

OSUN STATE GOVERNMENT OSOGBO NIGERIA



“State of the Living Spring”

OSUN STATE UNIVERSAL BASIC EDUCATION BOARD

OSUN STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN (OSSMTBESP) CYCLE 4 2024 – 2027 (DRAFT)

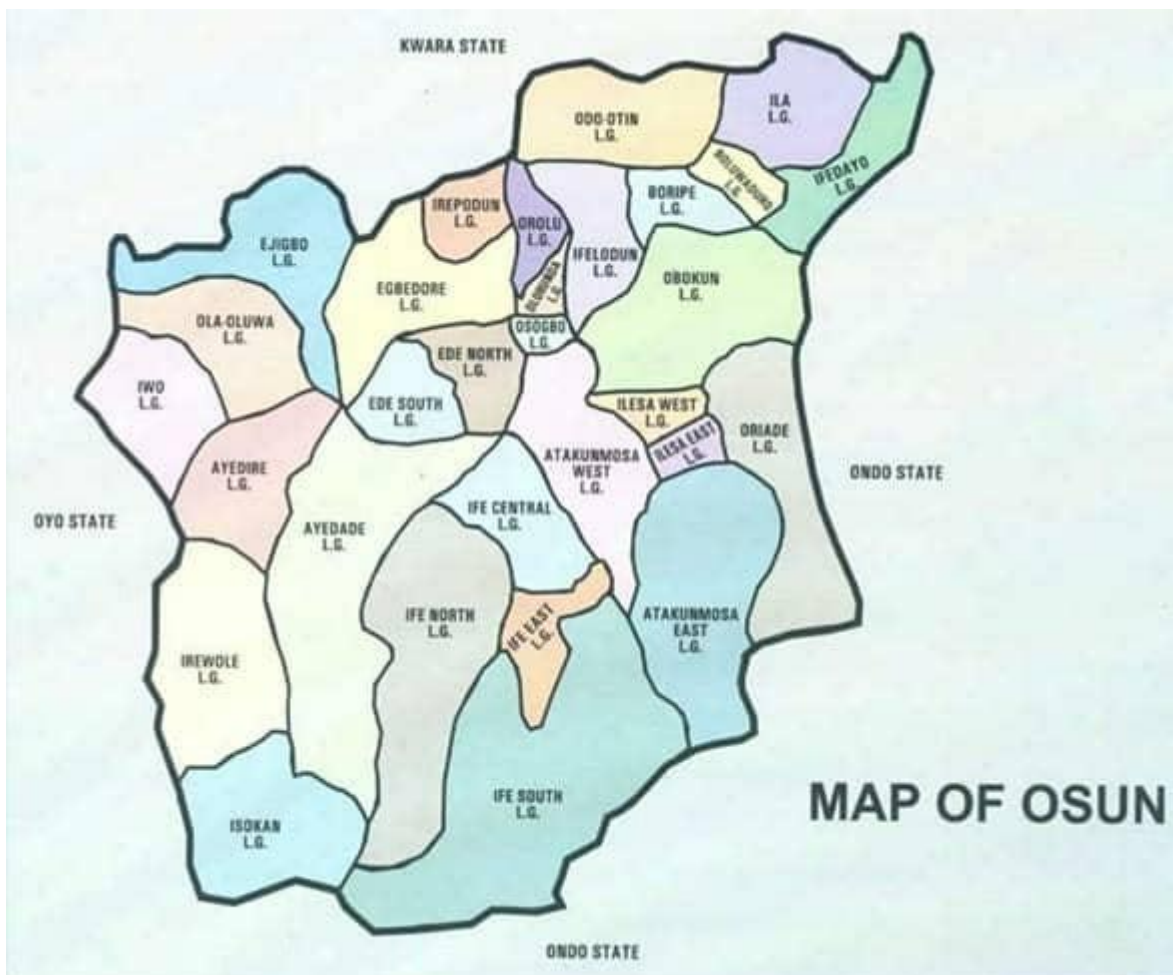


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2024 – 2027 (DRAFT)

NOVEMBER, 2024



**OSUN STATE MEDIUM TERM BASIC EDUCATION
STRATEGIC PLAN
(SMTBESP)**



OSUN STATE UNIVERSAL BASIC EDUCATION BOARD

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Children Education is Our collective responsibility

**OSUN STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN
(OSSMTBESP)**

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ISBN _____

VISION

Harness all available human and material resources to empower and motivate all stakeholders for the effective inculcation of permanent literacy and numeracy in all children of school age.

MISSION

To consciously create an enabling environment that will inspire a coherent strategy to produce a result-based implementation of UBE tenets in the State.

CORE VALUES

- **Dedication and Optimal Performance**
- **Teamwork backed with Selfless Service**
- **Recognition and Reward for Hard work**

FOREWORD

Education is a tool to achieve successful, productive future and allows continuous possibilities for individual intellectual and economic growth.

The establishment of Universal Basic Education Commission is one of the credited steps taken by the Federal Government in 1999. Basic Education is a fundamental right for every child. This is the reason

for the slogan – “No child should be left behind”, and which Government must catered for. Introduction of the Universal Basic Education Programme is one of the giant steps ever taken by the Federal Government in 1999. This was followed with the promulgation of an enabling law known as the Universal Basic Education Act 2004, which was officially signed by President Olusegun Obasanjo in May 2004 and adopted by subsequent Ruling Government. Therefore, the enactment of the Universal Basic Education Act 2004 gave both legal and institutional reinforcement to the Universal Basic Education (UBE) programme.

It is pertinent to state here that Basic Education is statutorily the responsibility of the States and the Local Governments in Nigeria. As such, the intervention of the Federal Government in this sub-sector is to assist states and the Local Governments in ensuring the implementation of uniform qualitative basic education throughout the country with its slogan as “Education for All is the Responsibility of All”.

It could be observed that another landmark in the implementation of the Universal Basic Education Programme in Nigeria is that the Federal Government through the Universal Basic Education Commission (UBEC) launched the commitment to improve basic education delivery process across the Federation. However, the UBE Programme is conceived as the people’s programme.

It is because of this that the aggregation of the States’ Medium-Term Basic Education Strategic Plan (MTBESP) led to the development of the National Medium Term Basic Education Strategic Plan (NMTBESP).

Like any other national enactment, the UBE Act 2004 established the Universal Basic Education Commission (UBEC) at the Federal level for the purpose of national coordination and monitoring of programme implementation all over the country. Consequently, in a bid to domesticate this structure at the State level, legislative obligations for the establishment of the State Universal Basic Education Board (SUBEB) in each of the 36 States and Federal Capital Territory was carried out by the State Houses of Assemblies by the enactment of laws for programme implementation at the State levels.

According to a section of the UBE Act 2004 , the major functions of UBEC is to collate and prepare, after consultation, the States and Local Governments periodic Master Plans for a balanced and coordinated development of Basic Education in Nigeria.

Another unique feature of the UBE Act 2004 is the provision for the establishment of the Intervention Fund (FGN/UBE-IF) which is 2% of the Consolidated Revenue Fund (CRF) of the Federal Government. This is to ensure sustained guaranteed funding for and commitment to the implementation of the UBE programme which since its inception remained perfectly on course. Today, we are bold to say that the implementation of the UBE Programme has increasingly boosted both private and public sector

investments in the basic education sub-sector by the three tiers of government including substantial intervention in many areas by international development partners and non – state shareholders.

At this juncture therefore, UBEC and SUBEBs must place great emphasis on the development of plans as a guide for needs-based interventions in the Basic Education subsector. This will increase the effectiveness and efficient utilization of resources as well as form the index for systematic tracking.

The expiration of MTBESP 2021-2024 necessitated the development of 2024-2027 MTBESP for OSUN SUBEB as directed by UBEC. This plan is very important in the sense that it provides the basis for the state to continually link up with UBEC effort in the Basic Education Planning and implementation.

Finally, without any iota of doubt we all know that when we fail to plan we plan to fail. This is one of the indexes and attributes contributing to under performance in the nation's basic education provision.

This, we hope will be brought to minimal level if the NMTBESP procedural guides are strictly adhered to.

Mr Adekunle Yahaya BAKARE

Executive Secretary,

SUBEB, Osun State.

November, 2024

ACKNOWLEDGEMENT

The development of the four-year Osun State Medium Term Education Strategic Plan (OSMTBESP) of the Basic Education took place successfully with the help and cooperation of some outstanding stakeholders who are worthy of special mention .

The development of 2024-2027 Osun State Medium Term Basic Education Strategic Plan ((OSMTBESP) would not have been possible without the encouragement and facilitation of the Universal Basic Education Commission (UBEC), United Nations International Children’s Fund (UNICEF) and USAID LEARN TO READ group, whose work provided a strong guide and roadmap for Osun State Basic Education Four-year Strategic Plan (2024 to 2027).

First, our special thanks go to the **Executive Governor of Osun State Governor, Dr Jackson Ademola Nurudeen Adeleke** for his foresight in developing the four -year Strategic Plan of the Basic Education in Osun State which can be used by the State Government in seeking assistance from International Developing Partners in improving and sustaining educational goals of the Osun State.

The determined efforts of the top Exchelons in education sector to take education to the next level cannot be overemphasized including **the Hon. Commissioner for Education in Osun State , Hon Dipo Sunday Eluwole; the Executive Chairman, Osun State Universal Basic Education Board, Hon. Ibukun Isola Fadipe** and other Board members are well appreciated by giving us all the necessary supports and ensured compliance with the

professional standards in test development and administration, also pragmatic and always providing solutions to each problem experience in the cause of developing this strategic plan and presentation to the World.

The success story of this report will remain incomplete without the mention of the immeasurable contributions of **the top bureacrats in the management of Basic Education including the dynamic permanent Secretary Ministry of Education, Alhaji M.A.K Jimoh, and the Executive Secretary of Osun SUBEB, Alhaji Adekunle Yahaha Bakare** whose insightful and professional contributions, wealth of experience made a lot of difference. All Heads of Departments and Technocrats including EMIS Officers in the Operations of Osun SUBEB are duly acknowledged for their inputs.

The development of 2024-2027 Osun State Medium Term Basic Education Strategic Plan ((OSMTBESP) would not have been possible without the encouragement and facilitation of the Unviversal Basic Education Commission (UBEC), United Nations International Children’s Fund (UNICEF) and USAID –LEARN TO READ group, whose work provided a strong guide and roadmap for Osun State Basic Education Four-year Strategic Plan (2024 to 2027).

The LGEA Boards and all Head of Section in each of the Local Government Education Authority of the Osun State and logistics provided by Staff of SUBEB are appreciated for their efforts in data collection greatly helped in achieving so much within very limited time.

Mr. Dauda A. ADEYEMI,
Director PR&S Osun Subeb

November 2024

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ABBREVIATIONS AND ACRONYMS

OSMTBESP	Osun State Medium Term Basic Education Strategic Plan
OSSUBEB	Osun State Universal Basic Education Board
ASC	Annual School Census
BECE	Basic Education Strategic Examination
BEMIS	Basic Education Management Information System
BESDA	Better Education Service Delivery for All
CBSMC	Community Base School Management Committee
CSDP	Community and Social Development Programme
CSM	Cluster School Model
DPRS	Director Planning Research & Statistics
ECCD	Early Childhood Care and Development Education
EMIS	Education Management Information Systems
ESA	Education Sector Analysis
GER	Gross Enrolment Rate
GPI	Gender Parity Index
HTs	Head Teachers
HOS	Head of Section
ICT	Information and Communication Technology
IDPs	International Development Partners
JSS	Junior Secondary School
LCR	Learner Classroom Ratio
LTR	Learner Teacher Ratio
LGA	Local Government Area
LGEAs	Local Government Education Authority
NALABE	National Assessment of Learning Achievement in Basic Education
MDAs	Ministries, Departments & Agencies
MLA	Monitoring Learning Achievement
MOU	Memorandum of Understanding
MEPBD	Ministry of Economic Planning, Budget and Development
MSP	Ministerial Strategic Plan
MTSS	Medium Term Sector Strategy

SBMC	School Based Management Committee
SDG	Sustainable Development Goals
SESOP	State Educational Sector Operational Plan
SMASE	Strengthening Mathematics and Science Teachers Education
TEPO	Teachers' Establishment and Pension Office
TPD	Teachers Professional Development
TRCN	Teachers Registration Council Nigeria
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations International Children Education Fund
WAEC	West African Examination Council
NMTBESP	National Medium Term Basic Education Strategic Plan

EXECUTIVE SUMMARY

The Osun State Medium Term Basic Education Strategic Plan (OSSMTBESP) which is derived from the State's Education Medium Term Sector Strategy (MTSS) aligned with the Federal Ministerial Strategic Plan (MSP) for the entire Education Sector. It covers three result pillars increasing access and equity, improving quality and relevance and the system strengthening as applicable in the Ministerial strategic Plan.

The Plan which covers a period of four years from 2024 to 2027 and is organized into sections. The first three sections include background, situation analysis of the basic education subsector, and enumeration of relevant policy directions and strategic choices. The last two sections constitute the directly actionable components of the Plan with section four focusing on description of programmes and projects while section five handling monitoring and evaluation measures in the form of log frames and lastly the section on risk and mitigations. All these sections are logically presented following good sequence.

Mr Adekunle Yahaya BAKARE
Executive Secretary,
SUBEB, Osun State.
November, 2024

Chapter One

1.1 Introduction

The Osun State Education sector is responsible for the delivery of quality and functional education to its citizens with contributions from both the public and private sectors.

The focus of the education sector is to provide education that would produce individuals who are literate, critical thinkers, problem solvers, innovators and virtuous citizens. As at November 2010, the situation in the Education sector of Osun revealed that infrastructure in schools was dilapidated, performance of students in internal and external examinations was poor, morale of teachers was low and there was shortage of instructional materials among other challenges.

