

EDUCATION SECTOR
2021 – 2023 MEDIUM-TERM SECTOR STRATEGY (MTSS)



NOVEMBER, 2020

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 link 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 clearly show the comprehensive policy objectives linked with expenditure over a time-line, the documents also support 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.....	10
Chapter One: Introduction	11
1.1 Objectives of the MTSS Document	11
1.2 Summary of the Process used for the MTSS Development	11
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	21
2.5 Statement of the Sector's Mission, Vision and Core Values.....	25
2.6 The Sector's Objectives and Programmes for the MTSS Period	27
Chapter Three: The Development of Sector Strategy	29
3.1 Outline Major Strategic Challenges	29
Poor implementation and application of Monitoring and Evaluation Framework.	30
3.2 Resource Constraints	31
3.3 Projects Prioritisation.....	34
3.4 Personnel and Overhead Costs: Existing and Projections.....	49
3.5 Contributions from our Partners	50
3.6 Cross-Cutting Issues	52
3.7 Outline of Key Strategies.....	53
3.8 Justification	85
3.9 Responsibilities and Operational Plan	85
Chapter Four: Three Year Expenditure Projections	86
4.1 The process used to make Expenditure Projections.....	86

4.2	Outline Expenditure Projections	Error! Bookmark not defined.
Chapter Five:	Monitoring and Evaluation	87
Chapter Five:	Monitoring and Evaluation	Error! Bookmark not defined.
5.1	Conducting Annual Sector Performance Review	87
5.2	Organisational Arrangements	88

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 ..	27
Table 3:	Objectives, Programmes and Outcome Deliverables	28
Table 4:	Summary of 2019 Budget Data	31
Table 5:	Summary of 2020 Budget Data	31
Table 6:	Summary of Projects Review and Prioritisation (Ongoing, Existing & New Projects)	34
Table 7:	Personnel and Overhead Costs: Existing and Projected	49
Table 8:	Grants and Donor Funding	51
Table 9:	Summary of projects' expenditures and output measures (The Logframe)	Error! Bookmark not defined.

List of Annexes

1. List of Tertiary Institutions

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The Education stakeholders who most deserve to be appreciated are:- Ministry of Education, State Universal Basic Education Board (SUBEB), Osun Mass Education Agency (OSMEA), 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/Proprietresses of Private Schools (NAPPS), Association of Progressive Proprietors of Schools (APPS), Association of Model Islamic Schools (AMIS), Association of Primary School Head-Teachers (AOPSHON), All Nigeria Conference of Principals of Public Schools (ANCOPPS), Tutors General and all Heads of Tertiary Institutions whose contributions in developing high quality Sector documents cannot but be appreciated. Above all, the State Government of Osun and Ministry of Economic Planning and Budget are commended for their efforts in initiating this document.

Permanent Secretary,

Ministry of Education.

Table of Acronyms

Acronym	Definition
AMIS	Association of Model Islamic Schools
ANCOPPS	All Nigeria Conference of Principals of Public Schools
AOPSHON	Association of Primary School Head teachers in Nigeria
APEA	Action Plan on Education for All
APPS	Association of Progressive Proprietors of Schools
BCC	Budget Call Circular
BECE	Basic Education Certificate Examination
CD and E	Curriculum, Development and Evaluation
DE	Direct Entry
ECCDE	Early Child Care Development Education
EMIS	Education Management Information System
FME	Federal Ministry of Education
ICT	Information and Communication Technology
ILO	International Labour Organisation
JETS	Junior Engineers and Technician Scientists
LEO	Local Education Office
LGA	Local Government Area
LG	Local Government
MDAs	Ministries, Departments and Agencies
MDGs	Millennium Development Goals
MoE	Ministry of Education
MOEPBD	Ministry of Economic Planning and Budget
MTSS	Medium Term Sector Strategy
NABTEB	National Business and Technical Examination Board
NAPPS	National Association of Proprietors/Proprietresses of Private Schools
NECO	National Examination Council

NFE	Non-Formal Education
NPE	National Policy on Education
NUT	Nigeria Union of Teachers
OAU	Obafemi Awolowo University
OSBTVE	Osun State Board for Technical and Vocational Education
OSMEA	Osun Mass Education Agency
Rtd	Retired
SDG	Sustainable Development Goals
SESSOP	State Education Sector Operational Plan
SESSP	State Education Sector Strategy Plan
SUBEB	State Universal Basic Education Board
TEPO	Teachers Establishment and Pension Office
TETFUND	Tertiary Education Trust Fund
TG	Tutor General
TRCN	Teachers Registration Council of Nigeria
TVTE	Technical and Vocational Training Education
UBEC	Universal Basic Education Commission
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nation International Children Education Fund
UTME	Unified Tertiary Matriculation Examination
WAEC	West African Examination Council
ZEO	Zonal Education Officer

Executive Summary

This three-year Medium Term Sector Strategy (MTSS) Policy Documents, 2021-2023 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 Six (6) programmes and One Hundred and Eighteen (118) Projects on the implementation of the programmes 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 were done based on the Market Survey on each unit of items at 12.56 % 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 education sector will be based on available resources, hence helping MDAs to prioritize and sequence their programs and projects;
- iii. To ensure that budgets are based on well-articulated and evidence-based education policies;
- iv. To improve sectoral coordination that reduces duplication of activities and resources wastage within the education sector;
- 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. Osun State Mass Education Agency (OSMEA),
10. Osun State University,
11. Osun State College of Education, Ilesa
12. Osun State College of Education, Ila-Orangun

13. Osun State Polytechnic, Iree
14. Osun State College of Technology, Esa-Oke.

Other relevant external stakeholders are:

- Nigeria Union of Teachers (NUT);
- National Association of Proprietors and Proprietresses of Private Schools (NAPPS);
- Association of Progressive Proprietors of Schools (APPS);
- Association of Model Islamic Schools (AMIS);
- Osun State Association of Primary School Headteachers of Nigeria (AOPSHON);
- All Nigeria Confederation of Principals of Secondary Schools (ANCOPSS).

B. Meetings/Brainstorming sessions were held for 15 times between June and November, 2020.

The major challenges experienced during the exercise were as a result of lack of proper understanding of MTSS concept by the participating MDAs coupled within adequate funding of the exercise.

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 – 2019
- v. Federal Ministry of Education(FME) –A Ministerial Strategic Plan on Education 2020– 2022
- vi. Sustainable Development Goals (SDG) policy documents
- vii. National Policy on Education
- viii. 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.

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

Table 1: Programmes, Expected Outcomes and Proposed Expenditures

Programme	Expected Outcome	Proposed Expenditure
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		2021 (000)	2022(000)	2023(000)
Free Education and Feeding Programme	Reduced Out of School Children			
Mass Literacy Programme.	Increased Literacy rate			
Quality Assurance Programme	Improved Quality of learning			
Technical, Vocational and Entrepreneurship Programme	Reduced Unemployment Rate			
Science, Technology, Engineering and Mathematics (STEM) Education Programme	Increased STEM knowledge and skills.			
Educational Infrastructural Development Programme	Improved Teaching/Learning environment.			
Total Cost				
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 sector's programs, expected outcomes and related expenditures. The chapter ends with an outline of the structure of the MTSS documents.

Chapter Two: It contains a brief history of Osun State, highlights of the structure of Education System and the list of all 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 sectors 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 and Central Pricing Reference System. The sector consulted people with current relevant information in determining the cost of the projects. The expenditure projection was based on accurate/reliable data to justify the project using 12.56% inflationary increment.

Chapter Five: This chapter deals with monitoring and evaluation of the projects and programs which includes 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 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, Ondo and Ekiti States in the South, North, West and East respectively. The State has 30 Local Government Areas (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 (2013), the State has adopted one-year Pre-primary Education and Basic Education which covers nine years of formal (compulsory) schooling consisting of six years of primary and three years of Junior Secondary Education. Post-Basic Education includes three years of Senior Secondary Education in either an academic or technical stream (as provided in our Technical Colleges and Life Academy). Osun State Mass Education Agency (OSMEA) provides non-formal education to adult learners. At the tertiary level, the system consists of a University sector and a non-university sector. The latter is composed of Polytechnics 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:

- 1,378 Public Primary Schools;
- 7 Primary Schools for Special Needs;
- 1 Secondary School for Special Needs;
- 489 Public Secondary Schools;
- 934 Private Secondary Schools;
- 2908 Private Nursery and Primary Schools;
- 9 Technical Colleges;
- 2 Private Technical Colleges;
- 2 Colleges of Education;
- 1 Polytechnic;
- 1 College of Technology;
- 1 State School of Nursing;
- 1 State University which has six campuses in the six zones of the State;
- 13 Private Universities;
- 24 Private Polytechnics;
- 13 Private Colleges of Education;
- 15 Private Schools of Health Technology;
- 1 Private School of Nursing;
- 1 Public School of Health Technology.

The State can also boast of Federal Academic Institutions like:

- 2 Federal Government Colleges;
- 1 Federal Science and Technical College;
- 1 Federal Polytechnic;
- 1 Federal University.

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.

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 new blueprint for the Education Sector has been produced as a result of the Policy Review Summit held on Thursday, 20th and Friday, 21st February, 2020 at Regina Suites, Osogbo under the Chairmanship of Prof. Olu Aina. The State reverted from Elementary, Middle and High Schools Structures practised in the State from 2013 to 2020. The new system of education is in consonant with the Federal Government system of Education as highlighted in the National Policy of Education. Effective from 2020/2021 Session, the following Policies will be in place:

- ❖ The State is reverting to 6-3-3-4 system of Education;
- ❖ All Schools are to retain their former names;
- ❖ All Schools are to retain their former school uniforms;
- ❖ Resuscitation of Early Child Care Development Education (ECCDE);
- ❖ Gender based schools which hitherto had lost their status are to be reverted;
- ❖ Change in the nomenclature of career heads of the Agencies and Offices in the Education Sector;
- ❖ Technical Education to be given the requisite leverage to conform with the global best practice.
- ❖ Re-configuration of Opon-Imo

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 restructured as Teachers Establishment and Pensions Office (TEPO) and three (3) Education District Offices on the basis of

the existing three Senatorial Zones in the State. For effective implementation of Educational Programmes of the State, the three districts are headed by Tutors-General located in:

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

Teachers Establishment and Pension Office has the mandate to recruit teachers into Secondary Schools and process their retirement benefits. Some of its other mandates include:

- issuing uniform guidelines to the educational districts on:
- appointment
- promotion
- discipline
- training
- other establishment matters
- carry out pensioners' verification exercise

TEPO is now headed by a Coordinating Director

SUBEB Restructure: The Administration of Basic Education is supervised by SUBEB. The **State Universal Basic Education Board (SUBEB)** is headed by an Executive Secretary and it is saddled with the responsibility of monitoring and supervision of the state-owned 1,378 primary schools with a total enrolment of 357,533 pupils, and teaching staff of 12,188.

O'MEAL: The Home Grown School Feeding and Health programme is handled by Osun Elementary School Feeding Office. The beneficiaries of the programme are pupils in Public Primary Schools Classes 1-4.

