meetings attendance list, Projects Performance Table and others