The last education summit was held in August 2023, to address the challenges and a blueprint for the education sector was produced. Government has since been implementing the content of the blueprint. Indeed, radical and comprehensive policies and programmes have been carried out.

1.2 General Background to OSSMTBESP

Osun State Government aimed at providing free, affordable, and qualitative education for all citizen from Early Childhood Care Development & Education (ECCDE), Primary, Junior Secondary to Senior Secondary school levels in accordance with the expressed policy of the Government and to ensure the implementation of the Sustainable Development Goals (SDGs) relevant to education in the State, as well as policy on Education for All (EFA).

The 2017 – 2019 SMTBESP, 2020 – 2023 SMTBESP and 2021 - 2024 worked well for the state in that, yearly action plan were being easily drawn from it and level of achievement were easy to measure. However, it has some shortcomings in terms of percentage of achievements which was caused by non-inclusion of some projects.

1.3 Review of 2021- 2024 OSSMTBESP

The successful review of 2021 -2024 **OSSMTBESP** give a good leverage on the progress of achievement and area of improvements. Expiration of this plan necessitated the need to review the extent of progress of achievement of 2021 – 2024 plan which inform the development of 2024- 2027 OSSMTBESP.

Priority Area 1: Access and Equity

Training of SMO’S/SBMC on community sensitization for enrolment drive was 100% carried in order to encourage out of school learners to go back to school.

Also, sensitization programme was done through a programme called NIGREIA FOR WOMEN in Osun State. The programme covers the three most rural areas but other 28 local governments area were not touched which reduce the rate at which out of school children turn back to school .

Priority Area 2: Quality and Relevance

Five thousand, Two Hundred and Fifty (5,250) number of Teachers were approved for new recruited along with 20 Teachers under Teacher Internship Scheme being absorbed in order to address shortage of teachers to improve the standard of education in the state. The mission is to promote qualitative and functional basic education in the state.

Priority Area 3: System Strengthening

Construction of additional 480 new classrooms across all levels, renovation of 1200 dilapidated classrooms, 53 offices, 4 halls, 5 stores and 3 laboratories, provision of 15,319 Learners' Furniture, provision of 1455 Teachers' furniture, improvement in the provision of safe drinking water in schools. (41 boreholes and motorized deep well water sources have been constructed)

Monitoring and implementation

of OSMTBESP, training of SBMCs, advocacy visit to Executives and Legislatures to lobby increase allocation and fund release, capacity building of finance officers to update professional skills of financial officers were carried out successfully.

Furthermore , analyses of Basic Education data and school statistics was done as appropriate, capacity building for strategic planning officers, physical planning officers , EMIS staff, and data managers at SUBEB Headquarters and LGEAs, on current project management trends , BAMIS training for master trainers, Mentors and coaches as well as school levels data officers in all LGEAs for easy data management and data collection from primary sources . However, household mapping of out-of-school children could not be executed.

1.4 Rationale and Purpose of the 2024-2027 OSSMTBESP

The main purpose of 2024 – 2027 SMTBESP is to build on previous cycles 1,2,3 SMTBESP and to work on the challenges of 2021-2024 SMTBESP. The development of MTBESP was facilitated by both FME, UBEC and SUBEBs/ FCT UBEB through a series of workshops and meetings.

Amongst other things, education sector strategic plan is adopted to bring about the desired reform in the Sector. The advantages of strategic planning include.

- taking a holistic view of the sector.

- aligning educational development more intimately with sectors of development.
- focusing on strategic challenge areas of the sector.
- systematically prioritizing potentially high impacting areas.
- engaging stakeholders in policy dialogues and impact collaboration; and channelling resources to areas of great need.
- ensuring that Education is effectively planned.
- channel and utilise resources to solve issues and challenges holistically.

The situational analysis can be attributed to the fact that problems abound in almost all the areas of the sector. The genesis and persistence of these problems have been attributed mainly to demographic pressure and ineffective planning which resulted in system inefficiency. The development of SESP and SESOP in State of Osun in 2010 was influenced by UNICEF to

- assist state capacity development process; and
- drive the process of hands – on and minds – on in educational management. Having had evidence-based view of the situation on ground priorities of what were needed to revamp the education system were selected and debated by relevant stakeholders. The OMTBESP outlines the component challenges, policy objectives, strategic intervention developed from problem tree analysis, the activities carried out from 2017 to 2019 to achieve the strategic intervention in Basic Education.

The five major challenges addressed in the referred previous plans are.

- Out of School syndrome.
- Quality of Student learning outcome.
- Insufficient and decayed Teaching Learning Environment.
- Inefficient Education Quality Assurance Practice of Basic Education.
- Funding.

The OSMTBESP cycle 1, 2 and 3 are medium-term plans which contains an outline of three to four-years operational action plans that covers the policy goals that underpin the state strategic plans. It represents foundation-laying stages and progression meant to deal with the next 4 years of OSMTBESP cycle 4 (2024-2027).

1.5 Scope of the 2024-2027 OSSMTBESP

The 2024-2027 MTBESP is a plan intended to link policy, planning and budgets in Basic Education sub sector guided by 10 years UBE Road Map 2021 -2030 and FME Education for Renewed Hope. 2024-2027. It will set out the projects and programmes that will be executed in the sub sector over a period of four years. The element of costing, sources of the funding and the implementation of the programmes are elucidated.

1.6.1 OSSUBEB Strategic Vision:

To harness all available human and material resources to empower and motivate all stakeholders for the effective inculcation of permanent literacy and numeracy in all children of school age.

1.6.2 OSSUBEB Strategic Mission

To consciously create an enabling environment that will inspire a coherent strategy to produce a result-based implementation of State Education Policy and UBE tenets in the State.

1.6.3 Core Values

- Dedication and Optimal performance
- Teamwork backed with selfless service
- Recognition and reward for Hard work

1.7.1 Socio-Economic Context :

Socio-Economic and Cultural Background

The social environment in the state is characterised by a people filled with warmth, hospitable, tolerant and accommodating. The social relationship existent in Osun is a plus to the economic aspect because businesses and economy grows in an atmosphere of peace. This affords indigenes and foreigners the opportunity to carry out their commercial activities in a conducive environment devoid of violence and arson.

Being an agrarian state, the presence of food and cash crops pools traders and artisans to the state and this further helps in the economic development .

The state is famous for many prominent markets such as Owena, Sekona, Ikirun, Ifon, Odo Ori markets and a whole lot of others.

The presence of cottage industries provides jobs for the virile manpower abundant in the state.

The railway track crossing in the state also helps in the economic development through movement of goods and people.

No state in Nigeria is as culturally rich as Osun. The state has produced cultural icons like Chief Duro Ladipo, Twin Seven Seven, Nike Art Gallery and the famous Susan Wenger popularly known as Adunni Olorisa.

The state is famous for festivals such as Osun Osogbo International Festival, Olojo Festival in Ife, Iwude Festival in Ilesa.

Osun is also blessed with numerous tourist attractions like the Kiriji War Museum, Erin Ijesa Waterfalls, Oranmiyan staff at Ife Ife Museum, Obafemi Awolowo University Zoological Gardens, Ayinkunigba water falls, Mbari-Mbayo Cultural Heritage, Idi Baba Cultural Centre, Igbo Sango at Ede. These tourists' sites are potential sources of revenue generation.

1.7.2 Demographic Context

Osun State is an inland State in the South-Western Nigeria, the capital is Osogbo and came into existence on 27th August 1991. It covers an area of approximately 14,875 square kilometres, lies between 05° 5” and 5° 58” N and 08° 07” W. and shared a common boundary with Ogun, Kwara, Oyo and Ondo States in the South, North, West and East respectively.

According to National population census, the State has a total Population of 3, 416,959 of which 49% are female and 51% are male, (2006 census), with a projected annual growth rate of 2.8%. The indigenes are Yoruba tribes of the Ifes, Ijesas, Igbomina and Osun. The State has thirty (30) Local Government Areas and one Area Office. The Government at the State level has three arms: the Executive, the Legislature and the Judiciary.

Osun state NPA 2022 projected population on basic education are stated below:

Table 1: Projected Population

Age	Male	Female	Total
0-4years	290,616	287,303	577,919
5-9 years	276,748	276,040	552,788
10-14 years	247,803	248,177	495,980
15-19years	193,091	186,581	379,672
Grand Total	1,008,258	998,101	2,006,359

Osun State population projection growth rate is 2.8%
Source : NPCOM

1.7.3 Macro Economic Context

Agriculture is the primary economic activity of Osun State, providing over 65% of direct and indirect employment. While key state initiatives such as the Osun State Rural Enterprises and Agricultural Programme have been put in place to upgrade the sector. Moreover, more structures and better funding of resources are required to guarantee effective results. The State’s natural resources offer the opportunity for multi-crop cultivation, protecting it from price fluctuations. Major crops include yams, cassava (manioc), corn (maize), beans, millet, plantains, cocoa, palm oil and kernels, and fruits. Cottage industries produce brass work, woven cloth, and wood carvings. In conjunction with a strategic geographic location, ongoing infrastructure investment in roads and railways, and the most stable electricity supply state in the country, the State has important comparative advantages, standing it in good stance to become an agricultural centre in the south-west region for both food and cash crop. The state capital, has a textile industry (Adire and Battik), a food-processing plant and Machine tools.

Tourism centres abound in the State. Some of them are the Oranmiyan Staff, Ife Museum, Obafemi Awolowo University Zoological Gardens, Ile-Ase, Yeyemolu and Oduduwa Shrines and Grooves, all in Ile-Ife. Other include Osun-Osogbo shrines, which is the venue of the internationally recognized Osun-Osogbo festival, the MbariMbayo Cultural Heritage, Idi-Baba Cultural Centre, Adunni Olorisa (Susan Wenger) Centre and Nike Arts Gallery all based in Osogbo.

There are also the Olumirin Water Falls at Erin-Ijesa, Igbo-Sango in Ede and the Ayikunnugba Water Falls at Oke-Ila Orangun. The tourism sector provides incentives to further invest in Education in the State. It helps in teaching values of tolerance, peace, global exchange, and citizenship. Field trips to these tourist attraction centres also reinforce classroom materials, bringing lessons to life also adding cultural learning experience.

1.7.4 Social Context

In this competitive world, education is a very significant tool for every person to succeed in life. Amongst several social issues impacting education are; Economy issues, Ethical issues, cultural issues, substance abuse, cultism, etc. In order to address these issues, the Social Mobilization departments has engaged in campaign and sensitization of all Stakeholders through Townhall meetings and Engagement of Education Marshall in enforcement of law and order in our schools.

1.7.5 Humanitarian Context / Education in Emergencies

More significantly the state is known with its peaceful co-existence among the dwellers of the state. The State is at less risk in terms of communal crisis that could lead to displacement of its citizens.

(An internally displaced persons are persons or group of persons forced by conflicts such as communal clashes, interstate land border disputes, civil unrest like insecurities to flee or leave their homes to another temporary settlement or camps within the state). Currently, the state is not being faced with such crises as Osun State is a very peaceful State.

Chapter Two

2.1 Basic Education Sub-Sector Analysis (BESA)

The Universal Basic Education (UBE) Programme is a nine (9) year basic educational programme, which was launched and executed by the government and people of the Federal republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national deployment, political consciousness, and national integration. Former President Olusegun Obasanjo flagged off UBE on 30th September 1999 in Sokoto, Sokoto State.

The financing of basic education is the responsibilities of State and Local Governments. However, the federal government has decided to intervene in the provision of basic education with 2% of its consolidated Revenue Fund. For state to fully benefit from this fund, criteria were established which state are to comply with. The UBE Act 2004 provided for the establishment of the Universal Basic Education Commission (UBEC) to co-ordinate the implementation of the programme at the state and local government through the State Universal Basic Education Board (SUBEB) of each state and the local Government Education Authorities (LGEAs). Osun State is not excluded in this arrangement.