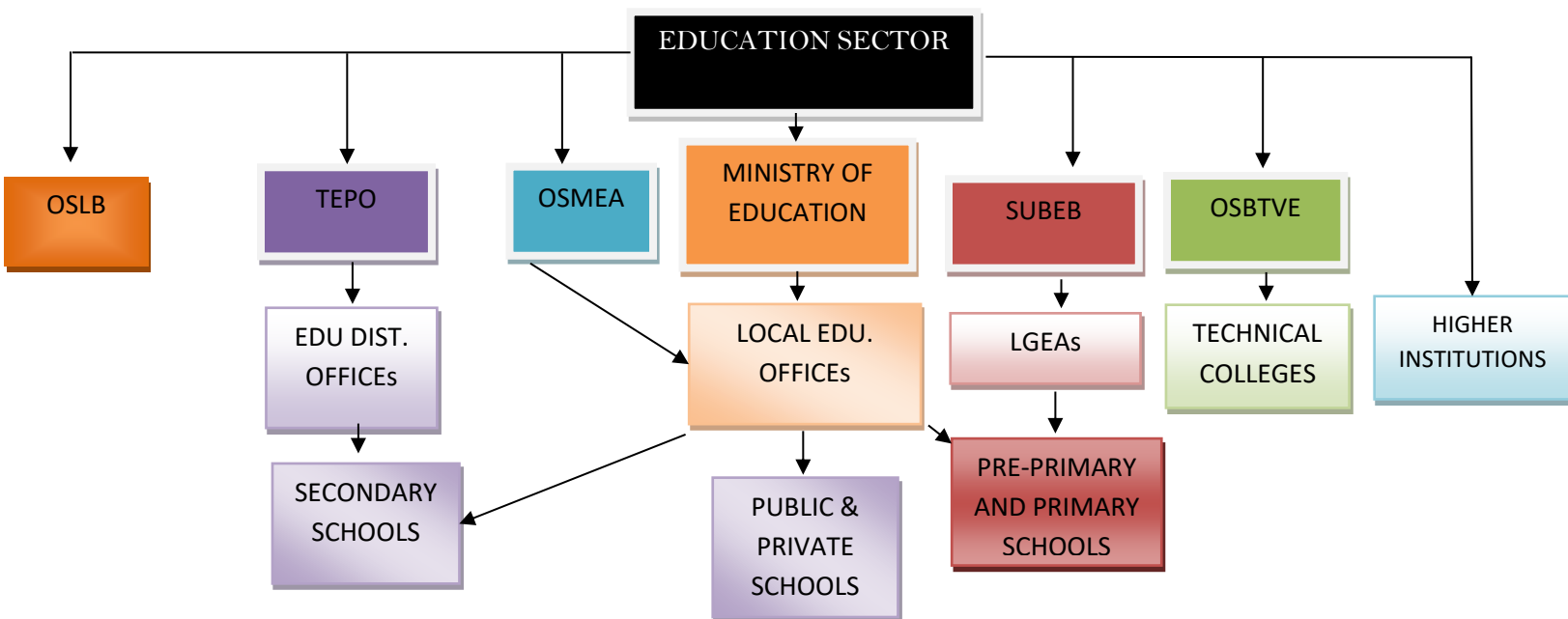
OSMEA: Is saddled with the responsibility of handling Adult Literacy programmes, Out-of-School Youths Education, registration and monitoring of Continuing Education/Computer Centres, registration and monitoring of Private Early Child Care Development Centres, monitoring and supervision of Quranic Education Centres, establishment of Adult Vocational Centres in partnership with Local Government Areas and Community Based Early Child Care Development Education.

Osun State Board for Technical and Vocational Education(OSBTVE): was established to monitor and supervise the nine (9) technical colleges. OSBTVE is headed by an Executive Secretary. Life Academy is for the training and empowerment of young school leavers, pensioners, unemployed graduates, graduates in other fields that need technical skills and cooperative societies who are interested in vocational trainings, it also has a mandate to recruit, promote and discipline its officers.

State Library Board: Coordinates activities of public Libraries (Zonal, Local and schools' libraries) in the State. The Board is headed by the State Librarian.

All the above listed agencies and parastatals are being supervised by Ministry of Education as indicated in the Ministry's organogram below:

Organogram of the sector



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: More than 2000 classrooms in old schools have been upgraded and renovated. In the same vein 85,282 double seater students' furniture have been procured and distributed to Public Primary and Secondary Schools across the State.

O'MEALS: Osun School Feeding and Health Programme (O'Meals) is a world acclaimed programme being replicated nationwide. Provision of nutritious food has led to increase in retention and completion rate as well as improved health status of public schools' children. In line with the program objectives, pupils in classes 1-4 (127,908 Children) across the 1,309 Public Primary Schools in Osun State have benefited from the O'MEALS program. The program currently employs 2,199 cooks as well as improving the production capacity of small scale farmers and marketers in different commodity sectors. The choice of local food 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 State government expends the sum of 12.7 million naira daily on free feeding for Primary 1-4 pupils in public schools. The State also receives support from the Federal Government.

Find below an analysis of the State and Federal Government contribution towards the home school feeding programme:

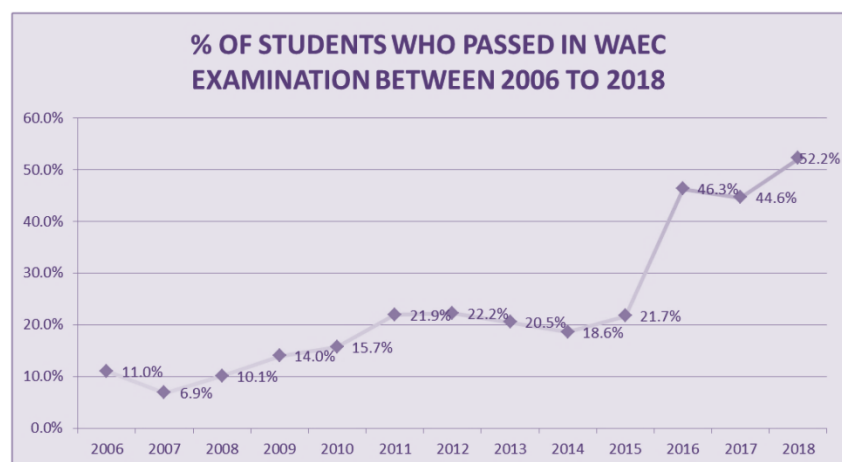
Level of Government	2016	2017	2018	2019	Total
State & Local	1,887,865,122.28	733,186,761.74	700,721,300.74	906,428,833.08	3,988,202,017.84
Federal	-	1,861,244,220.00	1,734,614,900.00	982,380,700.00	4,581,239,820.00
Total	1,887,865,122.28	2,594,430,981.74	2,435,336,200.74	1,888,809,533.08	8,569,441,837.84

In addition, the programme received technical support from Partnership for Child Development as well as other donations from organisations and individuals; they are:

S/N	DONOR	AMOUNT(₦)
1	Odeyemi John Agboola	500,000.00
2	Chi Pharmaceutical Ltd	1,050,000.00
3.	Sterling Bank	10,000,000.00
4	Access Bank	1,000,000.00
5	Wema Bank	2,500,000.00
6	Assurance Nigeria Ltd	500,000.00
7	Lasaco Assurance Company	500,000.00
8	Lapido Ajayi Olusola Olatayo	100,000.00
9	Lapido Ajayi Lasaco	100,000.00
10	Lasaco Life Associate Ltd	80,000.00

Secondary Schools Performance: Steady increase in the number of graduating Secondary School students is noticeable. An analysis of WASSCE results from 2006 to 2018 in the chart below shows that the best performance by students in Osun State was recorded in year 2018 as indicated:

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



Schools for Children with Special Needs: Osun State operates nine Primary and one Secondary Schools for children with special needs (with physical and mental disabilities) in different 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 Ministry of Education provides beneficial students' school fees, external examination fees, meals, braille and school uniforms. Parents of beneficiaries are expected to provide clothing (aside the school uniform) and pay modest Parent Forum (PF) 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** respectively.

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.

Physical Infrastructure Development and Achievements in the State Higher Institutions.

College of Education, Ila – Orangun.

- (a) Construction and furnishing of academic building.
- (b) Procurement of various Books and Journals to the College Library.
- (c) Procurement of various HP Desktop Computers for E-Library CBT centre.
- (d) Construction of two(2) blocks of Male and Female lavatories.
- (e) Rehabilitation of lecture halls.
- (f) Procurement of entrepreneurship equipment.
- (g) Full accreditation of both NCE and Degree courses.
- (h) Capacity training; the College Staff has been sponsored for International Conferences/ Workshops for both Teaching and Non-Teaching Staff.

Osun State College of Education, Ilesa.

- (a) Procurement of Agricultural Science equipment.
- (b) Construction of Lecture hall.
- (c) Procurement of Survey equipment for the Geography students.

College of Technology – EsaOke

- (a) Completion of one (1) indoor Sports complex.
- (b) Completion of one (1) block of classrooms for Academy of Science and Sports.
- (c) Completion of One (1) block of Classrooms with offices and toilets.
- (d) Procurement of State-of-the –art teaching and learning equipment for Student training on line with NBTE guidelines.

(e) Full accreditation of National Board for Technical Education(NBTE) to run courses in Engineering, Sciences, Environmental, Financial and Management studies both at National Diploma(ND) and Higher National Diploma (HND)levels.

Osun State Polytechnic, Iree.

(a) Capacity training through the help of Tertiary Education Trust Fund (TETFUND).

(b) Procurement of equipment for Science laboratories.

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 its objectives. 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

Osun State 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);

- Millennium Development Goals (MDGs,) (2000-2015);
- Sustainable Development Goal (SDG) (2016-2030);
- 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.

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(under Technical Education);
- Senior Secondary Education;

➤ Technical and Vocational Training Education (TVTE)

Presently, Osun State Education policy runs the same curriculum as the National Policy on Education.

(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 2004 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. The policy lays emphasizes on:

- ❖ 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

In respect of these, the Sustainable Development Goals (SDGs) 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, Sustainable Development Goals (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) as domesticated in 2004;
- Gender Equity and Social Inclusion Policy;
- 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 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 recognizes 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 Enterprise Institutions (VEIs); and
- iii. National Vocational Qualification Framework (NVQF).

The Goals of Technical and Vocational Education Training (TVET) are to:

- 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 programme, 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-jobtraining 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 Statement**: 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: <ul style="list-style-type: none"> ❖ Accept criticisms and make values out of them. 	<ul style="list-style-type: none"> ❖ 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)	<p>Being dutiful and accountable to self, leaders and society.</p> <p>Ability to be answerable for one's conduct and obligations</p>	Should: <ul style="list-style-type: none"> ❖ Demonstrate responsible leadership and / or followership. ❖ Be a listener. ❖ Be a role model. 	<p>Conscious effort to:</p> <ul style="list-style-type: none"> ❖ 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)	<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.