2.2 Policy and Legal Context of Basic Education in Osun State

According to the National Policy on Education (2013), the State has adopted one-year Pre-primary Education and Basic Education which covers nine (9) years of formal (compulsory) schooling consisting of six (6) years of Primary and three (3) years of Junior Secondary Education. 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. UBEC ACTs.
- 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 (NPE) 2013, 2014
- viii. VAPP act 2015

Agency	Mandate	Funding sources
Ministry of Education	<ul style="list-style-type: none"> • State Education policies formulation and development, standards settings and monitoring the implementations. • Enforcement of compliance to policies and standards. • Supervision of the activities of education Parastatals / Agencies. • Liaison with Federal Education Agencies and Development Partners 	State Government
SUBEB	<ul style="list-style-type: none"> • Implementation of Policies in the Management of public Pre - Primary, Primary & JSS schools. • Recruitment, Deployment, Promotion and discipline of Teachers/Personnel • Training/retraining of Teachers and other Personnel • Payment of wages and other entitlements to LGEA Staff • Provision of infrastructure and instructional materials. 	Federal, State and Local Governments
Osun State Mass Education Agency. (OSMEA)	<ul style="list-style-type: none"> • Provision and management of adult literacy, vocational and continuing education programmes. • Recruitment of staff • Payment of salaries and other entitlements to LGA Staff • Monitoring of NFE, IQS Centers and Facilitators 	State and Local Governments
Teaching service commission (TESCOM)	<ul style="list-style-type: none"> • Recruitment, Deployment , Promotion and disciplines of public secondary school teaching and non teaching staff 	State Government
Osun state Board for Technical ,Vocational Education OSBTVE	<ul style="list-style-type: none"> • In charge of Technical and Vocational Education in the state in terms of policy formulation, development and implementation. 	State
Senior secondary School education Board (SESSEB)	<ul style="list-style-type: none"> • Implementation of Policies in the Management of public Senior secondary schools. • The State intervention Agency for development of Senior secondary Education in term of Provision of infrastructure and instructional materials. 	State
Osun State Examination Borad OSEB	<ul style="list-style-type: none"> • Conduct all state examination including Joint State Exam (JSC), BECE, Unified Promotion Examination ,Primary school leaving certificate examination, Public Compulsory Service Examinations. 	State

2.4.0 Basic Education Sub-Sector Capacity and Diagnosis

ACCESS TO AND EQUITY IN PRE-PRIMARY, PRIMARY AND JSS BY GENDER, CLASS AND AGE

Table 2a

AGE/CLASS	BELOW 3 /PLAY GROUP		AGE 4/NURSERY 1		AGE 5/NURSERY 2		AGE 5/NURSERY 3		TOTAL			% BY GENDER	
	M	F	M	F	M	F	M	F	M	F	T	M	F
ECCDE	16,201	15,264	13,182	13,486	15,684	13,010	7,036	6,547					
TOTAL ECCDE									52,103	48,307	100,410	51.89	48.11
AGE/CLASS	AGE 6/PRY 1		AGE 7 / PRY 2		AGE 8 /PRY 3		AGE 9 /PRY 4						
GENDER	M	F	M	F	M	F	M	F	M	F	T	M	F
PRY	20,906	19,764	16,521	16,699	16,677	16,227	17,180	16,399	71,284	69,089	140,373	50.78	49.22
AGE/CLASS					AGE 10/PRY 5		AGE 11 /PRY 6						
GENDER					M	F	M	F	M	F	T	M	F
PRY					15,802	15,670	16,299	15,984	32,101	31,654	63,755	50.35	49.65
TOTAL PRY									103,385	100,743	204,128	50.65	49.35
AGE/CLASS			AGE 12/JSS1		AGE 13/JSS2		AGE 14/JSS 3						
GENDER			M	F	M	F	M	F				F	M
JSS			13,676	19,036	15,374	16,146	13,752	14,060					
TOTAL JSS									32,101	31,654	63,755	50.35	49.65

Source: NPA 2022

2.4.1a Access to and Equity in Pre-primary Primary and JSS Education Education

Table 2b: Access to and Equity in Pre-primary, Primary and JSS Education

SCHOOL TYPE	NUMBER OF SCHOOLS	MALE ENROLMENT	FEMALE ENROLMENT	TOTAL ENROLMENT	% MALE	%FEMALE
PRE PRIMARY	48	52,103	48,307	100,410	51.89	48.11
PRIMARY	1,304	103,385	100,743	204,128	50.65	49.35
JSS	396	32,101	31,654	63,755	50.35	49.65

Source: NPA 2022

The state have 48 public Pre –Primary with a total enrolment of 100,410 , out of which male enrolment is slightly higher than female ,Similarly , the State public primary schools has total enrolment of 204, 128 out of which the male 103,385 nad female is 100,743 across 1,304 public primary schools .Thus reflecting a slightly higher male enrolment in primary schools.

Osun state has a total of 396 public Junior Secondary Schools with students enrolments of 63,755 , there is also a slight increase in male enrolment in JSS schools .

2.4.2.1a Gross And Net Enrolment Rate In Public Pre- Primary, Primary, and JSS Schools in the 30 LGA of Osun State

Table 3: Gross And Net Enrolment Rate In Public Pre- Primary, Primary, and JSS Schools

LEVEL OF EDUCATION	NO. OF SCHOOLS	PROJECTED SCHOOL AGE POPULATION	GROSS ENROLMENT	NET ENROLMENT	GROSS ENROLMENT RATE	NET ENROLMENT RATE
ECCDE	48	577,918	171,641	115,583	29.70%	20.00%
PRIMARY	1304	648332	330405	298038	50.96%	45.97%
JSS	396	288269	144768	104929	50.22%	36.47%

SOURCE : NPA 2022

The Pre-Primary Gross Enrolment Rate is 29.7% meaning that a total number of 29.7% of Pre Primary pupils enrolled regardless of their age when compared to the state population of their age group. The Net Enrolment Rate of 20.0% means that only 20.0% of Pre-Primary school pupils who are within school age of 3 to 5 years are enrolled.

2.4.2.1b Gross and Net Enrolment Rates in Primary

Table 3a: Gross and Net Enrolment Rates in Primary

OSUN STATE PRIMARY (GROSS AND NET ENROLMENT RATE) PUBLIC & PRIVATE						
NO. OF LGEA	NO. OF SCHOOLS	PRIMARY GROSS ENROLMENT	PRIMARY NET ENROLMENT	PROJECTED POPULATION OF 6-11 YEARS	PRIMARY GROSS ENROLMENT RATE	PRIMARY NET ENROLMENT RATE
30	1304	330,405	298,038	648,332	50.96%	45.97%

Source: 2022 NPA

50.96% of Primary pupils enrolled regardless of their age when compared to the state population of their age group while 45.97% the of Primary school pupils who are within school age of 6 to 11 years were enrolled.

2.4.2.1c Gross and Net Enrolment Rates in Junior Secondary School

Table 3b: Gross and Net Enrolment Rates in Junior Secondary School

OSUN STATE JSS (GROSS AND NET ENROLMENT RATE) PUBLIC & PRIVATE						
LGEA	NO. SCHOOLS	GROSS ENROLMENT	NET ENROLMENT	PROJECTED POPULATION OF 12-14 YEARS	GROSS ENROLMENT RATE	NET ENROLMENT RATE
30	396	144,768	104,929	288,269	50.22%	36.47%

Source: 2022 NPA

The Net Enrolment Rate of 36.47% means that only 36.47% of Junior Secondary school students who are within school age of 10 -14 years are enrolled.

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

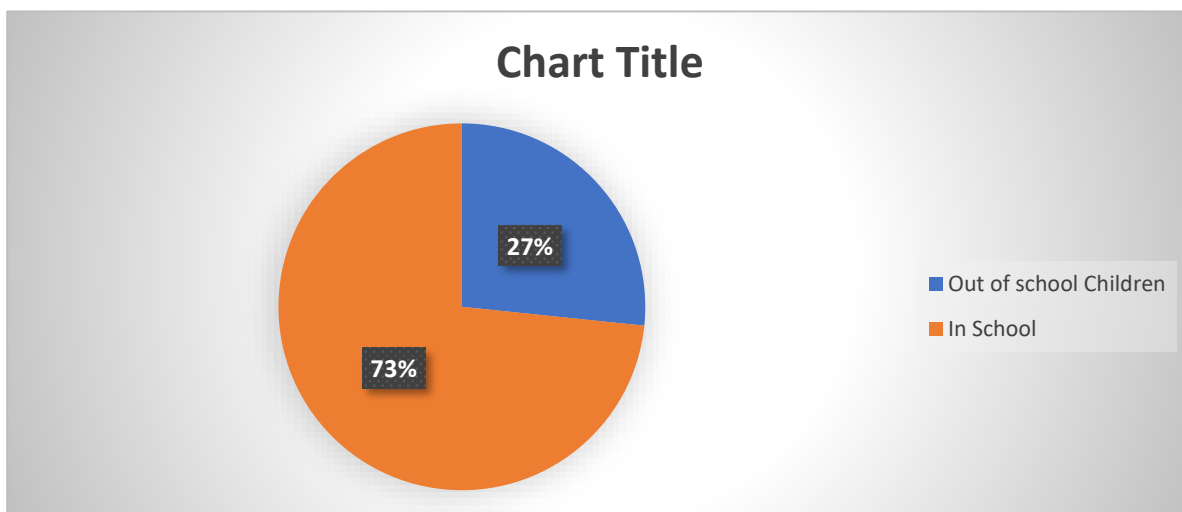
Table 4: Retention, Transition, Completion, Repetition and Drop-out Rates (Primary and JSS)

LEVEL	Completion Rate	Drop-Out	Transition Rate	Repeaters
PRIMARY	39.73 %	1654		2902
JSS	45.50%	1152	63.5%	2902

Source: 2022 NPA

2.4.4 Out of School Children

Figure 2: Out of School Children



NPA 2018

The percentage of out of school children in the state is 27% which implies that 73% are in school.

2.4.5 Special Education Programmes

Table 5: Special Education Programmes (Special Needs, Nomadic)

Type Of Schools	No of Basic Special Schools	No of All Basic Schools	Enrolment (All Schools)	Enrolment (Special)	% of Special Schools	% of special Schools Enrolment
Special Needs	3			372	0.59	0.18
Nomadic	15			1504	0.88	0.74
Total		1702	204,128	1,876	3.17	1.47

Source: 2022 NPA

There are 54 Special Needs centers in Osun State with a population of 2995 pupils, representing a proportion of 3.17% and 1.47% of the total basic schools 1702 and 204,128 respectively.

2.4.6 Technical and Vocational Education and Training

The State has 9 Public Technical Colleges. The Technical colleges were established to train learners in academic and skills acquisitions leading to award of NABTEB Certificates (O'level and Advance Diploma) in different vocation and trades. Entry points into the technical colleges is BECE results and failed SSCE attempt. The colleges are being handled by the Osun State Board for Technical Education.

2.4.7 Adult and Non-Formal Education

Besides the public and private formal sectors of schooling, there are many other forms of educational programmes targeted to specific population groups, such as: Islamiyah and Quranic schools, and adult Literacy Centres. Osun State Mass Education Agency (OSMEA) oversees the non-formal education, and Adult literacy centres. There is significant number of adult illiterates in the state occasioned by inadequate adult learning centres, lack of awareness, poor response to attendance of adults learning centres, and socio-cultural factor which have the possibility of the State not achieving SDG4.6 target.

2.5.0 Quality and Efficiency

The quality of Education is defined by the Quality of teachers and effectiveness of learning outcomes. There is need for more qualified ECCDE and primary school teachers especially in the private established institutions. The table 7 below shows that

2.5.1 Teachers and Teacher Qualifications by level

Table 6: Teachers and Teacher Qualifications by level

Level Of School	Number of Teachers	Qualified Teacher	Not Qualified	Percentage Qualified	Percentage not Qualified
ECCDE	96	91	5	94.79%	5.21%
PRIMARY	6,397	6,397	0	100%	0%
JSS	2,340	2,340	0	100%	0%

OSUN ASC 2023.

Osun State has the highest qualified teachers at Primary and JSS levels, 100% qualified; whereas ECCDE has a relatively high qualified teachers

- Primary Qualified and Unqualified Teachers: 100% qualified 0% not qualified.
- JSS Qualified and Unqualified Teachers: 100% qualified and 0% not qualified.

2.5.2 Teacher Distribution by LGA and Location

Table 7: Teacher Distribution by LGA and Location

TEACHERS DISTRIBUTION IN OSUN BASIC SCHOOLS BY LEVEL, BY GENDER IN THE 30 LGEAs												
OSUN / LGA	ECCDE				PRIMARY				JSS			
	NO OF SCHOOL	M	F	T	NO OF SCHOOL	M	F	T	NO OF SCHOOL	M	F	T
ATAKUMOSA EAST	1	0	0	0	51	69	138	207	16	83	56	139
ATAKUMOSA-WEST					42	32	120	152	10	29	38	67
AYEDE-ADE					71	70	201	271	19	96	60	156
AYEDIRE	2	1	8	9	28	41	136	177	5	23	34	57
BOLUWADURO	1	0	1	1	25	42	90	132	9	62	49	111
BORIPE	8	5	9	14	36	52	116	168	14	56	55	111
EDE-NORTH					28	25	232	257	6	36	68	104
EDE-SOUTH	1	0	2	2	33	43	146	189	9	46	73	119
EGBEDORE					37	63	131	194	8	39	47	86
EJIGBO					59	132	207	339	24	239	179	418
IFE-CENTRAL					39	44	329	373	5	27	76	103
IFEDAYO	2	1	1	2	20	36	59	95	8	32	21	53
IFE-EAST	3	0	4	4	83	61	361	422	22	109	174	283
IFELODUN	1	0	1	1	32	35	217	252	11	52	87	139
IFE-NORTH	1	0	0	0	52	83	169	252	11	33	35	68
IFE-SOUTH	2	0	2	2	96	168	227	395	20	81	40	121
ILA	2	0	1	1	23	44	104	148	8	79	114	193
ILESHA	1	2	7	9	26	39	177	216	15	128	241	369
ILESHA-WEST	9	0	4	4	22	45	222	267	8	28	137	165
IREPODUN	2	0	4	4	20	41	164	205	10	44	65	109
IREWOLE	1	0	1	1	66	44	179	223	17	61	125	186
ISOKAN	2	1	2	3	61	48	174	222	16	104	152	256
IWO	1	0	2	2	60	57	257	314	19	69	174	243
OBOKUN	1	0	1	1	51	67	174	241	16	104	123	227
ODO-OTIN					47	68	212	280	19	66	64	130
OLA-OLUWA					38	63	116	179	11	29	28	57
OLORUNDA	3	0	4	4	33	59	351	410	16	65	252	317
ORIADE					67	67	243	310	21	77	107	184
OROLU	1	0	3	3	21	68	99	167	7	17	15	32
OSOGBO	3	5	7	12	37	55	331	386	16	114	326	440
OSUN	48	15	64	79	1,304	176	568	744	396	202	301	5043

SOURCE: NPA 2022

2.5.3 Pupil - Teacher Ratios by Level

Table 8: Pupil - Teacher Ratios by Level

OSUN STATE TEACHER-PUPIL/STUDENT RATIO					
LEVEL	ENROLMENT	ALL TEACHERS	QUALIFIED TEACHERS	TEACHER-PUPIL RATIO	QUALIFIED TEACHER-PUPIL RATIO
ECCDE	1,872	79	79	23.69	23.69
PRY	204,128	7443	6279	27.42	32.50
JSS	92,044	5043	2340	18.25	39.33

SOURCE: NPA 2022

Pre-Primary Pupil/ Qualified Teacher Ratio is about 24 pupils to 1 Teacher while primary pupil/Teacher Ratio is about 33 pupils to 1 Teacher. In JSS an average of 40 students to 1 teacher.

2.5.4 Pupil's Textbooks Ratio by level

Table 9: Pupil's Textbooks Ratios by Level

Availability Of Textbooks in Primary and Junior Secondary School Level in Osun State					
LEVEL	English	Mathematics	Basic Science and Technology	Social Studies	- History
PRY	1:4	1: 4	1:4	1:4	1:21
JSS	1:4	1: 4	1: 7	1: 6	1:41

Source: 2022 NPA

The Pupil/Student to textbook ratio for all subjects still requires improvement especially History

2.5.5.1 Learning Outcomes

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

Table10 Osun State Learning Achievements/National Assessment of Learning Achievement in Basic Education-NALABE

Osun State Learning Achievements/National Assessment of Learning Achievement in Basic Education-NALABE															
Percentage of Learners by Proficiency Level															
LEVEL	Primary 3					Primary 5					JSS 2				
SUBJECT	Osun mean score (NMS: 500)	Below partial minimum proficiency	partial minimum proficiency	minimum proficiency	Exceeds minimum proficiency	Osun mean score (NMS: 500)	Below partial minimum proficiency	partial minimum proficiency	minimum proficiency	Exceeds minimum proficiency	Osun mean score (NMS: 500)	Below partial minimum proficiency	partial minimum proficiency	minimum proficiency	Exceeds minimum proficiency
English Language	500.16	5.21	62.84	31.04	0.91	485.41	6.08	57.72	34.44	1.76	467.32	6.2	73.92	19.88	0
Mathematics	496.91	10.15	38.39	37.7	13.75	484.54	6.72	64.7	28.1	0.48	473.35	45.09	43.9	11.01	0
Basic Science & Technology						464.06	10.16	54.57	35.13	0.15	471.94	6.23	76.39	17.38	0
Social Studies						471.86	10.49	52.63	36.18	0.71	449.39	7.01	69.87	21.42	1.7
History															

Source: 2022 NALABE REPORT,

According to available record on National Assessment of Learning in Basic Education, Osun State learners at Primary 3, 5 and JSS 2 performed below National average in Mathematics at all levels and below National average in English Language for Primary 5 and JSS 2 but performance in English Language is above the National average in Primary 3

2.5.5.2 Assessment of Upper Basic Education ‘

Table 11: Basic Education Certificate Examination (BECE)

YEAR	Total No of candidate	Male	Female	Total Passed	% Passed	Male Passed	Female Passed	Total Failed	% Failed	Male Failed	Female Failed
2019	36,341	18528	17,813	35421	97%	18135	17,286	920	2.53%	393	527
2020	31,126	16,100	15,026	27,994	90%	13,989	14,005	3132	10.06%	1,702	1,430
2021	30,227	14,700	15,527	29,321	97%	14,300	15,021	906	3.00%	406	500
2022	26,912	13,510	13,402	24,323	90%	12,200	12,123	2,589	9.62%	1,289	1,300
2023	20,694	10,294	10,400	20,198	98%	10,050	10,148	496	2.40%	245	251

SOURCE: OSUN STATE EXAMINATION BOARD

These five years assessment shows that learners’ outcomes are very appreciable with highest performance in BECE Examination in year, but the number of enrolment for BECE Exam reduces over the five years which reflected that the completion rate at Basic Education level is reducing. In this plan, we shall be looking on how to improve completion rate in our public schools.

2.5.6 Basic Education Curriculum

Osun state schools is in consonance with the National curriculum implementation. However, the state deviated from the National Policy on Education in 2014 but has now reversed back to the National Standard 1-6-3-3-4 system of education in the country. The six years of the primary school level and 3 years of the junior secondary level are merged to make up 9-year basic education. The Nigeria Education Research and Development Council (NERDC) have developed various curricula for the primary, junior and senior secondary schools for use in the Federation. In Osun State, all the schools are with Basic Education Curriculum. The curriculum informs teaching and learning appropriately at various sub sectors of Basic Education in the state. There is a department in charge of curriculum domiciled in the State Ministry of education saddled with the responsibility of researching, developing, organising, and disseminating curriculum and lesson plans. They also identify, document and prepare best practices for curriculum dissemination.

2.6. School Infrastructure

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

Table 12: Osun State Pupil/Student classroom Ratio by level

OSUN STATE PUPIL/STUDENT-CLASSROOM RATIO CLASSROOM				AND PROPORTION OF GOOD	
LEVEL	ENROLMENT	TOTAL NUMBER OF CLASSROOM	NUMBER OF GOOD CLASSROOM	PUPIL CLASSROOM RATIO	PUPIL GOOD CLASSROOM RATIO
ECCDE	1,872	76	70	1:24	1:27
PRY	204,128	18,142	13,581	1:11	1:15
JSS	63,755	4,567	4507	1:14	1:14

Source: 2022 NPA

The Table above reveals classroom scenarios across the basic education sub sector in Osun state. At the ECCDE sub sector, the pupil good classroom ration is 1:15 that of Primary level of education is 1:46 while that of JSS is 1:78 which seems not too good enough for the system. In this plan, we shall be looking on how to increase construction/ renovation of more classrooms in our public schools.

2.6.2 Availability of Furniture for Learners and Teachers

Table 13: Availability of Furniture

OSUN STATE PUPIL/STUDENT-FURNITURE RATIO			
LEVEL	ENROLMENT	Total Number of Furniture	Pupil/Student to furniture Ratio
ECCDE	1,872	1,102	1.6
PRIMARY	204,128	82,020	2.5
JSS	63,755	36,092	1.8

Source: 2022 NPA,

Total number of ECCDE furniture is 1102 with ratio of 1.6 to1 showing that furniture at ECCDE is not enough. While Furniture at of Primary level is inadequate as depict by the Table above, Student to Furniture ratio at the JSS level is still low.

2.6.3 School Safety (Fencing, Security, Guards etc) -

Table 14 : Number of Schools With Facilities by Type in Public Primary Schools (ECCDE Inclusive) and JSS

Level / Facilities	No of School.	Safe Water	Source of Power	Health Facility	Fence / Wall	Computer	tablet	ipad	laptop	Laboratory	Library	PlayGround	incinerators
public Primary inclusive of ECCDE	1,306	399	520	612	250	49	5	2	2	9	92	660	77
JSS	396	217	288	230	142	138	34	7	12	167	170	299	73

Table 14a: Schools with fence

LEVEL	No of schools	No. of fenced schools	Percentage of schools fenced (%)
PRIMARY (ECCDE Inclusive)	1306	250	19%
JSS	396	142	36%

Source: 2022 NPA

From the table above, 19 % of primary schools have fence and 36 % of junior secondary schools have fence. This implies that level of education has less security fences. In this plan, we shall be looking on how to improve security in our public schools.

2.6.4 School Health and Hygiene

Table 14b: Proportion of Schools that Have Access to Water, Toilet and Health Facility by level

OSUN STATE PROPORTION OF SCHOOLS THAT HAVE ACCESS TO WATER, TOILET AND HEALTH FACILITY			
LEVEL	% of Schools with Good Water Source	% of Schools with Toilets	% of Schools that have access to Health Facility
PRIMARY	31%	79%	47%
JSS	55%	78%	58%

SOURCE: NPA 2022

In primary school level 31% have access to good water source, 79% of the schools are with toilets while 47% accessing health facility easily. The junior secondary school accesses good water, with toilets and health facility at 55%; 78% and 58% respectively.

2.6.5 Other Facilities (Electricity Supply, Library, and ICT)

Table 14c: Electricity Supply, Library, and ICT - Primary and JSS

OSUN STATE PROPORTION OF SCHOOLS THAT HAVE ACCESS TO POWER, LIBRARIES AND ICT			
LEVEL	% schools with power source	% of schools with Library	% of schools with ICT
PRIMARY	40	10.6	3.75
JSS	82	42	34.85

Source: 2022 NPA

The number of schools with ICT, power source and Library at both level of education is quite low except for junior secondary school with 82% of the schools with power source.

2.7 System Strengthening and Efficiency

2.7.1 Education Management Information System

The EMIS unit of the board has been institutionalized and functional. The unit has required equipment but do not have software and enough trained personnel to make it more efficient and effective. Presently, the NPA, Annual School Census report and quarterly obtained school statistics has been the major data source being used by the board for purpose of this assignment and vital decisions of the board.

The following equipment are available at SUBEB EMIS;

1. 10 Desktop Computers,
2. 2 Printers,
- 2 scanners,
- 3 a server,
- 4 5 laptops,
- 5 Photocopying machine,
- 6 LAN and wireless MiFi.

Aside the SUBEB EMIS, SUBEB has an ICT Resource Center with 50 desktop computers which can also be used for EMIS purposes. The Resource Center has 1 ML 350 Proliant server, Color printer and 3 black and white printers, Photocopying machine, 2 scanners, etc.

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

The Quality Assurance Department of OSSUBEB has been functional. In each term, 144 schools (12 schools in 12 LGEA Per Term) are being monitored under the Continuous Quality Assurance Programme (CQAP) every term to ensure effective teaching and learning. The monitoring activities of this Department has improved the teaching pedagogies at the Basic Education in Osun State. The QA department make use of a developed application used on a tablet distributed to QAs field Officers to gather relative data for analysis and onward decision making.

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

The establishment of School Based Management Committees (SBMCs) for all primary, junior, and senior secondary schools in the state is aimed at full participation of local communities in the management of schools. All schools in Osun State have SBMC which inform Community and Civil Society Participation in Education Management and School Governance in all schools. However, not all schools SBMC are functioning effectively. This should be addressed in this plan document.

2.8.1.1 Cross Cutting Issues on Gender in Basic Education

Gender is misused as a major reason for discrimination. Gender is often assigned the status of natural law, but it is not absolute, and its concepts vary overtime and between cultures. The issue of gender and basic education in Osun State is to assess whether all school age children are accessing basic education with no bias for any gender; that is the enrolment does not extremely restrictive for either males or female.

2.8.1.2 Gross and Net Enrolments Rates by level

Table 15: Gross, Net Enrolments and GPI Rates by level as at 2022

Enrolment Rate	Pre- Primary	Primary	JSS
GER	30	51	50
NER	20	46	36
GPI	0.93	0.99	1.15

Source: 2022 NPA

Arising from the table above, the state has no gender parity issue.

2.8.1.3 Gender Distribution of Teachers by Level

Table 16: Gender Distribution of Teachers by Level in public Primary Schools as at 2023

School Level	All Teachers					Qualify Teachers					% Qualified MF
	M	F	MF	M%	F%	M	F	MF	% Male	% Female	
Pre primary	5	74	79	6.329	93.67	3	71	74	4.054	95.95	93.67
Primary	1,934	5,509	7,443	25.98	74.02	1308	5,588	6896	18.97	81.03	92.65
JSS	1711	3,329	5,040	33.95	66.05	755	3,329	4084	18.49	81.51	81.03

Source: 2022 NPA

Across the Public Basuc Schools female qualified Teachers in qualified in Pre-Primary is 95.95%, female qualified teachers in primary school is 8.03 % y as well as over 81.51 % in JSS are female

2.8.1.4 Gender Distribution of Osun SUBEB and LGEA Staff

The State Universal Basic Education Board (SUBEB) was established by law no 003 of 2003 which charged the Board with the Management of primary schools, nomadic schools, and junior secondary schools in the state and other responsibilities as it relates to basic education in Osun State.

Table 17: Total Staffing in OSUN SUBEB by Gender and Department

Departments	No of Male available	No of female available	Total
Chairman	1	4	5
Executive Secretary	1	5	6
Full Time 1	1	2	3
Full Time 2	1	0	1
Administration & Supply	13	10	23
Finance &Account	12	17	29
PRS	3	5	8
School Services	3	8	11
Quality Assurance	3	2	5
Schools Establishment	3	8	11
Physical Planning	7	1	8
Social mobilisation	3	3	6
Procurement	2	2	4
Legal	1	1	2
Total	54	68	122

SOURCE: SUBEB 2024

The total staff at the Osun SUBEB Headquarter is 122 across the existing Ten (10) Departments and 4 Executive offices. The total number of females as depict from the Table is 54 while that of their male counterpart is 68. This scenario indicates that there are male and female staff in the OSSUBEB are of the same percentage.

Table 18: SUBEB Staffing at the LGEA by Gender

LGEA	No of Male available	No of female available	Total
31	219	184	403

2.8.2 Special Needs and Inclusive Education

Table 19: Enrolment of Special Needs Children and Teachers in Public Primary schools by Gender

Special Needs Schools	No of schools	Male	Female	MF	Total Teachers(MF)
ECCDE	-				
Primary	3	177	193	372	79
JSS	-			-	

NPA 2022

The Table above show enrolment in special needs children in public primary schools and public junior secondary schools, respectively. Awareness creation on sending special needs children to school is required while more schools should be built and equipped with relevant facilities to accommodate the needs of these children. Likewise capacity building of special needs teachers' capacity to handle special needs children should be massively improved.

2.8.3 Education in Emergencies

Table 20a :Emergent Safety Activities and Programmes in Schools

School Level	No of School	Enrolment	No of Teachers	School Attacked last 3 years	No of School with Security Personnel	Schools with Physical safety & Guidance	School with Stigma distrimination Rules & Regulation	Schools with Grievances Redress Mechanism	Learners trained in school well-being	Teacher trained on school well being
ECCDE & Primary	1306	206,000	7,522	49	81	578	183	389	8,306	558
JSS	396	63,755	5,043	20	161	227	121	195	12,087	320

Table 20b : Emergent Safety Activities and Programmes in Schools

School Level	No of School	Enrolment	No of Teachers	% of School Attacked last 3 years	% of School with Security Personnel	% of Schools with Physical safety & Guidance	% of School with Stigma distrimination Rules & Regulation	% of Schools with Grievances Redress Mechanism	% of Learners trained in school well-being	% of Teacher trained on school well being
ECCDE & Primary	1306	206,000	7,522	3.75	6.20	44.26	14.01	29.79	4.03	7.42
JSS	396	63,755	5,043	5.05	40.66	57.32	30.56	49.24	18.96	6.35

Source NPA 2022

From table 20a and 20b it revealed that across basic schools emergent safety activities and programmes in Primary Schools are still very low compare to JSS schools. The low rate in the number of school attacked in the last three years shows that public school are safe to a large extent despite the lower number of security personnel in Primary school with 6.20% of the school having security personnel while there are appreciable security personnel in JSS Schools; yet insecurity in the lager society extends to schools. In this context, the noticed gaps need to be covered.