VIRTUE (adherence to ethical behaviours is needful for exemplifying standards)	Showing high moral standards	Should be: <ul style="list-style-type: none"> ❖ Incorruptible, ❖ Honest ❖ Transparent 	Agencies of the education sector must make conscious effort to: <ul style="list-style-type: none"> ❖ 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: <ul style="list-style-type: none"> ❖ Hardworking ❖ disciplined ❖ firm ❖ enterprising and productive ❖ Dignity of labour 	Agencies of the Education Sector must make conscious effort to: <ul style="list-style-type: none"> ❖ 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 21st Century education at all levels to all; irrespective of social circumstances;
- provide affordable and quality Science, 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-	Deliver quality functional 21 st Century 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	Improved quality of learning.

oriented development.	Provide affordable and quality Science, 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

Table 3: Objectives, Programmes and Outcome Deliverables

Sector Objectives	Programme	Outcome Deliverable	KPI	Baseline (e.g. Value of the Outcome in 2019)	Target		
					2021	2022	2023
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%
				80% (ASC)	85%	90	95

	Quality Assurance programme	Improved quality of teaching and learning	Primary students' literacy (% of students that can read a full sentence)				
			Pupil to teacher ratio by school level Teacher quality (i.e., teacher competency in teaching assessments)				
Provide affordable and quality Science, Technical and Vocational education.	Technical, Vocational and Entrepreneurship Programme Science, Technology, Engineering and Mathematics (STEM) Education Programme	Reduced unemployment rate Increased STEM knowledge and skills	Unemployment rate Enrolment rate in STEM courses at State owned Tertiary Institutions.	10.1% (NBS 2019)	8%	6%	4%
Provide world class learning and teaching environment	Education Infrastructural Development Programme	Improved Teaching/Learning environment	% of available infrastructural facilities in the School.	16.5%	45%	65%	80%

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 to Information and Communication Technology (ICT) skills in schools.	Provision of enough ICT equipment in the schools
5	Poor parenting for pupils/students.	Sensitization of parents on good parenting (through Parents Forum Meetings) and resuscitation of Guidance and Counseling Units in the Schools
6	High rate of out of school children.	Sustainability of school feeding programme and enforcement of UBEC 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 of personnel.	Training and retraining of personnel
14.	Closing of Schools as a result of COVID 19 Pandemic	Sensitization of all relevant Stakeholders on prevention and treatment of COVID-19. Emphasis should be on all Institutions' strict compliance with COVID-19 guidelines as prepared by the Government.

3.2 Resource Constraints

Table 4: Summary of 2019 Budget Data

Item	Approved Budget (N'000) in 2019	Amount Released (N'000) in 2019	Actual Expenditure (N'000) in 2019	Amount Released as % of Approved	Actual Expenditure as % of Releases
Personnel	2,602,111,045.00	565,061,927.16	562,525,718.96	22%	100%
Overhead	1,468,492,200.00	191,023,250.50	183,727,988.95	13%	96%
Capital	4,255,189,250.00	1,011,424,854.82	446,240,012.51	24%	44%
Total	8,325,792,495.00	1,767,510,032.48	1,192,493,720.42	21%	67%

Table 5: Summary of 2020 Budget Data

Item	Approved Budget (N'000) in 2020	Amount Released (N'000) in 2020 (Up to March)	Actual Expenditure (N'000) in 2020	Amount Released as % of Approved	Actual Expenditure as % of Releases
Personnel					

Overhead					
Capital					
Total					

3.3 Projects Prioritisation

Table 1: 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)
Renovation of 100 schools in the state (Atakunmosa East-3, Atakunmosa West-2, Ayedaade-2, Ayedire-3, Boluwaduro-1, Boripe-3, Ede North-2, Ede South-3, Egbedore-4, Ejigbo-4, Ife Central-3, Ifedayo-2, Ifelodun-3, Ife East-4, Ife North-4, Ife South-5, Ila-3, Ilesa East-2, Ilesa West-1, Irepodun-4, Irewole-5, Isokan-3, Iwo-3, Obokun-3, Odo-Otin-6, Ola-Oluwa-3, Olorunda-4, Oriade-5, Orolu-4, Osogbo-4, Ife East Area Office-2) (40 - 2021, 30-2022, 30- 2023)MOE	3	3	3	3	3	3	1	3	22	1
Smart School Projects MOE	2	2	3	3	2	3	3	3	21	2
Construction of 100 Science Laboratories in Secondary Schools in the State. MOE	3	2	3	3	2	1	3	3	20	3

Procurement of Science and Laboratory Equipment (Physics, Chemistry Biology and Home Economics) for 100 Secondary Schools in the State. MOE	1	2	2	3	2	3	3	3	19	4
Procurement of Instructional Materials for Government Secondary Schools in the State. MOE	2	1	2	3	2	3	3	3	19	4
Procurement of Furniture for Science Laboratory in 100 Secondary Schools in the State. MOE	1	1	2	3	2	3	3	3	18	6
Procurement of 27,000 Students Furniture for 90 Secondary Schools in the State for the period of 3 years. MOE	1	1	2	3	1	3	3	3	17	7
Procurement of Essential and Science Text Books (Mathematics, English, Physics and Chemistry) for 489 Senior Secondary Schools (Teachers and Students copies) MOE	1	2	2	3	1	1	3	3	16	8
Capacity Development for 250 Education Officers and 489 EMIS Desk Officers in the Secondary Schools on Education Management Information System MOE	0	0	2	3	2	3	3	3	16	8
Construction and furnishing of School of Education and Home management Department(OSSCE ILESA)	1	1	3	3	1	1	2	3	15	10

Procurement of Vocational and Technical Education equipment(OSSCE ILESA)	1	1	3	3	0	1	3	3	15	10
Construction of 1000 seater capacity lecture theatre, Osogbo (NEEDS ASSESSMENT) UNIOSUN	1	0	2	3	1	3	2	3	15	10
Construction of Hard Court, Okuku and Ikire (NEEDS ASSESSMENT) UNIOSUN	1	0	1	3	1	3	3	3	15	10
Purchase of Scholastic Materials(Books) and equipment (OSLB)	0	1	1	3	1	3	3	3	15	10
Provision of Office Furnitures and fittings in Oscotech, Esa-Oke.	1	0	1	3	1	3	3	3	15	10
Procurement of 3568 unit teachers furniture in Pry and JSS schools in the state (SUBEB)	1	0	1	3	1	3	3	3	15	10
Procurement of ICT materials for 10 Primary and 10 Middle Schools in the State. (SUBEB)	1	0	1	3	1	3	3	3	15	10
Procurement of Sport equipment (Football, Jersey, Spike Shoes, Tabletennis board, Concrete multipurpose sport arena, etc) for 30 Primary and 30 JSS Schools in the State. (SUBEB)	1	0	1	3	1	3	3	3	15	10
Construction of 2 blocks of 10 classrooms at Anwarul Islam Primary School, Ede, Ede North LGEA and Coker Memorial JSS school, Ikirun, Ifelodun LGEA (SUBEB)	1	0	2	3	1	3	2	3	15	10

Construction of 6 Nos of 8 classrooms at (Isokan 2, Ede South 2, Atakumosa West 1, Ila 1)	1	0	2	3	1	3	2	3	15	10
Construction of 17 Nos of 6 classrooms at (Odo Otin 1, Atak East 2, Area Office 2, Isokan 1, Ifelodun 1, Oriade 1, Ife Central 1, Irewole 1, Iwo 1, Osogbo 1, Obokun 2, Ife East 2, Ede North 1) (SUBEB)	1	0	2	3	1	3	2	3	15	10
Construction of 38 Nos of 4 classrooms at (Iwo 2, Osogbo 2, Isokan 3, Ifelodun 1, Ife South 1, Area Office 4, Ife North 4, Ife Central 2, Ayedaade 1, Odo Otin 4, Ila 2, Atak East 1, Irewole 3, Boriye 1, Oriade 1, Irepodun 1, Egbedore 2, Atak West 1, Ilesa East 1) (SUBEB)	1	0	2	3	1	3	2	3	15	10
Construction of 12 Nos of 3 classrooms at (Olorunda 1, Area Office 2, Ila 1, Ifedayo 1, Atak East 2, Atak west 1, Irewole 1, Ede North 2, Odo Otin 1) (SUBEB)	1	0	2	3	1	3	2	3	15	10
Construction of 11 Nos 2 classrooms at (Osogbo 1, Ife East 1, Ayedire 2, Ayedaade 1, Odo Otin 2, Ife North 2, Ede South 1, Ede North 1) (SUBEB)	1	0	2	3	1	3	2	3	15	10
Construction of Block wall fence at 28 Primary and JSS schools (SUBEB)	1	0	2	3	1	3	2	3	15	10

Construction of 4 Nos Admin Blocks for Primary and JSS Schools (Ife Central, Osogbo, Irewole & Ilesa West) (SUBEB)	1	0	2	3	1	3	2	3	15	10
Construction of 4 Nos School halls for Primary and JSS Schools (Ife Central, Ede North, Area Office & Osogbo) (SUBEB)	1	0	2	3	1	3	2	3	15	10
Upgrading and Renovation of the remaining five Technical Colleges in the State of Osun (Otan-Ayegbaju, Osu, Ara, Iwo and Inisa) OSBTVE	0	1	1	3	0	3	3	3	14	28
Renovation of State Library Building (OSLB)	0	0	2	3	0	3	3	3	14	28
Procurement of Essential Consumable Technical Training Materials for the Nine (9) Technical Colleges. OSBTVE	1	1	1	3	1	1	3	3	14	28
Construction of 6 (Six) Nos of 104 capacity hostel in all campuses (IGR PROJECT)UNIOSUN	1	0	1	3	1	3	2	3	14	28
Procurement of 5 fairly used Tundra Motor Vehicles for Monitoring, Evaluation and Revenue Generation MOE	1	1	1	3	1	3	3	1	14	28
Construction of Two (2) Blocks of Two (2) Classrooms with offices for Academy of Science and Sports in Oscotech, Esa-Oke.	0	0	2	3	1	3	2	3	14	28

Rehabilitation of the Prelim II Lecture Theatre in Oscotech, Esa-Oke.	1	0	2	3	0	3	2	3	14	28
Procurement of 8000 units Pupils' furniture for Selected Primary schools in the state (SUBEB)	0	0	1	3	1	3	3	3	14	28
Procurement of 6500 unit Pupils furniture for Selected JSS schools in the state (SUBEB)	0	0	1	3	1	3	3	3	14	28
Procurement of 500 Students Furniture (OSPOLY IREE)	0	0	1	3	1	3	3	3	14	28
Construction of NCE Vocational and Technical Education Programme Complex (OSPOLY IREE)	0	0	2	3	1	3	2	3	14	28
Renovation of 9 LIEs and 1 ZIEs Offices in the state (Ayedire, Irepodun, Obokun, Atakunmosa West, Ilesa West, Ife North, Irewole, Olorunda, Ife Central, ZIE Ife). MOE.	1	1	2	3	1	3	2	1	14	28
Procurement of scholastic materials for Adult Literacy Centres by Osun State Mass Education Agency (OSMEA).	0	0	2	3	1	3	2	3	14	28
Development and Deployment of Comprehensive E-Learning Platform in Oscotech, Esa-Oke.	1	0	1	3	1	3	2	3	14	28
Construction of One Storey Building at Faculty of Agric, Ejigbo (TETFUND) UNIOSUN	0	0	2	3	1	1	3	3	13	42