2.9 Summary of Key Issues from the Basic Education Sector Diagnosis

Access, Equity and Inclusion : Key Issues and Challenges

- Low GER and NER rate
- Low Completion and Retention rate in Primary and JSS
- High number of out-of school children based on projected state population data .

Quality and Relevance of School Resources: Key issues and Challenges

- Insufficient teaching aids learning materials,
- Inequitable Teacher deployment
- Inadequate physical infrastructures- classrooms, toilets, water sources,
- Poor capacity of existing Teachers
- Insufficient furniture
- Inadequate number of libraries, laboratories, ICT centers
- Insufficient instructional materials
- Inadequate qualified teachers in the rural schools

- Lack of recreational facilities in most schools
- Inadequate health facility, environmental and sanitary materials
- Inadequate and insufficient sporting facilities
- Insufficient ICT facilities in schools
- High level of illitracy

System Strengthening and Efficiency : key issues and challenges.

- Inadequate EMIS Officers capacity development
- Lack of well-equipped EMIS Center at LGEAs
- Quality of data from Primary sources
- Unpublished School Statistical data for reference in educational policy formulation and strategic planning review
- Weak management capacity at LGEA level- inadequate monitoring and inspection facilities

Chapter Three

3.1 The Strategic Programme

The strategic programme is a coherent set of programme activities designed to achieve a specified goal or set of objectives – it is also an organisational managerial activity used to set priorities, focus energy and resources, strengthen operations, ensure that employee and other stakeholders are working toward common goals. Establish agreement around intended outcomes / result and assets, implementing, and executing the plans regarding the organisational overall objectives. It therefore become a veritable instrument through which quarterly or annual action plans are derived.

Priority Programmes

Priority programmes are programmes used to increase participation, improve internal efficiency, and improve quality and relevance of basic education.

It is also used to determine the learners' progress of each subject in all stages of formal education. Priority areas in basic education programmes consists of Access, Quality and System strengthening. Indeed, the components are capsules of activities, programmes and strategies for addressing issues and challenges of basic education in the state.

3.1.1 Access, Equity, and inclusiveness

- Reduce the number of out of school children to lower single digit proportion < 9%
- Improve Retention and Completion rate
- Provide access to Out of School Adult through Alternative School Attendance
- Improve access to Special needs education.
- Improve access to ECCDE educational packages.

3.1.2 Quality and Efficiency

Quality priority area is centred on the following components:

- Redistribution of Teachers
- Provision of sufficient Instructional Materials
- Capacity building of existing teachers
- Provision of sufficient teaching and learning Aids
- Provision of recreational facilities in schools
- Improve Sporting activities
- Construction of Libraries, Laboratories, and ICT facilities
- Provision of more and improving existing Library resources, Laboratories, and ICT materials
- Provision of Water and Sanitation to impact on good healthy living

3.1.3 System Strengthening and Efficiency

System strengthening priority area is centred on the following components:

- Strengthen the capacity of EMIS Officers.
- Conduct of Annual School Census (ASC)
- Equip EMIS at State subeb, and LGEAs level
- Improve collaboration among Departments
- Provisionsand maintainace of working tools in the departments of the basic education Agency

3.1.4 Sustainable Funding

Sustainable funding is one of priority item which identity is the implementing agencies. Funding for basic education focuses on the financing strategy for education and aims at improving the sector. Funding of the sector has been mainly from Federal, State and Local Governments. Some of the funding challenges of the basic education include:

- Poor planning for funding basic education
- Low budget release for basic education
- Untimely access of UBE matching grants
- Delayed release of UBE interventions funds
- Non-release of counterpart funds for donor interventions MDAs
- Poor community and parents' participation to fund and sustain basic education
- Lack of commitment and low interest from the private sector
- Poor donor consultation, coordination, and collaboration
- Low political will
-

3.2 SMTBESP Results Framework

The result framework helps to ensure that forecasts for basic education in the states are systematic, integrated, and transparently managed.

It ensures Planning and Utilization of resources to basic education are evidence-based and benchmark against state development and utilization of all available resources for basic education are resourceful and result-oriented.

Table 21: Results Framework

Policy / Policy Objectives	Strategies	Output Indicators	Outcomes	Outcome Indicators	
				Baseline	Target
<p>POLICY: ACCESS, EQUITY AND INCLUSIVENESS</p> <p>Policy Objectives:</p> <ul style="list-style-type: none"> -improve the level of coverage to achieve a satisfactory level of meaningful access -improve inclusive education -improve early child care development education pedagogy -Effective school programme (ICT) E-learning 	<ul style="list-style-type: none"> -To establish annex schools in rural and newly developed areas. -To provide special incentives for teachers in difficult/ rural terrains and teachers of special needs schools. -To ensure enforcement of policy guidelines on inclusive education. -To provide incentives and mobilise communities to ensure that children with disabilities attend school. -To improve home grown school feeding programme. 	<p>r</p> <ul style="list-style-type: none"> - Construction of more conducive classrooms. - Provision of relevant instructional materials and Furniture items. -Sustain home grown school feeding. <p>Implement the Child’s Right Law of the State.</p> <p>-Secondary school built for effective Enrolment drive</p>	<ul style="list-style-type: none"> -Increase in learners’ enrolment. -improvement in learning outcomes. -improvement of the 3 domains of learners especially the learners with special needs. - Learners to be computer literate 	<p>40%</p>	<p>60%</p>

<p>-To promote innovation and technology integration in the classroom</p> <p>-Deveopment of right type attitude and values for the surviva of individual and the Nigerian society</p>	<p>-To upgrade infrastructure in schools.</p> <p>- Skills acquisition workshops for SUBEB , LGEAs officers and teachres in E-learning centres ,</p>				
<p>-to reduce the number of out of school children</p> <p>- to allow every child to have access to Basic Education</p>	<p>-To promote gender involvement in all school activities.</p> <p>To provide materials for early child care development education</p>	<p>-Community members are sensitised on Girl Child education</p>			
<p>POLICY: QUALITY AND EFFICIENCY</p> <p>Policy Objective:</p> <p>- Ensure compliance with the approved standard of ratio 1:35 Teacher / Pupils ratio in Primary and Junior Secondary Schools.</p> <p>-Effective teaching and learning</p>	<p>-To recruit qualified teachers and ECCDE care givers.</p> <p>-To train and retrain teachers.</p>	<p>Construction of more conducive classrooms</p> <p>Provision of relevant instructional materials Provision of furniture items</p>	<p>Increase in learners' Enrolment.</p> <p>Increase in learners' Performance.</p>	<p>50%</p>	<p>70%</p>

<p>-Quality basic Education delivery</p>	<p>-To organize seminar/workshop for school support officers.</p> <p>-Training and retraining of Quality assurance Officers (SUBEB/LGEA)</p> <p>-Procurement of Vechicles for easy mobility</p>	<p>Substenance of home grown school feeding Provision of sanitation for all schools</p>			
<p>POLICY: SYSTEM MANAGEMENT EFFICIENCY</p> <p>Policy Objectives:</p> <p>Ensure good governance and implementation of education policies.</p> <p>-Monitor Learning achievement.</p>	<p>To formulate and implement sustainable and people oriented educational policies.</p> <p>To promote and sustain transparency and accountability in administration.</p> <p>-Redistribution</p>	<p>- Construction of more conducive classrooms</p> <p>-Provision of relevant instructional materials</p> <p>-Provision of furniture items</p> <p>-Sustenance of home grown school feeding</p>	<p>-Increase in learners' Enrolment.</p> <p>-Increase in learners' Performance.</p> <p>-Even distribution of teachers.</p> <p>-Adequate security in schools</p> <p>-Improved welfare of teachers.</p>	<p>40%</p>	<p>60%</p>

	<p>of teachers where and when necessary.</p> <p>-To provide adequate security in educational institutions.</p>	<p>Construction of perimeter fencing and recruitment of more security guards for adequate security of Schools.</p> <p>To conduct Annual school census.</p>			
<p>-Procurement of adequate number of teachers' furniture.</p>	<p>-To provide teachers' furniture.</p> <p>-To provide continuous capacity building for the entire work force.</p> <p>To organise Annual school census.</p>	<p>Availability of adequate number of teachers' furniture.</p>			
<p>Sustainable Funding</p>	<p>To promote and sustain transparency and accountability in administration To provide adequate funding and prompt release of fund for the implementation of education programmes.</p>	<p>Available budget tracking tools UBEC intervention funds available No of IDPs support</p>	<p>Improved budget performance for BE.</p> <p>Anticipate Development Partners support</p>	<p>35%</p>	<p>70%</p>

Costed Priority Programmes Plan Schedule of Activities Tables by Result Areas:

Result Area 1: Access, Equity and Inclusiveness

Result Area 2: Quality and Efficiency

Result Area 3: System strengthening and Efficiency

Result Area 4: Sustainable Funding

Table 22: RESULT AREA ONE: ACCESS, EQUITY AND INCLUSIVENESS

Policy Objective: Improve Access, Equity and Inclusiveness to Basic Education

ACTIVITIES	OUTPUTS	OUTCOMES	YR 1	YR 2	YR3	YR4	Unit Cost	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	Total Cost	Source of Funding	Responsibility
Conduct annual school enrollment drive for OOSC in 30 LGAs annually through advocacy visits to traditional and religious leaders meetings	Enrolment Drive conducted in 30 LGAs	Increase in enrolment of all school aged children	30	30	30	30	300,000	9,000,000	9,800,000	9,916,000	10,073,920	37,689,920	UBEC, SUBEB,	PRS, SUBEB
Produce 1,000 education awareness campaign materials (Bill boards, T-shirts, face caps and Print materials)	Education awareness campaign materials produced	Increase in enrolment of all- school aged children	500	500	500	500	500,000	250,000,000	300,000,000	427,200,000	502,464,000	1479,664,000	UBEC, SUBEB,	PRS, SUBEB
Annual Conduct of census of all Tsaganya schools	Saganya Schools Census conducted	Improved participation of learners in Saganya schools	1	1	1	1	200,000	200,000	250,000	300,880	380,986	1,131,866	UBEC, SUBEB,	PRS, SUBEB

Sensitize 400 Mallams of traditional Qur'anic Schools on the need for integration in all the 30LGAs	400 Mallams of traditional Qur'anic Schools sensitised on Integration	Improved participation of learners in Quranic schools	100	100	100	100	260,000	260,000	300,000	350,880.00	380,985.60	1,291,865.60	UBEC, SUBEB,	PRS, SUBEB
Conduct identification of children with hidden Disabilities that hinder meaningful access in all the 30 LGAs annually	Children with hidden disabilities identified across the 30 LGAs	Improved access and participation of children with disabilities in schooling	30	30	30	30	200,000	6,000,000	8,000,000	11,289,600	12,644,352	27,933,952	UBEC, SUBEB,	PRS, SUBEB
Create awareness among parents of children with special needs, through 3000 copies of Electronic and Print Media annually	Awareness created among parents of children with special needs	Improved access and participation of children with disabilities in schooling	750	750	750	750	15,000	11,250,000	12,600,000	14,112,000	15,805,440	53,767,440	UBEC, SUBEB,	PRS, SUBEB
Organise jingles / TV/Radio talk shows annually on access, participation & retention in schools	Jingles / TV/Radio talk shows organized on participation and retention in schools	Improved access, participation and retention of children in schools	1	1	1	1	750,000	750,000	828,000	850,360	900,203	3,128,563	UBEC, SUBEB,	PRS, SUBEB

Support the schooling of (200) Primary school indigent pupils annually	Scholarship for (200) Primary school indigent pupils provided	Improved access , participation and retention of children in schools	200	200	200	200	250,000	50,000,000	56,000,000	62,720,000	70,246,400	132,966,400	UBEC, SUBEB,	PRS, SUBEB
Support schooling of 100 indigent JSS students especially female students annually	Scholarship for indigent JSS students (100) especially female students provided	Improved access , participation and retention of female children in schools	100	100	100	100	30,0000	30,000,000	32,000,000	35,360,000	40,123,200	137,483,200	UBEC, SUBEB,	PRS, SUBEB
Sustaining a sustainable school feeding programme for preprimary learners (in all 30 LGAs Preprimary schools)	Sustainable school feeding programme for preprimary learners restored	Improved access , participation and retention of children in schools	30	30	30	30	1,500,000	45,000,000	50,400,000	56,448,000	63,221,760	215,069,760	UBEC, SUBEB,	PRS, SUBEB
Undertake advocacy visits annually to policy makers to elicits support for school feeding	Advocacy visits annually to policy makers to elicits support for school feeding conducted	Improved school feeding programmes in schools	1	1	1	1	500,000	500,000	560,000	627,200	702,464	2,389,664	UBEC, SUBEB,	PRS, SUBEB
Produce and distribute IEC materials on importance of Education to Pre Primary; Primary and	IEC materials to Pre Primary; Primary and JSS schools produced and distributed	Improved access and participation to schooling among all	30	30	30	30	75,000	2,250,000	2,520,000	2,822,400	3,161,088	10,753,488	UBEC, SUBEB,	PRS, SUBEB