Construction of School of Early Childhood Care -OSSCE ILA-ORANGUN	1	1	3	3	1	1	2	1	13	42
Construction of Multi-Purpose Complex, Okuku (TETFUND) UNIOSUN	1	0	2	3	0	3	1	3	13	42
Construction of 600 Capacity lecture hall (OSSCE ILESA)	1	1	2	2	1	1	2	3	13	42
Perimeter Fencing of five (5) Technical Colleges / Life Academies,(Iwo, Ara, Otan Ayegbaju, Ijebu-Ijesa and Osu) OSBTVE	0	1	1	2	2	3	1	3	13	42
Construction of School of Science at OSSCE, Ilesa	1	1	3	3	1	1	2	1	13	42
Construction of 500 seater capacity lecture theatre, Osogbo (NEEDS ASSESSMENT) UNIOSUN	0	0	2	2	0	3	3	3	13	42
Construction of Oscotech Mall in Oscotech, Esa-Oke.	0	0	1	3	1	3	2	3	13	42
Rehabilitation of Lecture Hall (OSPOLY IREE)	1	0	1	2	1	3	2	3	13	42
Construction of Faculty of Communication and Information Technology in Oscotech, Esa-Oke.	0	0	1	3	1	3	2	3	13	42
Construction of Foundry Workshop in Oscotech, Esa-Oke.	0	0	1	3	1	3	2	3	13	42

Rehabilitation of the Faculty of Environmental Studies Complex in Oscotech, Esa-Oke.	0	1	1	2	1	1	3	3	12	53
Repair and Renovation works on 97 Primary and JSS schools (SUBEB)	0	0	1	3	1	1	3	3	12	53
Website Development OSBTVE	1	1	2	1	1	1	3	1	11	55
Construction of South Campus Gate in Oscotech, Esa-Oke	0	0	2	2	1	1	2	3	11	55
Procurement of 1 unit Toyota Hilux vehicle (SUBEB)	0	2	1	2	1	1	3	1	11	55
Perimeter Fencing of School Campuses (OSPOLY IREE)	0	0	1	1	1	3	2	3	11	55
Purchase of Fairly Used Toyota Corolla (OSPOLY IREE)	0	1	0	2	1	3	3	1	11	55
Procurement of 500KVA Transformer for the College -OSSCE ILA-ORANGUN	0	0	2	1	1	1	3	3	11	55
Construction of 11 LIEs and 3 ZIEs Offices in the State (Orolu, Ifelodun, Egbedore, Iwo, Odo-Otin, Osogbo, Isokan, Ayedaade, Ilesa East, Atakunmosa East, Ifedayo, ZIE Ikirun, ZIE Iwo, ZIE Osogbo. MOE	0	1	1	2	1	3	2	1	11	55
Provision of Furniture and fittings for all the class rooms and offices (OSSCE ILESA)	0	0	2	2	1	3	2	1	11	55

Construction of Two (2) Blocks of Two (2) Classrooms of 1500 Capacity with offices and Conveniences in Oscotech, Esa-Oke.	0	0	2	2	1	3	2	1	11	55
Procurement of 40 Hp Laptop Computer for Education Management Information System activities.	0	1	2	3	0	1	3	1	11	55
Purchase of Library Books and Reference Materials (OSPOLY IREE)	0	1	2	3	0	1	3	1	11	55
Construction of Centre for Entrepreneurship Development in Oscotech, Esa-Oke.	0	0	1	2	1	1	2	3	10	66
Construction of Faculty of Management Studies Complex (OSPOLY IREE)	0	0	1	2	1	3	2	1	10	66
Deworming Exercise of 127,908 Pupils O'MEAL	0	0	0	2	1	1	3	3	10	66
Establishment of ICT centres for Adult Education Programme (OSMEA)	0	0	1	3	0	1	2	3	10	66
Procurement of one fairly used Hillux vehicle for monitoring and 31 motor cycles (TVX) for LAEOs.(OSMEA)	0	0	0	3	1	3	2	1	10	66
Technical support on the thematic area of Curriculum Innovation for Teachers in 81 schools in Osun Central to meet Global challenges (TEPO)	1	0	1	3	0	1	3	1	10	66

Purchase of One Fairly Used Toyota Corolla Motor Vehicle 2013 Model for Monitoring of Library Activities in the State (OSLB)	0	0	1	3	1	1	3	1	10	66
Purchase of Office Furniture (OSLB)	0	0	1	3	1	1	3	1	10	66
Technical support on the thematic area of Curriculum Innovation for Teachers in 114 schools in Osun East to meet Global challenges (TEPO)	1	0	1	3	0	1	3	1	10	66
Technical support on the thematic area of Curriculum Innovation for Teachers in 89 schools in Osun West to meet Global challenges (TEPO)	1	0	1	3	0	1	3	1	10	66
Procurement of equipment for Database Development for effective career management of Teachers	1	0	1	3	0	1	3	1	10	66
Construction of 1000 Seater Conference Centre in Oscotech, Esa-Oke.	0	0	1	1	1	1	2	3	9	77
Renovation of office complex by OCEEDO	0	0	1	2	2	1	2	1	9	77
Renovation of Oduduwa High School, Ile-Ife Administrative block for Office use by OEEDO, Ile-Ife	0	0	1	2	2	1	2	1	9	77
Procurement of Office Equipment in all campuses UNIOSUN	0	0	0	3	0	3	2	1	9	77

Procurement of Furniture and Fittings in all campuses UNIOSUN	0	0	0	3	0	3	2	1	9	77
Procurement of Fixed Asset General in all campuses UNIOSUN	0	0	0	3	0	3	2	1	9	77
Provision of Accreditation equipment for the Department of Architectural Technology in Oscotech, Esa-Oke.	0	0	1	3	0	1	3	1	9	77
Provision of Accreditation equipment for the Department of Electrical Electronics Engineering in Oscotech, Esa-Oke.	0	0	1	3	0	1	3	1	9	77
Provision of Accreditation equipment for the Department of Mechanical Engineering in Oscotech, Esa-Oke.	0	0	1	3	0	1	3	1	9	77
Provision of Accreditation equipment for the Department of Mechatronics Engineering in Oscotech, Esa-Oke.	0	0	1	3	0	1	3	1	9	77
Provision of Accreditation equipment for the Department of Science and Laboratory Technology in Oscotech, Esa-Oke.	0	0	1	3	0	1	3	1	9	77
Provision of Accreditation equipment for the Department of Surveying and Geoinformatics in Oscotech, Esa-Oke.	0	0	1	3	0	1	3	1	9	77

Procurement of Official cars for Principal officers and Deans of schools OSSCE, Ila Orangun	0	0	1	1	1	1	3	1	8	89
Procurement of Computer and Networking equipment OSSCE, Ilesa	1	1	1	1	1	1	1	1	8	89
Construction of 1000 Capacity ICT Centre with offices in Oscotech, Esa-Oke.	0	0	1	2	1	1	2	1	8	89
Provision of Office Equipment (OSSCE ILESA)	0	0	1	2	0	3	1	1	8	89
Procurement of 2 Security Doors for Library (OSPOLY IREE)	0	0	1	1	1	1	3	1	8	89
Procurement of Fire Extinguishers for twenty-five (25) Workshops. OSBTVE	0	0	1	1	3	1	1	1	8	89
Renovation of the Department of Works and Services in Oscotech, Esa-Oke.	0	0	1	0	0	1	3	3	8	89
Research and Development -OSSCE ILA-ORANGUN	0	0	0	3	1	3	0	1	8	89
Procurement of 2 Hilux Vehicle for Monitoring (O'MEAL)	0	0	0	1	1	3	3		8	89
Renovation of Office Building (OSWEDO)	1	0	0	1	0	3	2	1	8	89
Provision of Motor Vehicles for the Principal officers and Utility Motorcycles in Oscotech, Esa-Oke.	0	0	1	3	1	1	2		8	89

Renovation of Sport Arena (OSPOLY IREE)	0	0	1	0	1	1	3	1	7	100
Procurement of Workshop/ Laboratory Equipment (OSPOLY IREE)	0	0	0	1	1	1	3	1	7	100
Landscaping of Main Campus (OSPOLY IREE)	0	0	0	0	0	1	3	3	7	100
Procurement of Plant and Machinery in all campuses UNIOSUN	0	0	0	3	0	1	2	1	7	100
Provision of Accreditation equipment for the Department of Civil Engineering in Oscotech, Esa-Oke.	0	0	1	2	0	1	2	1	7	100
Provision of Academic Gowns and other instructional Materials in Oscotech, Esa-Oke.	0	0	1	2	0	1	2	1	7	100
Provision of Office Equipment in Oscotech, Esa-Oke	0	0	0	1	0	3	2	1	7	100
Procurement of Motor vehicles for principal officers(OSSCE ILESA)	0	0	1	1	0	1	3	1	7	100
Accreditation / Certification of Trade Programmes in all the Nine (9) Technical Colleges/Life Academy. OSBTVE	0	0	0	1	0	3	2	1	7	100
PPP Arrangement for Students'Hostel Accommodation. OSBTVE	0	0	1	1	1	1	1	1	6	109
Construction of Staff Club in Oscotech, Esa-Oke.	0	0	1	0	0	1	3	1	6	109

Construction of Three Kilometre road linking the North and South Campus in Oscotech, Esa-Oke.	0	0	1	0	0	1	3	1	6	109
Drilling and Reticulation of 19 Nos Boreholes (SUBEB)	0	0	0	0	1	1	3	1	6	109
Construction of 40 units 6 holes squatting toilet with deepwell at 40 Primary and JSS schools (SUBEB)	0	0	0	0	1	1	3	1	6	109
Procurement of Infrastructure in all campuses UNIOSUN	0	0	0	3	0	1	1	1	6	109
Procurement of Specialised Asset in all campuses UNIOSUN	0	0	0	2	0	1	1	1	5	115
Construction of Multi-Purpose Complex, Osogbo (TETFUND) UNIOSUN	0	0	0	1	0	1	2	1	5	115
300 Capacity Classroom Building at Ejigbo, Ikire, Ifetedo and Ipetu Ijesa (TETFUND)	0	0	0	1	0	1	1	1	4	117
Faculty Building at Ikire and Ipetu Ijesa Campus (TETFUND)	0	0	0	1	0	1	1	1	4	117

Note The Criteria are:

- 1. Inclusive, sustainable economic growth with full and productive employment that ensures high standard of living for all residents of the state.**

2. Diversified and enhanced revenue base by providing enabling business environment which will attract and retain investors and expand existing businesses
3. World class state infrastructure system that attracts investors, facilitates economic growth and supports the state's priority needs.
4. Qualitative and functional education and healthy living in a safe and secure egalitarian society through people-oriented development.
5. Cities and human settlements are safe, resilient and sustainable while also conserving the ecosystem.
6. Project Status (Ongoing = 3; New = 1)
7. Likelihood of completion not later than 2023 (2021 = 3; 2022 = 2; 2023 = 1; Beyond 2023 = 0)
8. Nature of Project (Developmental = 3; Administrative = 1)

3.4 Personnel and Overhead Costs: Existing and Projections

Table 2: Personnel and Overhead Costs: Existing and Projected

Expenditure Head	2020 (N'000)		Projections (N'000)		
	Approved	Actual (By March)	2021	2022	2023
Personnel Cost					
Overhead Cost					
Total Cost (N)					

3.5 Contributions from our Partners

a. UNICEF Nigeria in collaboration with Federal Government support Osun State

Ministry of Education in:

- Provision of Annual School census forms and manuals.
- Training of Education Management Information System officers
- Training of Head teachers, 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 and libraries in tertiary institutions.
- Construction of Colleges/ Institutions health centres
- Construction of Administrative complexes
- Provision of school buses.
- Human capacity building (Local and Foreign)
- Construction and tarring of existing road networks.

c. Federal Government and International Partners

O'MEALS

The State government expends the sum of 12.7 million naira daily on free feeding for Primary 1-4 pupils in public schools. The State also receives support from the Federal Government.