JSS schools across the 30 LGAs		school aged children													
Conduct peer education training for 600 Junior secondary schools students on Adolescent Reproductive Health and Sex Education.	Peer Education Training conducted on ARH and Sex Education for JSS students	Enlighten Adolescence Reproductive Health issues institutionalized in JSS schools	400	400	400	400	50,000	20,000,000	23,000,000	24,544,000	25,049,280	92,593,280	UBEC, SUBEB,	PRS, SUBEB	

Conduct Advocacy and Sensitization to 100 Community leaders in 30 LGAs on need to enroll and retain children in schools	Advocacy and sensitization conducted	Improved Community support for schooling of their children	25	25	25	25	300,000	7,500,000	8,400,000	9,408,000	10,536,960	35,844,960	UBEC, SUBEB,	PRS, SUBEB
Deworming of 150,000 pupils in primary school	Deworming activity conducted in all 30 LGEAs	Improved attendance and performance in school	1	1	1	1	100,000,000	100,000,000	134,000,000	135,000,000	140,000,000	509,000,000	UBEC, SUBEB	PRS, SUBEB
Provision of school bags for 4,000 primary learners across the	4,000 school bags provided	Improved Access and participation in	1000	1000	1000	1000	9,000	9,000,000	93,400,000	95,400,000	98,000,000	295,800,000	UBEC, SUBEB,	PRS, SUBEB
Organise annual meeting to collaborate with SBMC, PTA and community and religious leaders annually to sensitize parents on children need to complete cycle of schools in all 30 LGAs annually	Annual meeting with SBMC PTA and other stakeholders organized.	Improved completion rate among learners	30	30	30	30	250,000	7,500,000	8,400,000	9,408,000	10,536,960	35,844,960	UBEC, SUBEB,	PRS, SUBEB

Provide conducive environment for inclusive education in schools in 6 Primary schools and 6 JSS	Conducive environment for inclusion provided	Inclusiveness promoted at Primary and JSS schools	6	6	6	6	200,000	1,200,000	1,344,000	1,505,280	1,685,914	5,735,194	UBEC, SUBEB,	PRS, SUBEB
Conduct sensitization and advocacy on enrolment of special needs children annually	Advocacy and sensitization of enrolment of special needs children conducted	Improved enrolment of special needs children	1	1	1	1	700,000	700,000	938,000	840,000	950,000	342,000	UBEC, SUBEB,	PRS, SUBEB
Conduct of Annual Advocacy and sensitization on close monitoring of children and school attendance	Annual advocacy conducted on attendance monitoring	Improved punctuality and regularity of learners in schools	1	1	1	1	400,000	400,000	448,000	501,760	561,971	1,911,731	UBEC, SUBEB,	PRS, SUBEB
Capacity strengthening of 50 SUBEB staff on positive disciplinary measures in schools annually	50 SUBEB staff capacity strengthened on positive disciplinary measures in schools	Improved disciplinary measures in schools	100	100	100	100	60,000	6,000,000	6,720,000	7,526,400	8,429,568	28,675,968	UBEC, SUBEB,	PRS, SUBEB
Annual Capacity strengthening of 400 school managers on Education in emergencies	400 school managers' capacity strengthened on Education in emergencies	Improved Learners' safety in Communities	100	100	100	100	60,000	6,000,000	6,720,000	7,526,400	8,429,568	28,675,968	UBEC, SUBEB,	PRS, SUBEB
Monitoring and evaluation of enrolment improvement by the SUBEB team (30 LGAs)	Enrolment Improvement monitored	Enrolment of school children increasing	30	30	30	30	250,000	7,500,000	8,400,000	9,408,000	10,536,960	35,844,960	UBEC, SUBEB,	PRS, SUBEB

Provide 1000 First Aid box (including sanitary pads for girls) annually at Primary and JSS	1000 First Aids boxes provided	Improved Learners' safety in schools	250	250	250	250	75,000	18,750,000	21,000,000	23,520,000	26,342,400	89,612,400	UBEC, SUBEB,	PRS, SUBEB
3004 Hand Washing Buckets with Tap and Stand 2 per Schools (Primary, and JSS)	Hand Washing Buckets provided (Primary & JSS)	Improved Hygiene of school aged children in schools	3004	3004	3004	3004	4,000	12,016,000	15,016,000	17,016,000	20,000,000	64,048,000	UBEC, SUBEB	PRS, SUBEB
Carton of antibacterial soap for 15 Schools (Each 1Carton) Primary and JSS	Carton of antibacterial soap provided for 1328 Schools (Primary and JSS)	Improved Hygiene of school aged children in schools	15	15	15	15	8,500	127,500	142,800	159,936	179,128	609,364	UBEC, SUBEB,	PRS, SUBEB
Carton of Izol for 500 Schools (Each 1Carton)Primary and JSS	Carton of Izol provided for 500 Schools (Primary and JSS)	Improved Hygiene of school aged children in schools	500	500	500	500	10,000	5,000,000	5,600,000	6,272,000	7,024,640	23,896,640	UBEC, SUBEB,	PRS, SUBEB
Sanitary Pads for girl child from pry 4 to JSS 3 in 500 Schools	Sanitary Pads for girl child from pry 4 to JSS 3 in 500 Schools	Improved Hygiene of girl child in school	1,000	1,000	1,000	1,000	5,000	5,000,000	5,500,000	6,000,000	6,000,000	22,500,000	UBEC, SUBEB,	PRS, SUBEB
Transport/Distribution to 30 LGAs	Disbursement of Transport fare for Distribution to 30 LGAs	Improved service delivery	30	30	30	30	20,000	600,000	672,000	752,640	842,957	2,867,597	UBEC, SUBEB,	PRS SUBEB

Child friendly school artistic environment for 400 Primary school	400 primary schools decorated with CFSI arts	Improved access and participation	100	100	100	100	500,000	50,000,000	56,000,000	62,720,000	70,246,400	238,966,400	UBEC, SUBEB,	PRS, SUBEB
								662,503,500	711,981,800	1,039,505,736	1,165,457,505	3,377,073,141		

RESULT AREA 2: QUALITY AND EFFICIENCY

Table 23: Policy Objectives: Assuring Quality and Relevance

								COSTS (NGN '000')						
ACTIVITIES	OUTPUTS	OUTCOMES	YR 1	YR 2	YR 3	YR 4	Unit Cost	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR.4 Cost	Total	Source of Funding	Responsibility
Assessment of 1200 teachers in related subjects to be trained as core subject teachers: pry 600, JSS 600	1, 200 subject teachers trained	Improved learning outcomes at Basic Education sub sectors in the State	300	300	300	300	65,000	19,500,000	21,840,000	24,460,800	27,396,096	93,196,896	MoE, UBEC, SUBEB,	DPRS, SUBEB
Provide free training (incentives) for 1200 teachers willing to become core subject teachers at basic education level	1, 200 subject teachers trained	Improved learning outcomes at Basic Education sub sectors in the State	300	300	300	300	65,000	19,500,000	21,840,000	24,460,800	27,396,096	93,196,896	MoE, UBEC, SUBEB,	DPRS, SUBEB
Deploy qualified teachers to 120 rural schools across basic schools	120 teachers deployed to rural schools	Improved learning outcomes at Basic Education sub sectors in the State	30	30	30	30	240,000	7,200,000	8,064,000	9,031,680	10,115,482	34,411,162	MoE, UBEC, SUBEB,	DPRS, SUBEB
Procure and supply 800 instructional materials for basic education	800 instructional materials procured	Improved teaching and learning	200	200	200	200	50,000	10,000,000	11,200,000	12,544,000	14,049,280	47,793,280	MoE, UBEC, SUBEB,	DPRS, SUBEB

Procure and supply 800 teaching guides for teachers at JSS basic education level	800 teaching guides procured for JSS level	Improved teaching and learning	200	200	200	200	1,500	300,000	336,000	376,320	421,478	1,433,798	MoE, UBEC, SUBEB,	DPRS, SUBEB
Provision of 10,000 copies of Lesson Plans in Literacy and Numeracy Subjects	10,000 lesson plan copies provided in literacy and numeracy	Improved teaching and learning	2500	2500	2500	2500	1,000	2,500,000	2,800,000	3,136,000	3,512,320	11,948,320	MoE, UBEC, SUBEB,	DPRS, SUBEB
Production of 10,000 Statutory Records	10,000 Statutory records provided	Improved teaching and learning	2500	2500	2500	2500	1,500	3,750,000	4,200,000	4,704,000	5,268,480	17,922,480	MoE, UBEC, SUBEB,	DPRS, SUBEB
Procurement of 800 Charts for Basic education	800 charts for BE procured	Improved teaching and learning	200	200	200	200	1,000	200,000	224,000	250,880	280,986	955,866	MoE, UBEC, SUBEB,	DPRS, SUBEB
Procurement of 800 Posters for basic education	800 posters procured for BE	Improved teaching and learning	200	200	200	200	1,000	200,000	224,000	250,880	280,986	955,866	MoE, UBEC, SUBEB,	DPRS, SUBEB
Recruit 12 special needs education teachers for primary schools	12 special needs teachers recruited	Improved teaching and learning for special needs children	3	3	3	3	360,000	1,080,000	1,209,600	1,354,752	1,517,322	5,161,674	MoE, UBEC, SUBEB,	DPRS, SUBEB
Train 400 school heads on inclusive education across Preprimary, Primary and JSS	400 head teachers trained	improved inclusiveness at basic education	100	100	100	100	65,000	6,500,000	7,280,000	8,153,600	9,132,032	31,065,632	MoE, UBEC, SUBEB,	DPRS, SUBEB

Train 400 regular teachers on identification and management of children with special needs across basic and SSS	400 head teachers trained	improved inclusiveness at basic education	100	100	100	100	65,000	6,500,000	7,280,000	8,153,600	9,132,032	31,065,632	MoE, UBEC, SUBEB,	DPRS, SUBEB
Train 1600 core subject teachers across basic education sub sectors on pedagogy	1,600 teachers trained on pedagogy	Improved teaching and learning	400	400	400	400	65,000	26,000,000	29,120,000	32,614,400	36,528,128	124,262,528	MoE, UBEC, SUBEB,	DPRS, SUBEB
Provide school based and cluster training for 1,200 teachers across basic subsectors	1,200 teachers trained on pedagogy	Improved teaching and learning	300	300	300	300	65,000	19,500,000	21,840,000	24,460,800	27,396,096	93,196,896	MoE, UBEC, SUBEB,	DPRS, SUBEB
Make provision for inspection visits by 200 QA officers	inspection visits conducted	Improved qualitative teaching and learning	50	50	50	50	150,000	7,500,000	8,400,000	9,408,000	10,536,960	35,844,960	MoE, UBEC, SUBEB,	DPRS, SUBEB
Review of Guidelines and print 1600 copies on minimum	1,600 guidelines on minimum standard	Improved qualitative teaching and learning	400	400	400	400	1,500	600,000	672,000	752,640	842,957	2,867,597	MoE, UBEC, SUBEB,	DPRS, SUBEB
standards on establishment of schools	for school establishment printed													

Print and disseminate 4000 National benchmarks on Numeracy and Literacy for education managers across the LGEAS	4000 National benchmarks on Numeracy and Literacy printed and disseminated	Improved qualitative teaching and learning	1000	1000	1000	1000	1,500	1,500,000	1,680,000	1,881,600	2,107,392	7,168,992	MoE, UBEC, SUBEB,	DPRS, SUBEB
Sensitize 600 relevant stakeholders on guidelines for establishment and running of schools	600 relevant stakeholders on guidelines for establishment and running of schools sensitized	Improved management of schools	150	150	150	150	200,000	30,000,000	33,600,000	37,632,000	42,147,840	143,379,840	MoE, UBEC, SUBEB,	DPRS, SUBEB
Visit 200 schools to ensure adherence to minimum standards of establishing schools (50 per year)	200 schools visited and monitored	Improved management of schools	50	50	50	50	150,000	7,500,000	8,400,000	9,408,000	10,536,960	35,844,960	MoE, UBEC, SUBEB,	DPRS, SUBEB
Recruitment of 80 guidance counsellors for basic education (20 per year)	80 G & C recruited for basic education	Improved management of schools	20	20	20	20	360,000	7,200,000	8,064,000	9,031,680	10,115,482	34,411,162	MoE, UBEC, SUBEB,	DPRS, SUBEB
Train 400 teachers as Para counsellors masters across basic education level	400 para counsellor trained	Improved qualitative teaching and learning	100	100	100	100	65,000	6,500,000	7,280,000	8,153,600	9,132,032	31,065,632	MoE, UBEC, SUBEB,	DPRS, SUBEB

Recruit 16 Special Needs teachers (5 per Year) for JSS	16 special needs teachers recruited	Improved teaching and learning for special needs children	4	4	4	4	360,000	1,440,000	1,612,800	1,806,336	2,023,096	6,882,232	MoE, UBEC, SUBEB,	DPRS, SUBEB
Train 120 Special Needs Teachers	120 special needs teachers trained	Improved teaching and learning for special needs children	30	30	30	30	65,000	1,950,000	2,184,000	2,446,080	2,739,610	9,319,690	MoE, UBEC, SUBEB,	DPRS, SUBEB
Annual Conduct Monitoring Learning Achievement tests once for Primary, and JSS in literary, numerical and life skills	MLA conducted for Primary and JSS	Improved qualitative learning outcomes	1	1	1	1	1,500,000	1,500,000	1,680,000	1,881,600	2,107,392	7,168,992	MoE, UBEC, SUBEB,	DPRS, SUBEB
Reward 80 schools that recorded high performance in external examination at Primary level	80 schools of high performance rewarded	Improved qualitative learning outcomes	20	20	20	20	250,000	5,000,000	5,600,000	6,272,000	7,024,640	23,896,640	MoE, UBEC, SUBEB,	DPRS, SUBEB
Provide award to 60 high performing school teachers	60 schools of high performance rewarded	Improved qualitative learning outcomes	15	15	15	15	250,000	3,750,000	4,200,000	4,704,000	5,268,480	17,922,480	MoE, UBEC, SUBEB,	DPRS, SUBEB

across JSS level														
Provide annual awards for 60 best science students at JSS	60 best JSS science students rewarded	Improved qualitative learning outcomes	15	15	15	15	50,000	750,000	840,000	940,800	1,053,696	3,584,496	MoE, UBEC, SUBEB,	DPRS, SUBEB