Find below an analysis of the State and Federal Government contribution towards the home school feeding programme:

Level of Government	2016	2017	2018	2019	Total
State & Local	1,887,865,122.28	733,186,761.74	700,721,300.74	906,428,833.08	3,988,202,017.84
Federal	-	1,861,244,220.00	1,734,614,900.00	982,380,700.00	4,581,239,820.00
Total	1,887,865,122.28	2,594,430,981.74	2,435,336,200.74	1,888,809,533.08	8,569,441,837.84

In addition, the programme received the following technical support from Partnership for Child Development (Imperial College UK):

- ✚ 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.

Other donations from organisations and individuals are:

S/N	DONOR	AMOUNT(₦)
1	Odeyemi John Agboola	500,000.00
2	Chi Pharmaceutical Ltd	1,050,000.00
3.	Sterling Bank	10,000,000.00
4	Access Bank	1,000,000.00
5	Wema Bank	2,500,000.00
6	Assurance Nigeria Ltd	500,000.00
7	Lasaco Assurance Company	500,000.00
8	Lapido Ajayi Olusola Olatayo	100,000.00
9	Lapido Ajayi Lasaco	100,000.00
10	Lasaco Life Associate Ltd	80,000.00

It is expected that O'MEAL 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.

Table 8: Grants and Donor Funding

Source / Description of Grant	Amount Expected (N'000)			Counterpart Funding Requirements (N'000)		
	2021	2022	2023	2021	2022	2023
TETFUND						
NEEDS ASSESSMENT						
UBEC	1,500,000,000. 00	1,500,000,000. 00	1,500,000,000. 00	1,500,000,000. 00	1,500,000,000. 00	1,500,000,000 .00
UBEC(TPD)	160,000,000.0 0	160,000,000.00	160,000,000.00	-	-	-
UBEC(SPECI AL)	30,000,000.00	30,000,000.00	30,000,000.00	-	-	-
*APPTECH SOLUTION						

TOTAL						
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3.6 Cross-Cutting Issues

MoE collaborates with other ministries and related agencies to provide essential services for the development of the Education Sector. These include the following:

- Supply of water and electricity to schools by Ministry of Water Resources and Water Corporation;
- Landscaping of Schools and Tertiary Institutions by the Ministry of Environment;
- Provision of security to schools by Office Cabinet and Security, Office of the Governor;
- Provision of access roads and drainages by Ministry of Works;
- Revitalization of Schools Health Programmes by Ministry of Health and State Hospitals' Management Board; and
- Provision of sanitary materials to schools by Non-Governmental Organizations(NGO)

3.7 Outline of Key Strategies

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

Outcome	Project Title	Proposed Expenditure (N'000)			Output	Output KPI	Base Line (e.g. Output Value in 2019)	Output Target			MDA Responsible
		2021	2022	2023				2021	2022	2023	

Renovation of 100 schools in the state (Atakunmosa East-3, Atakunmosa West-2, Ayedaade-2, Ayedire-3, Boluwaduro-1, Boripe-3, Ede North-2, Ede South-3, Egbedore-4, Ejigbo-4, Ife Central-3, Ifedayo-2, Ifelodun-3, Ife East-4, Ife North-4, Ife South-5, Ila-3, Ilesa East-2, Ilesa West-1, Irepodun-4, Irewole-5, Isokan-3, Iwo-3, Obokun-3, Odo-Otin-6, Ola-Oluwa-3, Olorunda-4, Oriade-5, Orolu-4, Osogbo-4, Ife East Area Office-2) (40 - 2021, 30-2022, 30- 2023)MOE	1,972,166,531	1,170,746,788	1,582,004,434	100 Schools renovated	Number of schools renovated	0	40	30	30	MoE
Smart School Projects MOE	316,960,942	0	0	smarts school project completed	% of completion	0	100%	100%	100%	MoE

	Construction of 100 Science Laboratories in Secondary Schools in the State. MOE	720,000,000	607,824,000	684,166,694	100 Science Laboratory constructed	Number of Science Laboratory constructed	0	40	30	30	MoE
	Procurement of Science and Laboratory Equipment (Physics, Chemistry Biology and Home Economics) for 100 Secondary Schools in the State. MOE	208,530,124	176,041,092	198,151,872	100 Science Laboratory equipment procured	Number of Science Laboratory equipment procured	0	40	30	30	MoE
	Procurement of Instructional Materials for Government Secondary Schools in the State. MOE	32,518,500	0	0	Instructional Materials procured	Percentage of Instructional Materials procured	0	100%	100%	100%	MoE
	Procurement of Furniture for Science Laboratory in 100 Secondary Schools in the State. MOE	50,915,770	42,983,144	48,381,842	100 Science Laboratory furniture procured	Number of Science Laboratory furniture procured	0	40	30	30	MoE

	Procurement (and repair) of 27,000 Students Furniture for 90 Secondary Schools in the State for the period of 3 years. MOE	495,000,000	557,100,000	627,080,760	27000 students Furniture procured	Number of students Furniture procured	0	9000	9000	9000	MoE
	Procurement of Essential and Science Text Books (Mathematics, English, Physics and Chemistry) for 489 Senior Secondary Schools (Teachers and Students copies) MOE	546,785,200	0	0	234,812 Essential and science textbooks procured	Number of Essential and science textbooks procured	0				MoE
	Capacity Development for 250 Education Officers and 489 EMIS Desk Officers in the Secondary Schools on Education Management Information System MOE	9,864,500	0	0	739 Officers trained	Number of Officers trained	110	739	0	0	MoE

	Construction and furnishing of School of Education and Home management Department(OSSCE ILESA)	80,319,250	89,731,750	46,403,500	School of Education and Home management constructed	Percentage level of construction of School of Education and Home management Department		75%	90%	100%	OSSCE ILESA
	Procurement of Vocational and Technical Education equipment(OSSCE ILESA)	15,000,000	10,000,000	10,000,000	Vocational and Technical Education equipment procured	Percentage of Vocational and Technical Education equipment procured		3	2	2	
	Construction of 1000 seater capacity lecture theatre, Osogbo (NEEDS ASSESSMENT) UNIOSUN	20,000,000	0	0	1000 seater capacity lecture theatre constructed	Percentage level of construction of seater capacity lecture theatre		100%	100%	100%	OSSCE ILESA

	Construction of Hard Court, Okuku and Ikire (NEEDS ASSESSMENT) UNIOSUN	15,000,000	0	0	Hard Court Constructed	Percentage level of construction of Hard Court		100%	100%	100%	UNIOSUN
	Purchase of Scholastic Materials(Books) and equipment (OSLB)	5,462,096	5,199,000	2,680,000	Scholastic materials purchased	Number of Scholastic materials purchased		20	20	10	OSLB
	Provision of Office Furnitures and fittings in Oscotech, Esa-Oke.	35,550,000	39,285,000	44,190,000	Office furniture and fittings provided	Number of Office furniture and fittings provided		1000	2000	3000	Oscotech, Esa-Oke.
	Procurement of 3568 unit teachers furniture in Pry and JSS schools in the state (SUBEB)	50,600,000	55,200,000	58,328,000	3568 teachers furniture procured	Number of teachers furniture procured	1042 1	1072 1	11021	11321	SUBEB
	Procurement of ICT materials for 10 Primary and 10 Middle Schools in the State. (SUBEB)	39,198,000	51,390,000	58,026,000	ICT materials procured	Number of ICT materials procured	52	54	56	58	SUBEB

	Procurement of Sport equipment (Football, Jersey, Spike Shoes, Tabletennis board, Concrete multipurpose sport arena, etc) for 30 Primary and 30 JSS Schools in the State. (SUBEB)	20,630,000	19,630,000	14,030,000	Sport equipment procured	Number of Sport equipment procured	125	158	188	218	SUBEB
	Construction of 2 blocks of 10 classrooms at Anwarul Islam Primary School, Ede, Ede North LGEA and Coker Memorial JSS school, Ikirun, Ifelodun LGEA (SUBEB)	45,123,590	45,123,590	0	2 blocks of 10 classrooms constructed	Number of classrooms constructed and completed	103	110	115	120	SUBEB
	Construction of 6 Nos of 8 classrooms at (Isokan 2, Ede South 2, Atakumosa West 1, Ila 1)	77,637,324	77,637,324	77,637,324	6 No of 8 classrooms constructed	Percentage level of Number of classrooms constructed and completed		2	4	6	SUBEB

Construction of 17 Nos of 6 classrooms at (Odo Otin 1, Atak East 2, Area Office 2, Isokan 1, Ifelodun 1, Oriade 1, Ife Central 1, Irewole 1, Iwo 1, Osogbo 1, Obokun 2, Ife East 2, Ede North 1) (SUBEB)	162,767,051	162,767,051	227,873,871	17 No of 6 classrooms constructed	Percentage level of Number of classrooms constructed and completed		5	10	17	SUBEB
Construction of 38 Nos of 4 classrooms at (Iwo 2, Osogbo 2, Isokan 3, Ifelodun 1, Ife South 1, Area Office 4, Ife North 4, ife Central 2, Ayedaade 1, Odo Otin 4, Ila 2, Atak East 1, Irewole 3, Boripe 1, Oriade 1, Irepodun 1, Egbedore 2, Atak West 1, Ilesa East 1) (SUBEB)	265,397,801	265,397,801	244,982,586	38 No of 4 class rooms constructed	No of class rooms constructed		13	26	38	SUBEB

Construction of 12 Nos of 3 classrooms at (Olorunda 1, Area Office 2, Ila 1, Ifedayo 1, Atak East 2, Atak west 1, Irewole 1, Ede North 2, Odo Otin 1) (SUBEB)	54,079,543	54,079,543	54,079,543	12 No of 3 classrooms constructed	No of classrooms constructed		4	8	12	SUBEB
Construction of 11 Nos 2 classrooms at (Osogbo 1, Ife East 1, Ayedire 2, Ayedaade 1, Odo Otin 2, Ife North 2, Ede South 1, Ede North 1) (SUBEB)	27,680,831	27,680,831	20,760,624	11 numbers of 2 classrooms constructed	Numbers of classrooms constructed		4	8	11	SUBEB
Construction of Block wall fence at 28 Primary and JSS schools (SUBEB)	124,088,396	100,882,079	51,775,632	28 Primary school wall fence constructed	Number of Primary and JSS schools wall fence constructed		10	20	28	SUBEB
Construction of 4 Nos Admin Blocks for Primary and JSS Schools (Ife Central, Osogbo, Irewole & Ilesa West) (SUBEB)	14,459,876	14,459,876	28,919,751	4 numbers of admin blocks constructed	Numbers of admin blocks constructed		1	2	4	SUBEB

	Construction of 4 Nos School halls for Primary and JSS Schools (Ife Central, Ede North, Area Office & Osogbo) (SUBEB)	12,900,095	12,900,095	25,800,191	4 numbers of school halls constructed	Number of schools hall constructed	0	1	2	4	SUBEB
	Upgrading and Renovation of the remaining five Technical Colleges in the State of Osun (Otan-Ayegbaju, Osu, Ara, Iwo and Inisa) OSBTVE	348,023,540	308,978,540	342,998,686	Remaining five Technical Colleges upgraded and renovated	Number of technical colleges upgrade and renovated	4	6	8	9	OSBTVE
	Renovation of State Library Building (OSLB)	12,728,751	0	0	State Library building renovated	Percentage level of completion of renovated building		100%	100%	100%	OSLB

	Procurement of Essential Consumable Technical Training Materials for the Nine (9) Technical Colleges. OSBTVE	12,035,290	0	0	Essential consumable Technical Training Materials procured	Percentage quality of Essential consumable Technical Training Materials procured		100%	100%	100%	OSBTVE
	Construction of 6 (Six) Nos of 104 capacity hostel in all campuses (IGR PROJECT)UNIOSUN	152,400,000	152,400,000	0	6 numbers of 104 capacity hostel constructed	Numbers of Capacity Hostel Building constructed . Percentage level of construction		3	6	6	UNIOSUN
	Procurement of 5 Hilux Motor Vehicles for Monitoring, Evaluation and Revenue Generation MOE	125,000,000	0	0	5 Hillux motor vehicles procured	Number of Hillux motor vehicles procured		5	5	5	MoE

	Construction of Two (2) Blocks of Two (2) Classrooms with offices for Academy of Science and Sports in Oscotech, Esa-Oke.	60,000,000	65,000,000	73,000,000	two blocks of two classrooms with offices constructed	Percentage level of construction of classrooms with offices		2	2	2	Oscotech, Esa-Oke
	Rehabilitation of the Prelim II Lecture Theatre in Oscotech, Esa-Oke.	15,000,000	0	0	Prelim II Lecture Theatre rehabilitated	Percentage level of construction of rehabilitated Lecture Theatre		100%	100%	100%	Oscotech, Esa-Oke
	Procurement of 8000 units Pupils' furniture for Selected Primary schools in the state (SUBEB)	112,500,000	112,500,000	135,000,000	8000 unit pupils furniture procured	Number of unit pupils furniture procured		2500	5000	8000	SUBEB
	Procurement of 6500 unit Pupils furniture for Selected JSS schools in the state (SUBEB)	110,000,000	110,000,000	137,500,000	6500 unit pupils furniture procured	Number of unit pupils furniture procured		2000	4000	6500	SUBEB

	Procurement of 500 Students Furniture (OSPOLY IREE)	16,000,000	16,000,000	16,000,000	500 students furniture procured	Number of students furniture procured		200	400	500	OSPOLY IREE
	Construction of NCE Vocational and Technical Education Programme Complex (OSPOLY IREE)	0	0	245,000,000	NCE Vocational and Technical Education Programme complex constructed	Percentage level of completion of NCE Vocational and Technical Education Programme complex		0	0	100%	OSPOLY IREE
	Renovation of 9 LIEs and 1 ZIEs Offices in the state (Ayedire, Irepodun, Obokun, Atakunmosa West, Ilesa West, Ife North, Irewole, Olorunda, Ife Central, ZIE Ife). MOE.	22,500,000	13,500,000	9,000,000	9 LIEs and 1 ZIE Offices renovated	Percentage level of completion of renovated LIEs and 1 ZIE Office		5	8	10	MOE.

	Procurement of scholastic materials for Adult Literacy Centres by Osun State Mass Education Agency (OSMEA).	2,604,000	2,931,056	3,299,473	Scholastic materials for adult literacy centre procured	Number of Scholastic materials for adult literacy centre procured		1550	3100	4650	OSMEA
	Development and Deployment of Comprehensive E-Learning Platform in Oscotech, Esa-Oke.	8,000,000	17,500,000	33,000,000	Comprehensive e-learning platform developed	Percentage level of completion of e-learning platform		60%	80%	100%	Oscotech, Esa-Oke.
	Construction of One Storey Building at Faculty of Agric, Ejigbo (TETFUND) UNIOSUN	60,000,000	0	0	One story building at faculty of Agric constructed	Percentage level of completion of building at faculty of Agric		100%	100%	100%	(TETFUND) UNIOSUN
	Construction of School of Early Childhood Care - OSSCE ILA-ORANGUN	100,000,000	0	0	School of Early Childhood Care constructed	Number of School of Early Childhood Care constructed		1	1	1	OSSCE ILA-ORANGUN

	Construction of Multi-Purpose Complex, Okuku (TETFUND) UNIOSUN	50,000,000	0	0	Multipurpose complex constructed	Number of Multipurpose complex constructed		1	1	1	(TETFUND) UNIOSUN
	Construction of 600 Capacity lecture hall (OSSCE ILESA)	37,170,906	17,972,746	0	600 Capacity lecture hall constructed	Number of Capacity lecture hall constructed		1	1	1	(OSSCE ILESA)
	Perimeter Fencing of five (5) Technical Colleges / Life Academies,(Iwo, Ara, Otan Ayegbaju, Ijebu-Ijesa and Osu) OSBTVE	55,659,874	38,079,770	0	5 Technical Colleges/Lif Academy perimeter fences constructed	Number of Technical Colleges/Lif Academy perimeter fences constructed		70%	100%	100%	OSBTVE
	Construction of School of Science at OSSCE, Ilesa	130,500,800	150,700,689	0	School of Science Construced	Number of School of Science Construced		70%	100%	100%	OSSCE, Ilesa
	Construction of 500 seater capacity lecture theatre, Osogbo (NEEDS ASSESSMENT) UNIOSUN	20,000,000	0	0	500 seater capacity lecture theatre constructed	Number of seater capacity lecture theatre constructed		100%	100%	100%	(NEEDS ASSESSMENT) UNIOSUN

	Construction of Oscotech Mall in Oscotech, Esa-Oke.	30,000,000	0	0	Oscotech Mall Constructed	Number of Oscotech Mall Constructed		100%	100%	100%	Oscotech, Esa-Oke
	Rehabilitation of Lecture Hall (OSPOLY IREE)	13,000,000	13,000,000	13,000,000	Lecture Hall rehabilitated	Number of Lecture Hall rehabilitated		40%	70%	100%	(OSPOLY IREE)
	Construction of Faculty of Communication and Information Technology in Oscotech, Esa-Oke.	0	200,000,000	0	Faculty of Communication and Information Technology constructed	Number of Faculty of Communication and Information Technology constructed			100%	100%	Oscotech, Esa-Oke.
	Construction of Foundry Workshop in Oscotech, Esa-Oke.	30,000,000	0	0	Foundry workshop in Oscotech constructed	Number of Foundry workshop in Oscotech constructed				100%	Oscotech, Esa-Oke.
	Rehabilitation of Faculty of Environmental Studies Complex in Oscotech, Esa-Oke.	0	25,000,000	30,000,000	Faculty of Environmental Studies Complex constructed	Number of Faculty of Environmental Studies Complex constructed		40%	70%	100%	Oscotech, Esa-Oke.

	Repair and Renovation works on 97 Primary and JSS schools (SUBEB)	483,000,000	650,264,551	1,467,319,454	97 Primary and JSS Schools repaired and renovated	Number of Primary and JSS Schools repaired and renovated		29	59	97	(SUBEB)
	Website Development OSBTVE	702,793	0	0				100%	100%	100%	OSBTVE
	Construction of South Campus Gate in Oscotech, Esa-Oke	26,000,000	0	0	South Campus gate constructed	Number of South Campus gate constructed		100%	100%	100%	Oscotech, Esa-Oke
	Procurement of 1 unit Toyota Hilux vehicle (SUBEB)	0	25,000,000	0	1 unit of Toyotal Hilux vehicle procured	Number of unit of Toyotal Hilux vehicle procured		0	1	1	(SUBEB)
	Perimeter Fencing of School Campuses (OSPOLY IREE)	15,000,000	15,000,000	15,000,000				40%	70%	100%	(OSPOLY IREE)

	Purchase of Fairly Used Toyota Corolla (OSPOLY IREE)	8,000,000	8,000,000	8,000,000	Fairly used Toyota Corolla purchased	Number of Fairly used Toyota Corolla purchased		4	8	12	(OSPOLY IREE)
	Procurement of 500KVA Transformer for the College - OSSCE ILA-ORANGUN	5,460,000	0	0	500KVA Transformer procured	Number of 500KVA Transformer procured		1	1	1	OSSCE ILA-ORANGUN
	Construction of 11 LIEs and 3 ZIEs Offices in the State (Orolu, Ifelodun, Egbedore, Iwo, Odo-Otin, Osogbo, Isokan, Ayedaade, Ilesa East, Atakunmosa East, Ifedayo, ZIE Ikirun, ZIE Iwo, ZIE Osogbo. MOE	0	141,825,600	159,638,895	11LIEs and ZIEs Office constructed	Number of LIEs and ZIEs Office constructed		0	7	14	MOE
	Provision of Furniture and fittings for all the class rooms and offices (OSSCE ILESA)	9,800,000	8,575,000	6,900,000	NCE Vocational and Technical Education Programme complex constructed	Number of Furniture and fitting provided		70	120	170	OSSCE ILESA

	Construction of Two (2) Blocks of Two (2) Classrooms of 1500 Capacity with offices and Conveniences in Oscotech, Esa-Oke.	45,500,000	60,000,000	75,000,000	2Blocks of Two Classrooms constructed	Number of Blocks of Classrooms constructed		40%	70%	100%	Oscotech, Esa-Oke.
	Procurement of 40 Hp Laptop Computer for Education Management Information System activities.	7,200,000	0	0	40 HP Laptop Computer procured	Number of HP Laptop Computer procured		40	40	40	
	Purchase of Library Books and Reference Materials (OSPOLY IREE)	22,000,000	0	0	Library books and Reference Materials purchased	Number of Library books and Reference Materials purchased					OSPOLY IREE
	Construction of Centre for Entrepreneurship Development in Oscotech, Esa-Oke.	150,000,000	0	0	Centre for Entrepreneurship Development constructed	Number of Centre for Entrepreneurship Development constructed					Oscotech, Esa-Oke.