Conduct of Basic Education Certificate Examination (BECE) Practical allowance support across 30 LGAs annually	BECE conducted across 27 LGAs	Improved qualitative learning outcomes	30	30	30	30	400,000	12,000,000	13,440,000	15,052,800	16,859,136	57,351,936	MoE, UBEC, SUBEB,	DPRS, SUBEB
Special Duties Related Expenses for 120 outstanding Education administrators (Head teachers/ Principals) across basic education level	120 outstanding administrators rewarded	Improved qualitative learning outcomes	30	30	30	30	200,000	6,000,000	6,720,000	7,526,400	8,429,568	28,675,968	MoE, UBEC, SUBEB,	DPRS, SUBEB
Annual inter school sports competition at Primary school level in 27 LGAs out of 30 LGEAs	Annual inter house sport conducted	Improved extracurricular activities at primary school level	27	27	27	27	500,000	13,500,000	15,120,000	16,934,400	18,966,528	64,520,928	MoE, UBEC, SUBEB,	DPRS, SUBEB
Annual inter schools quizzes and debates competition for JSS across all LGEAs	Annual quizzes conducted	Improved extracurricular activities at JSS school level	30	30	30	30	550,000	16,500,000	18,480,000	20,697,600	23,181,312	78,858,912	MoE, UBEC, SUBEB,	DPRS, SUBEB
Provision of incinerator for 400 primary school environment (200 per year)	400 incinerators provided	Healthy environment maintained in primary schools	100	100	100	100	550,000	55,000,000	61,600,000	68,992,000	77,271,040	262,863,040	MoE, UBEC, SUBEB,	DPRS, SUBEB

Provision of incinerator for 200 JSS school environment	200 incinerators provided	Safe and Healthy environment maintained in all community schools	50	50	50	50	550,000	27,500,000	30,800,000	34,496,000	38,635,520	131,431,520	MoE, UBEC, SUBEB,	
Organise Peer tutoring across JSS schools in 30 LGAs annually	Peer tutoring organised	Improved learning outcomes at Basic Education sub sectors in the State	30	30	30	30	500,000	15,000,000	16,800,000	18,816,000	21,073,920	71,689,920	MoE, UBEC, SUBEB,	DPRS, SUBEB
Engagement of partners in developing/printing and distribution of IEC material on relevance of Education to 40 JSS school annually	IEC materials distributed	Improved participation of girls in basic education	40	40	40	40	500,000	20,000,000	22,400,000	25,088,000	28,098,560	95,586,560	MoE, UBEC, SUBEB,	DPRS, SUBEB
Development of Training Manual for Teachers and Students on digital ICT skills in 2,000 basic schools	Training manual on digital literacy developed	Improved digital literacy	500	500	500	500	1,500	750,000	840,000	940,800	1,053,696	3,584,496	MoE, UBEC, SUBEB,	DPRS, SUBEB
Conduct TOT Training on	TOT on digital	Improved digital	40	40	40	40	65,000	2,600,000	2,912,000	3,261,440	3,652,813	12,426,253	MoE, UBEC,	DPRS, SUBEB
Digital Literacy for 40 computer teachers from 40 selected Primary and JSS Schools.	literacy conducted	literacy											SUBE B,	

Training of 400 Teachers selected JSS Secondary Schools on the use and application of Kyan elearning Technology with engagement of firm.	400 teachers trained on KYAN usage	Improved digital literacy	100	100	100	100	65,000	6,500,000	7,280,000	8,153,600	9,132,032	31,065,632	MoE, UBEC, SUBEB,	DPRS, SUBEB
Conduct Termly Monitoring of 40 selected Secondary Schools (120 annually) on proper implementation of digital literacy skills	Termly monitoring conducted on digital literacy skills	Improved digital literacy	120	120	120	120	550,000	66,000,000	73,920,000	82,790,400	92,725,248	315,435,648	MoE, UBEC, SUBEB,	DPRS, SUBEB
Procurement of Textbooks English P1 & Maths P1 (Eng 25,000 & Maths 25,000)=50,000	English P1 & Maths P1 Textbooks procured	Improved teaching and learning	25,000	25,000	25,000	25,000	15,000	375,000,000	420,000,000	470,400,000	526,848,000	1,792,248,000	MoE, UBEC, SUBEB,	DPRS, SUBEB
Procurement of 400,000 Customize Exercise Book	400,000 customized exercise books	Improved teaching and learning	100,000	100,000	100,000	100,000	1,000	100,000,000	112,000,000	125,440,000	140,492,800	477,932,800	MoE, UBEC, SUBEB,	DPRS, SUBEB
for Primary schools	procured for Primary													

Procurement of 400,000 learning Materials (Pencils and Math sets 1 pkt each)	400,000 customized learning materials procured	Improved teaching and learning	100,000	100,000	100,000	100,000	1,000	100,000,000	112,000,000	125,440,000	140,492,800	477,932,800	MoE, UBEC, SUBEB,	DPRS, SUBEB
Procurement of 1,500 pupils School Bags annually	1,500 pupils' school bags procured	Improved teaching and learning	1,500	1,500	1,500	1,500	5,500	8,250,000	9,240,000	10,348,800	11,590,656	39,429,456	MoE, UBEC, SUBEB,	DPRS, SUBEB
Transportation of Teaching and Learning Materials TLM to 30 LGEAs annually	Transport fare disbursed	Improved teaching and learning	30	30	30	30	20,000	600,000	672,000	752,640	842,957	2,867,597	MoE, UBEC, SUBEB,	DPRS, SUBEB
Production of 1,000 Numeracy Chart 1,2,3.....100 annually	1,000 Numeracy charts produced	Improved teaching and learning	1,000	1,000	1,000	1,000	1,500	1,500,000	1,680,000	1,881,600	2,107,392	7,168,992	MoE, UBEC, SUBEB,	DPRS, SUBEB
Production of 1,000 Alphabet Chart A,B,C.....Z annually	1,000 Alphabets charts produced	Improved teaching and learning	1,000	1,000	1,000	1,000	1,500	1,500,000	1,680,000	1,881,600	2,107,392	7,168,992	MoE, UBEC, SUBEB,	DPRS, SUBEB
Training of 2,100 Teachers & Head teachers on Early Grade Reading Using RANA Approach	2,100 teachers and head teachers trained	Improved teaching and learning	700	700	700	700	65,000	45,500,000	50,960,000	57,075,200	63,924,224	217,459,424	MoE, UBEC, SUBEB,	DPRS, SUBEB

Provision of Games & Sports equipment to 400 basic schools in 30 LGAs	Games and sport equipment provided	Improved extracurricular activities in Basic schools	100	100	100	100	500,000	50,000,000	56,000,000	62,720,000	70,246,400	238,966,400	MoE, UBEC, SUBE B,	DPRS, SUBEB
Procurement and supply of 750 teaching materials (White maker board, Maker & Duster)	750 teaching materials (white maker board,) procured and deployed	Improved teaching and learning	750	750	750	750	2,000	1,500,000	1,680,000	1,881,600	2,107,392	7,168,992	MoE, UBEC, SUBE B,	DPRS, SUBEB
Monitoring & Evaluation of IQTEE Programme in 30 LGAs for integration	IQTE monitored in 30 LGAs	Improved teaching and learning on IQTE	30	30	30	30	200,000	6,000,000	6,720,000	7,526,400	8,429,568	28,675,968	MoE, UBEC, SUBE B,	DPRS, SUBEB
Production and printing of 4000 primary-1 & 2 pupils English Book-1 annually	4000 primary-1 & 2 pupils English Book produced and printed	Improved teaching and learning	4,000	4,000	4,000	4,000	1,000	4,000,000	4,480,000	5,017,600	5,619,712	19,117,312	MoE, UBEC, SUBE B,	DPRS, SUBEB
Production and printing of 1000 primary-1 & 2 English Teachers Guide annually	1000 primary-1 & 2 English Teachers Guide produced and printed	Improved teaching and learning	1,000	1,000	1,000	1,000	1,000	1,000,000	1,120,000	1,254,400	1,404,928	4,779,328	MoE, UBEC, SUBE B,	DPRS, SUBEB
Production and printing of 4,000 primary-1 & 2 pupils Maths Book annually	4,000 primary-1 & 2 pupils Maths Book produced and printed	Improved teaching and learning	4,000	4,000	4,000	4,000	1,000	4,000,000	4,480,000	5,017,600	5,619,712	19,117,312	MoE, UBEC, SUBE B,	DPRS, SUBEB

Production and printing of 1,000 primary-1 & 2 Maths Teachers Guide annually	1,000 primary-1 & 2 Maths Teachers Guide produced and printed	Improved teaching and learning	1,000	1,000	1,000	1,000	1,000	1,000,000	1,120,000	1,254,400	1,404,928	4,779,328	MoE, UBEC, SUBEB,	DPRS, SUBEB
Production and printing of 4,000 Social studies for P1 & P2	4,000 (Social studies for p1 produced	Improved teaching and learning	4,000	4,000	4,000	4,000	800	3,200,000	3,584,000	4,014,080	4,495,770	15,293,850	MoE, UBEC, SUBEB,	DPRS, SUBEB
Procurement of KYAN multimedia projector for on line teaching and learning for 600 primary & JSS school (300 for Primary (1&2 year) and 300 for JSS (1 &2 years)	KYAN multimedia projector for on line teaching and learning for 600 primary & JSS school procured		150	150	150	150	250,000	37,500,000	42,000,000	47,040,000	52,684,800	179,224,800	MoE, UBEC, SUBEB,	DPRS, SUBEB
procure and distribute 4,000 Basic science textbooks to support Primary school Science annually	4,000 science textbooks procured	Improved teaching and learning	4,000	4,000	4,000	4,000	5,500	22,000,000	24,640,000	27,596,800	30,908,416	105,145,216	MoE, UBEC, SUBEB,	DPRS, SUBEB

Annual Conduct monitoring & learning achievement (MLA) of P6 and JSS 3	MLA conducted for P6 and JSS 3		1	1	1	1	500,000	500,000	560,000	627,200	702,464	2,389,664	MoE, UBEC, SUBEB,	DPRS, SUBEB
Train 1,200 Teachers of Primary schools on Jolly Phonics	1,200 teachers trained on Jolly Phonics	Improved teaching and learning	300	300	300	300	65,000	19,500,000	21,840,000	24,460,800	27,396,096	93,196,896	MoE, UBEC, SUBEB,	DPRS, SUBEB

Produce and distribute 3,000 Basic education curriculum	3,000 Basic education curriculum produced	Improved teaching and learning	750	750	750	750	2,000	1,500,000	1,680,000	1,881,600	2,107,392	7,168,992	MoE, UBEC, SUBEB,	DPRS, SUBEB
Train 600 school teachers on SMASE across LGAs	600 teachers trained on SMASE	Improved teaching and learning	150	150	150	150	65,000	9,750,000	10,920,000	12,230,400	13,698,048	46,598,448	MoE, UBEC, SUBEB,	DPRS, SUBEB
Construct 8 purpose built classrooms each for ECCDE Centres (2 per Year)	8 purpose built classrooms constructed for ECCDE Centres	Improved Access to ECCDE	2	2	2	2	15,000,000	30,000,000	33,600,000	37,632,000	42,147,840	143,379,840	MoE, UBEC, SUBEB,	DPRS, SUBEB
Renovate 240 dilapidated existing classrooms at identified primary schools	240 dilapidated classrooms renovated	improved conducive learning environment	60	60	60	60	10,000,000	600,000,000	672,000,000	752,640,000	842,956,800	2,867,596,800	MoE, UBEC, SUBEB,	DPRS, SUBEB
Construct 160 additional classrooms at Junior level	160 additional classrooms constructed	improved conducive learning environment	40	40	40	40	25,000,000	1,000,000,000	1,120,000,000	1,254,400,000	1,404,928,000	4,779,328,000	MoE, UBEC, SUBEB,	DPRS, SUBEB

Renovate 120 existing dilapidated ones at Junior Secondary level	120 dilapidated JSS schools renovated	improved conducive learning environment	30	30	30	30	10,000,000	300,000,000	336,000,000	376,320,000	421,478,400	1,433,798,400	MoE, UBEC, SUBEB,	DPRS, SUBEB
Provide 1600 sets of classroom plastic furniture tables and chairs at ECCD level annually	1600 plastic chairs and tables provided for ECCDE	improved conducive learning environment	400	400	400	400	25,000	10,000,000	11,200,000	12,544,000	14,049,280	47,793,280	MoE, UBEC, SUBEB,	DPRS, SUBEB

Provide 400 Social and extra-curricular activities in 60 Preprimary and primary schools 340 Pry schools annually	400 Social and extracurricular equipment provided	improved Social and extracurricular activities	100	100	100	100	150,000	15,000,000	16,800,000	18,816,000	21,073,920	71,689,920	MoE, UBEC, SUBEB,	DPRS, SUBEB
Provide 80 sets of teachers' furniture tables and chairs at ECCD level annually	80 sets of teachers furniture provided	improved conducive learning environment	20	20	20	20	80,000	1,600,000	1,792,000	2,007,040	2,247,885	7,646,925	MoE, UBEC, SUBEB,	DPRS, SUBEB
Provide 12,000 sets of classroom furniture with tables and chairs at Primary level	12,000 sets of classroom furniture provided for Primary schools	improved conducive learning environment	3000	3000	3000	3000	65,000	195,000,000	218,400,000	244,608,000	273,960,960	931,968,960	MoE, UBEC, SUBEB,	DPRS, SUBEB
Provide 4000 sets of classroom furniture with tables and chairs for teachers' at Primary level.	4000 sets of classroom furniture provided for Primary schools teacher	improved conducive learning environment	1000	1000	1000	1000	80,000	80,000,000	89,600,000	100,352,000	112,394,240	382,346,240	MoE, UBEC, SUBEB,	