	Construction of Faculty of Management Studies Complex (OSPOLY IREE)	245,000,000	0	0	Faculty of Management Studies constructed	Number of Faculty of Management Studies constructed					OSPOLY IREE
	Deworming Exercise of 127,908 Pupils O'MEAL	332,500	0	0	127,908 pupils O'MEAL purchased	Number of pupils O'MEAL purchased					O'MEAL
	Establishment of ICT centres for Adult Education Programme (OSMEA)	3,939,900	0	0	ICT Centre for Adult Education established	Number of ICT Centre for Adult Education established					OSMEA
	Procurement of one fairly used Hilux vehicle for monitoring and 31 motor cycles (TVX) for LAEOs.(OSMEA)	10,750,000	2,814,000	3,167,438	Fairly used Hilux vehicle purchased	Number of Fairly used Hilux vehicle purchased					(OSMEA)

	Technical support on the thematic area of Curriculum Innovation for Teachers in 81 schools in Osun Central to meet Global challenges (TEPO)	1,669,485	1,879,137	2,115,153	81 School Teachers trained	Number of School Teachers trained					TEPO
	Purchase of One Fairly Used Toyota Corolla Motor Vehicle 2013 Model for Monitoring of Library Activities in the State (OSLB)	3,000,000	0	0	One fairly used Toyota corolla Motor Vehicle purchased	Number of fairly used Toyota corolla Motor Vehicle purchased					OSLB
	Purchase of Office Furniture (OSLB)	1,002,000	1,222,000	932,000	Office furniture purchased	Number of Office furniture purchased					OSLB

	Technical support on the thematic area of Curriculum Innovation for Teachers in 114 schools in Osun East to meet Global challenges (TEPO)	2,364,090	2,672,226	3,007,853	114 School Teachers trained	Number of School Teachers trained					TEPO
	Technical support on the thematic area of Curriculum Innovation for Teachers in 89 schools in Osun West to meet Global challenges (TEPO)	2,006,965	1,617,409	1,820,552	89 School Teachers trained	Number of School Teachers trained					TEPO
	Procurement of equipment for Database Development for effective career management of Teachers	1,174,000	0	0	1 set of computer procured	Number of computer set procured					TEPO

	Construction of 1000 Seater Conference Centre in Oscotech, Esa-Oke.	0	0	150,000,000	1000 Seater conference centres constructed	Number of Seater conference centres constructed					Oscotech, Esa-Oke
	Renovation of office complex by OCEEDO	6,645,000	0	0	Office complex renovated	Number of Office complex renovated					OCEEDO
	Renovation of Oduduwa High School, Ile-Ife Administrative block for Office use by OEEDO, Ile-Ife	7,000,000	0	0	Office complex renovated	Number of Office complex renovated					OEEDO
	Procurement of Office Equipment in all campuses UNIOSUN	26,750,000	20,750,000	20,750,000	Office equipment procured	Number of Office equipment procured					UNIOSUN
	Procurement of Furniture and Fittings in all campuses UNIOSUN	38,900,000	37,375,000	37,375,000	Office furniture and fittings procured	Number of Office furniture and fittings procured					UNIOSUN

	Procurement of Fixed Asset General in all campuses UNIOSUN	100,900,000	100,900,000	100,900,000	Fixed Assets general procured	Number of Fixed Assets general procured					UNIOSUN
	Provision of Accreditation equipment for the Department of Architectural Technology in Oscotech, Esa-Oke.	1,050,000	1,190,000	1,347,000	Accreditation equipment provided	Number of Accreditation equipment provided					Oscotech, Esa-Oke.
	Provision of Accreditation equipment for the Department of Electrical Electronics Engineering in Oscotech, Esa-Oke.	2,770,000	3,640,000	3,790,000	Accreditation equipment provided	Number of Accreditation equipment provided					Oscotech, Esa-Oke.
	Provision of Accreditation equipment for the Department of Mechanical Engineering in Oscotech, Esa-Oke.	2,554,980	2,881,980	3,355,000	Accreditation equipment provided	Number of Accreditation equipment provided					Oscotech, Esa-Oke.

	Provision of Accreditation equipment for the Department of Mechatronics Engineering in Oscotech, Esa-Oke.	3,585,000	3,980,000	4,450,000	Accreditation equipment provided	Number of Accreditation equipment provided					Oscotech, Esa-Oke.
	Provision of Accreditation equipment for the Department of Science and Laboratory Technology in Oscotech, Esa-Oke.	2,977,000	2,306,500	2,925,000	Accreditation equipment provided	Number of Accreditation equipment provided					Oscotech, Esa-Oke.
	Provision of Accreditation equipment for the Department of Surveying and Geoinformatics in Oscotech, Esa-Oke.	2,840,000	3,120,000	3,740,000	Accreditation equipment provided	Number of Accreditation equipment provided					Oscotech, Esa-Oke.

	Procurement of Official cars for Principal officers and Deans of schools OSSCE, Ila Orangun	160,000,000	0	0	Official cars for principal officers and Deans procured	Number of Official cars for principal officers and Deans procured					OSSCE, Ila Orangun
	Procurement of Computer and Networking equipment OSSCE, Ilesa	7,500,000	0	0	Computer and Networking equipment procured	Number of Computer and Networking equipment procured					OSSCE, Ilesa
	Construction of 1000 Capacity ICT Centre with offices in Oscotech, Esa-Oke.	0	150,000,000	0	1000 Capacity ICT Centre constructed	Number of ICT Centre constructed					Oscotech, Esa-Oke.
	Provision of Office Equipments (OSSCE ILESA)	3,785,000	3,200,000	1,200,000	Office equipment procured	Number of Office equipment procured					OSSCE ILESA
	Procurement of 2 Security Doors for Library (OSPOLY IREE)	8,000,000	0	0	2 Security Doors procured	Number of Security Doors procured					OSPOLY IREE)

	Procurement of Fire Extinguishers for twenty-five (25) Workshops. OSBTVE	2,880,000	0	0	50 units of fire extinguishers procured	Number of fire extinguishers procured					OSBTVE
	Renovation of the Department of Works and Services in Oscotech, Esa-Oke.	30,000,000	0	0	Department of works and services renovated	Number of building renovated					Oscotech, Esa-Oke.
	Research and Development -OSSCE ILA-ORANGUN	5,000,000	0	0							OSSCE ILA-ORANGUN
	Procurement of 2 Hilux Vehicle for Monitoring (O'MEAL)	50,000,000	0	0	2 Hilux vehicle procured	Number of Hilux vehicle procured					O'MEAL
	Renovation of Office Building (OSWEDO)	4,490,000	0	0	Office building renovated	Number of Office building renovated					OSWEDO
	Provision of Motor Vehicles for the Principal officers and Utility Motorcycles in Oscotech, Esa-Oke.	61,600,000	26,700,000	43,300,000	Motor vehicle for principal officers and utility motorcycles procured	Number of Motor vehicle and utility motorcycles procured					Oscotech, Esa-Oke

	Renovation of Sport Arena (OSPOLY IREE)	10,000,000	0	0	Sport Arena renovated	Number metre Sport Arena renovated					(OSPOLY IREE)
	Procurement of Workshop/ Laboratory Equipment (OSPOLY IREE)	25,000,000	25,000,000	25,000,000	Workshop/Laboratory equipment procured	Number of Workshop/Laboratory equipment procured					(OSPOLY IREE)
	Landscaping of Main Campus (OSPOLY IREE)	5,000,000	5,000,000	5,000,000							(OSPOLY IREE)
	Procurement of Plant and Machinery in all campuses UNIOSUN	6,000,000	6,000,000	6,000,000	1 Plant and Machinery procured	Number of Plant and Machinery procured					UNIOSUN
	Provision of Accreditation equipment for the Department of Civil Engineering in Oscotech, Esa-Oke.	1,525,000	1,250,000	1,405,000	Accreditation equipment provided	Number of Accreditation equipment provided					Oscotech, Esa-Oke.

	Provision of Academic Gowns and other instructional Materials in Oscotech, Esa-Oke.	11,500,000	0	25,075,000	Academic Gown and other instructional materials provided	Number of Academic Gown and other instructional materials provided					Oscotech, Esa-Oke.
	Provision of Office Equipment in Oscotech, Esa-Oke	49,010,000	58,600,000	71,875,000	Office equipment provided	Number of Office equipment provided					Oscotech, Esa-Oke.
	Procurement of Motor vehicles for principal officers(OSSCE ILESA)	30,000,000	12,000,000	0	Motor vehicle for principal officers procured	Number of Motor vehicle for principal officers procured					OSSCE ILESA
	Accreditation / Certification of Trade Programmes in all the Nine (9) Technical Colleges/Life Academy. OSBTVE	18,141,250	0	0	Trade Programmes in all nine Technical Colleges/Life Academy Accredited	Number of Trade Programmes in all nine Technical Colleges/Life Academy Accredited					OSBTVE

	PPP Arrangement for Students' Hostel Accommodation. OSBTVE	450,000	0	0							OSBTVE
	Construction of Staff Club in Oscotech, Esa-Oke.	60,000,000	0	0	Staff club in Oscotech constructed	Number of Staff club in Oscotech constructed					Oscotech, Esa-Oke.
	Construction of Three Kilometre road linking the North and South Campus in Oscotech, Esa-Oke.	7,000,000	8,500,000	11,000,000	Three kilometer road constructed	Number of Three kilometer road constructed					Oscotech, Esa-Oke.
	Drilling and Reticulation of 19 Nos Boreholes (SUBEB)	12,000,000	12,000,000	14,000,000	19 Number of bore hole drilled and reticulated	Number of bore hole drilled and reticulated					SUBEB
	Construction of 40 units 6 holes squatting toilet with deepwell at 40 Primary and JSS schools (SUBEB)	42,621,863	42,621,863	28,414,575	40 units of 6 hole squatting toilet with deepwell constructed	Number of squatting toilet with deepwell constructed					SUBEB
	Procurement of Infrastructure in all campuses UNIOSUN	35,000,000	35,000,000	35,000,000	Infrastructure procured	Number of Infrastructure procured					UNIOSUN

	Procurement of Specialized Asset in all campuses UNIOSUN	125,000,000	125,000,000	125,000,000	Specialised Assets procured	Number of Specialised Assets procured					UNIOSUN
	Construction of Multi-Purpose Complex, Osogbo (TETFUND) UNIOSUN	50,000,000	0	0	Multipurpose complex constructed	Number of Multipurpose complex constructed					(TETFUND) UNIOSUN
	300 Capacity Classroom Building at Ejigbo, Ikire, Ifetedo and Ipetu Ijesa (TETFUND)	220,000,000	390,000,000	220,000,000	300 capacity classroom building constructed	Number of capacity classroom building constructed					(TETFUND) UNIOSUN
	Faculty Building at Ikire and Ipetu Ijesa Campus (TETFUND)	220,000,000	470,000,000	0	Faculty building at Ikire constructed	Number of Faculty building constructed					(TETFUND) UNIOSUN

3.8 Justification

The Projects were prioritized in line with the Manifestoes of Mr. Governor vis-a-vis the Citizens Needs Assessment. In addition, the Ministerial Strategic Plan of the Federal Ministry of Education was a guide towards selection of relevant policies and projects that would create an Education for Change.

3.9 Responsibilities and Operational Plan

Responsibilities/duties of this MTSS were assigned to each of the MDAs making up the sector. However, collaborative efforts were noted where one or two of the MDAs are necessary to achieve a strategic programme. It is also relevant to state that partnership of relevant donor agencies is also included in this MTSS document. The sector looks forward to start up a one-unit action plan to achieve the objective and programmes contained in the documents. It is hoped that when implementation of the programme itemized here begins, there would be need from time to time to review the responsibilities attach to specific MDAs as well as the operational plan of implementing the content of this document.

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 12.56 %inflation rate were considered for the 3year period.

4.2 Outline Expenditure Projections

Describe the main features of Tables 7 and 9; especially the balance between capital and recurrent expenditure; what proportion of the total proposed expenditure is recurrent (Personnel + Overhead as in Table 7) and what proportion is Capital as in Table 9? Is the proportion healthy; if not, what does the Sector plan to do better in future?

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 highlights 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.

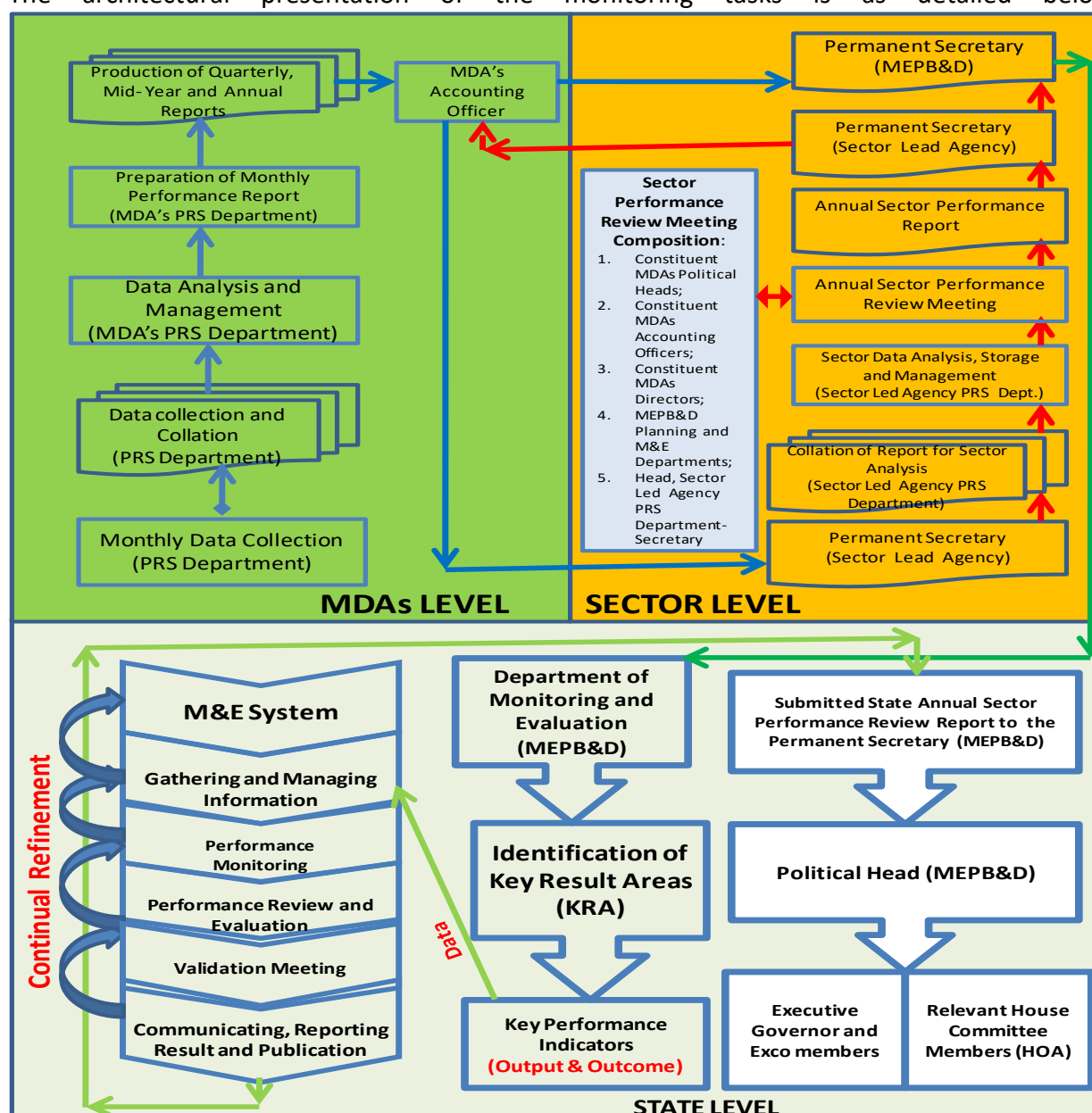
5.1.4 Sector Performance Review Reporting Template:

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
<i>Not more than 1 page, summarise the achievement(s), factors militated against the implementation of the plan, financial input and others.</i>
Projects Synopsis
Context
<i>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.</i>
1. Relevance
1.1 As presently designed, does the intervention logic and related tools allow for effective implementation?
<i>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.</i> <i>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.</i> <i>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.</i>
2. EFFECTIVENESS
2.1 Is the project(s) effective in reaching its the planned results (outcomes)?
Findings/comments
<i>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.</i> <i>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.</i> <i>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.</i>
2.2 As presently implemented what is the likelihood of the project(s) objective and outcomes to be reached/achieved?
Findings/comments
<i>Provide an overall finding relating to the guiding question above (2.2)</i> <i>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.</i> <i>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.</i>
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
<i>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.</i>
3. EFFICIENCY
3.1 How well is the availability/usage of means/inputs managed?
Findings/comments
<p><i>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.</i></p> <p><i>Mention any delays in the disbursements made by the State nor or other partners or if the planning for activities has been revised.</i></p> <p><i>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 regular report on the efficient and cost-effective implementation, and if these reports are regularly shared with the stakeholders.</i></p> <p><i>Analyse the implementation modalities under the project.</i></p> <p><i>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?</i></p>
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
<i>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.</i>
OVERALL CONCLUSIONS
<i>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 deficiency.</i>
RECOMMENDATIONS
<p><i>Recommendations address the most significant weaknesses identified in the findings and summarized under conclusions above.</i></p> <p><i>The tone in recommendations should be appropriate, constructive and positive.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>
ANNEX
<i>Photographs, meetings attendance list, Projects Performance Table and others</i>

ANNEX 1: List of Tertiary Institutions

A. Federal Institutions:

1. Federal Polytechnic Ede
2. Obafemi Awolowo University, Ile-Ife

B. State Owned Tertiary Institutions

1. Osun State University with main campus at Osogbo
 - a. Osogbo Main Campus
 - b. Okuku Campus
 - c. Ikire Campus
 - d. Ejigbo Campus
 - e. Ifetedo Campus
 - f. Ipetu-Ijesa Campus
2. Osun State polytechnic, Iree
3. Osun State College of Technology, Esa-Oke
4. Osun State College of Education, Ilesa
5. Osun State College of Education, Ila-Orangun

C. Private University

1. Fountain University, Osogbo
2. Oduduwa University, Ile-Ife
3. Redeemer's University, Ede
4. Joseph Ayo Babalola University, Ikeji-Arakeji
5. Bowen University, Iwo
6. Adeleke University, Ede
7. Kings University, Ode-Omu
8. Bethel University, Ode-Omu
9. St. Louis African University College, Ipetumodu
10. Westland University, Bode-Osi Road
11. Hammed Omidiran University, Osogbo
12. The Apostolic Church Seminary, Ilesa
13. Christ Int'l Divinity College, Erinmo-Ijesa an Affiliate with Acadia University Canada & Ekiti State University, Ado-Ekiti

D. Polytechnic

1. The Polytechnic, Ile-Ife
2. Igbajo Polytechnic, Igbajo

3. SNIIT Polytechnic, Ifewara
4. Villanova Polytechnic, Imesi-Ile
5. Wolex Polytechnic, Bode-Osi Road
6. Ilesa City Polytechnic, Ilaje-Ijesa
7. I-Con Universal Polytechnic, Osogbo
8. Iwo City Polytechnic, Iwo
9. D-Gold Polytechnic, Asipa/Ipetumodu
10. Living Spring Polytechnic, Iragbiji & Osogbo
11. Westfield Polytechnic, Ekosin
12. Bondou Polytechnic, Osogbo
13. College of Technology, Iresi
14. Bethel Institute of Theology, Gbongan
15. Ojenco College of Technology and Innovation, Ada
16. Rasco Alli Institute of Allied Studies, Ilowa-Ijesa
17. Crestfield Polytechnic, Erin-Osun
18. Living Stone Polytechnic, Olode
19. Distinct Institute of Technology, Ekosin
20. College of Fisheries Technology, Ijeda-Ijesa
21. Empire Polytechnic, Iwo
22. Ostrich Success Inter.College, Ode-Omu
23. Ife Business School, Ile-Ife
24. Excel College of Technology, Ekosin

E. Health Technology

1. Soukkit College of Public Health Technology, Ayegbaju-Ijesa
2. Excellence College of Health Technology & Social Science, Osogbo
3. Pathfinder School of Health Technology, Iragbiji
4. Royal College of Public Health Technology, Iwo
5. Universal College of Health Science and Technology, Ile-Ife
6. Fountain International College of Islamic and Prophetic Medicine, Osogbo

7. Interlink School of Health Technology, Ijebu-jesa
8. Adoni American College of Health and Science, Esa-Oke
9. Epitome College of Health and Science, Ode- Omu
10. Seventh Day Adventist College of Health Technology, Ile-Ife
11. Seventh Day Adventist School, Ile-Ife
12. Foreign Link College of Health Technology, Ipetumodu
13. Crestfield College of Health Technology, Erin-Osun
14. Excel College of Health Technology, Ekosin
15. Mercy College of Health Science & Technology, Osogbo

F. College of Education

1. Al-Ummah College of Education, Iwo
2. Assmusiyah College of Education, Ode-Omu
3. Ilori College of Education, Ede
4. Crestfield College of Education, Erin-Osun
5. Salvation College of Education, Ikirun
6. Joshua Fatoki College of Education, Oke Ila-Orangun
7. Raphat College of Education, Obaagun
8. Foreign Links College of Education, Moro
9. Flourish College of Education, Osogbo
10. Ha zainab College of Education, Osogbo
11. Zenith College of Education, Egbedi
12. National Teachers Institute, Osogbo
13. Ede Premier Institute, Ede.