Provide 6000 sets of students furniture at JSS Level (100 per year)	400 sets of teachers' furniture provided for JSS schools	improved conducive learning environment	1500	1500	1500	1500	70,000	105,000,000	117,600,000	131,712,000	147,517,440	501,829,440	MoE, UBEC, SUBEB,	DPRS, SUBEB
Provide 2000 sets of teachers furniture at JSS Level (500 per year)	2000 sets of teachers' furniture provided for teachers in JSS schools	improved conducive learning environment	500	500	500	500	80,000	40,000,000	44,800,000	50,176,000	56,197,120	191,173,120	MoE, UBEC, SUBEB,	DPRS, SUBEB

Construct, equip and furnish a standard block of Science Labs in 8 Junior Secondary Schools	8 Laboratory constructed and equipped	Improved the teaching and learning of science	2	2	2	2	30,000,000	60,000,000	67,200,000	75,264,000	84,295,680	286,759,680	MoE, UBEC, SUBEB,	DPRS, SUBEB
Renovate equip and furnish 6 libraries in 6 JSS Secondary Schools annually	6 libraries renovated and equipped	Improved reading skills among basic education learners	6	6	6	6	8,000,000	48,000,000	53,760,000	60,211,200	67,436,544	229,407,744	MoE, UBEC, SUBEB,	DPRS, SUBEB
Construct Basic Science Lab in 20 Primary schools	20 Basic Science laboratory constructed and equipped	Improved the teaching and learning of science	5	5	5	5	25,000,000	125,000,000	140,000,000	156,800,000	175,616,000	597,416,000	MoE, UBEC, SUBEB,	DPRS, SUBEB

Construct and furnish a standard library in 8 JS Schools	8 libraries constructed and equipped	Improved reading skills among basic education learners	2	2	2	2	35,000,000	70,000,000	78,400,000	87,808,000	98,344,960	334,552,960	MoE, UBEC, SUBEB,	DPRS, SUBEB
Construct and furnish a standard Admin Block in 8 primary schools	8 admin Blocks constructed for Primary schools	Improved administrative efficiency and effectiveness	2	2	2	2	25,000,000	50,000,000	56,000,000	62,720,000	70,246,400	238,966,400	MoE, UBEC, SUBEB,	DPRS, SUBEB
Construct and furnish a standard Admin Block in 12 JS	12 admin Blocks constructed for JSS schools	Improved administrative efficiency and effectiveness	3	3	3	3	30,000,000	90,000,000	100,800,000	112,896,000	126,443,520	430,139,520	MoE, UBEC, SUBEB,	DPRS, SUBEB

procure and furnish a standard ICT centre in 40 primary schools	ICT centre furnished for 40 primary schools	Improved digital literacy among BE learner	10	10	10	10	5,000,000	50,000,000	56,000,000	62,720,000	70,246,400	238,966,400	MoE, UBEC, SUBEB,	DPRS, SUBEB
Establishment of ECCDE in 12 public primary schools	ECCDE established in additional 12 Primary schools	improved conducive learning environment	3	3	3	3	5,000,000	15,000,000	16,800,000	18,816,000	21,073,920	71,689,920	MoE, UBEC, SUBEB,	DPRS, SUBEB
Establish 4 additional Junior Secondary Schools in rural and remote communities	4 additional JSS established in remote communities	improved conducive learning environment	1	1	1	1	20,000,000	20,000,000	22,400,000	25,088,000	28,098,560	95,586,560	MoE, UBEC, SUBEB,	DPRS, SUBEB

Furnish a standard ICT centre in 40 JS schools	ICT centre furnished for 40 JSS schools	Improved digital literacy among BE learner	10	10	10	10	8,000,000	80,000,000	89,600,000	100,352,000	112,394,240	382,346,240	MoE, UBEC, SUBEB,	DPRS, SUBEB
Construct and furnish a standard ICT centre in 20 Primary schools	ICT centre constructed for 20 primary schools	Improved digital literacy among BE learner	5	5	5	5	5,000,000	25,000,000	28,000,000	31,360,000	35,123,200	119,483,200	MoE, UBEC, SUBEB,	DPRS, SUBEB
Soft & hard Landscaping (including drainage) of 16 JSS Schools	16 JSS schools landscaping conducted	improved conducive learning environment	4	4	4	4	2,500,000	10,000,000	11,200,000	12,544,000	14,049,280	47,793,280	MoE, UBEC, SUBEB,	DPRS, SUBEB
Soft & hard Landscaping (including drainage) of 12 primary schools	12 Primary schools landscaping conducted	improved conducive learning environment	3	3	3	3	2,500,000	7,500,000	8,400,000	9,408,000	10,536,960	35,844,960	MoE, UBEC, SUBEB,	DPRS, SUBEB

Provide infrastructure for the special needs children in 8 primary schools	80 Primary schools supplied with infrastructure for special needs children	improved conducive learning environment	2	2	2	2	5,500,000	11,000,000	12,320,000	13,798,400	15,454,208	52,572,608	MoE, UBEC, SUBEB,	DPRS, SUBEB
Provide infrastructure for the special needs children in 4 JSS annually	4 JSS schools supplied with infrastructure for special needs children	improved conducive learning environment	4	4	4	4	5,500,000	22,000,000	24,640,000	27,596,800	30,908,416	105,145,216	MoE, UBEC, SUBEB,	DPRS, SUBEB

Create and equip sick bays for 20 primary schools	20 sick bays created and equipped for 20 primary	Improve safety and health of BE learner	5	5	5	5	2,500,000	12,500,000	14,000,000	15,680,000	17,561,600	59,741,600	MoE, UBEC, SUBEB,	DPRS, SUBEB
Create and equip sick bays for 12 JSS	12 Sick bays created and equipped for 12 JSS schools	Improve safety and health of BE learner	3	3	3	3	2,500,000	7,500,000	8,400,000	9,408,000	10,536,960	35,844,960	MoE, UBEC, SUBEB,	DPRS, SUBEB
Construct and furnish a standard IntroTech workshop for 8 JSS	8 Intro Tech workshop constructed and furnished for 8 JSS	Improved the teaching and learning of science in BE	2	2	2	2	10,000,000	20,000,000	22,400,000	25,088,000	28,098,560	95,586,560	MoE, UBEC, SUBEB,	DPRS, SUBEB
Construct perimeter fence with metal gate 40 primary and JSS	40 Primary & JSS have perimeter fence with metal gate	Improve safety of BE learners	10	10	10	10	12,000,000	120,000,000	134,400,000	150,528,000	168,591,360	573,519,360	MoE, UBEC, SUBEB,	DPRS, SUBEB

Provide 4 monitoring Hilux vehicles	4 Hilux vehicles provide	Improved BE service delivery	1	1	1	1	25,000,000	25,000,000	28,000,000	31,360,000	35,123,200	119,483,200	MoE, UBEC, SUBEB,	DPRS, SUBEB
Procure 8 laptops ICT equipment for 8 Depts in SUBEB	8 Laptops provided for 8 Depts in SAME	Improved BE service delivery	2	2	2	2	400,000	800,000	896,000	1,003,520	1,123,942	3,823,462	MoE, UBEC, SUBEB,	DPRS, SUBEB
Training and re-training of 400 school managers on maintenance culture	400 school managers trained on maintenance culture	Improved BE service delivery	100	100	100	100	65,000	6,500,000	7,280,000	8,153,600	9,132,032	31,065,632	MoE, UBEC, SUBEB,	DPRS, SUBEB

Identify and Construct drainage system in 20 primary schools	20 drainage system constructed in 20 primary schools	Improved BE service delivery	5	5	5	5	2,500,000	12,500,000	14,000,000	15,680,000	17,561,600	59,741,600	MoE, UBEC, SUBEB,	DPRS, SUBEB
Conduct mapping of school lands in 30 LGAs for proper siting of schools (6 LGA per year)	School mapping conducted in 24 LGAs (6 LGA per year)	Improved proper siting of schools	6	8	8	8	5,500,000	44,000,000	49,280,000	55,193,600	61,816,832	210,290,432	MoE, UBEC, SUBEB,	DPRS, SUBEB
Recruit and deploy additional 120 security personnel to schools	120 security officers recruited and deployed	Improved learners' safety in BE schools	30	30	30	30	360,000	10,800,000	12,096,000	13,547,520	15,173,222	51,616,742	MoE, UBEC, SUBEB,	DPRS, SUBEB
Procure additional 400 security gadgets and distribute to schools (100 per year)	400 security gadgets procured	Improved learners' safety in BE schools	100	100	100	100	1,000,000	100,000,000	112,000,000	125,440,000	140,492,800	477,932,800	MoE, UBEC, SUBEB,	DPRS, SUBEB

Construct burglary proof in schools in 20 Primary schools, and 20 JSS	burglary proof in schools in 20 Primary schools, and 20 JSS constructed	Improved learners' safety in BE schools	10	10	10	10	600,000	6,000,000	6,720,000	7,526,400	8,429,568	28,675,968	MoE, UBEC, SUBE B,	DPRS, SUBEB
Create awareness in 30 communities in 27 LGEAs out of the 30 LGAs on security alertness	Awareness on security alertness created in 30 LGAs	Improved learners' safety in BE schools	27	27	27	27	4,500,000	121,500,000	136,080,000	152,409,600	170,698,752	580,688,352	MoE, UBEC, SUBE B,	DPRS, SUBEB
Initiate lay down safety protocols in Basic Education schools and Create awareness on early warning signs in 30 LGEAs	Early warning signs on safety precautions initiated in all LGAs	Improved learners' safety in BE schools	27	27	27	27	500,000	13,500,000	15,120,000	16,934,400	18,966,528	64,520,928	MoE, UBEC, SUBE B,	DPRS, SUBEB
Train 600 school administrators, and teachers on effective classroom management across LGAs	600 administrators trained on effective classroom management across LGAs	Improved learners' safety in BE schools	150	150	150	150	65,000	9,750,000	10,920,000	12,230,400	13,698,048	46,598,448	MoE, UBEC, SUBE B,	DPRS, SUBEB
Provide and install solar power system to 20 primary schools, and 20 JSS	20 solar energy installed for 20 primary and 20 JSS	improved conducive learning environment	10	10	10	10	6,500,000	65,000,000	72,800,000	81,536,000	91,320,320	310,656,320	MoE, UBEC, SUBE B,	DPRS, SUBEB

Construct motorized bore hole in 20 primary schools, and 20 JSS	40 motorized bore hole provided for Primary and JSS respectively	improved conducive learning environment	10	10	10	10	3,700,000	37,000,000	41,440,000	46,412,800	51,982,336	176,835,136	MoE, UBEC, SUBEB,	DPRS, SUBEB
Repair existing damaged bore holes in 120 schools across basic education schools	120 boreholes repaired across basic schools	improved conducive learning environment	30	30	30	30	600,000	18,000,000	20,160,000	22,579,200	25,288,704	86,027,904	MoE, UBEC, SUBEB,	DPRS, SUBEB
Paying annual internet subscription 40 Primary and JSS Schools	Annual Subscription for internet paid	Improved BE service delivery	10	10	10	10	250,000	2,500,000	2,800,000	3,136,000	3,512,320	11,948,320	MoE, UBEC, SUBEB,	DPRS, SUBEB
Construction of 20 Nomadic learning Centers across all the LGEAs	60 Nomadic learning Centers provided	improved conducive learning environment for the Nomads	5	5	5	5	1,200,000	6,000,000	6,720,000	7,526,400	8,429,568	28,675,968	MoE, UBEC, SUBEB,	DPRS, SUBEB
								4,932,020,000	5,523,862,400	6,186,725,888	6,929,132,995	23,571,741,283		

Policy 3: System Strengthening and Efficiency

Table 24 :Policy Objective: Enhance Efficient and Effective Management System

ACTIVITIES	OUTPUTS	OUTCOMES						COSTS (NGN '000')				Total	Source of Funding	Responsibility
			YR 1	YR 2	YR3	YR 4	Unit Cost	YR 1 Cost	YR 2 Cost	YR 3Cost	YR 4 Cost			
Train 120 quality assurance staff at SUBEB Headquarters, Zonal offices and LGEAs	120 quality assurance officers trained	Effective qualitative delivery of education	30	30	30	30	65,000	1,950,000	2,184,000	2,446,080	2,739,610	9,319,690	MoE, UBEC, SUBEB	DPRS, SUBEB
Orientate 160 community leaders and SBMC members for participatory quality assurance activities,	160 communities leaders and SBMC oriented	Effective qualitative delivery of education	40	40	40	40	200,000	8,000,000	8,960,000	10,035,200	11,239,424	38,234,624	MoE, UBEC, SUBEB	DPRS, SUBEB
Train 200 facilitators, heads of public & private Primary schools on the new Quality Assurance Model.	200 facilitators and Heads of schools trained on New QA model	Effective qualitative delivery of education	50	50	50	50	65,000	3,250,000	3,640,000	4,076,800	4,566,016	15,532,816	MoE, UBEC, SUBEB	DPRS, SUBEB
Train 200 heads of public & private JSS schools on the new Quality Assurance Model.	200 Heads of JSS schools trained on New QA model	Effective qualitative delivery of education	50	50	50	50	65,000	3,250,000	3,640,000	4,076,800	4,566,016	15,532,816	MoE, UBEC, SUBEB	DPRS, SUBEB

Set up 4 men MTBESP implementation Committee annually and hold quarterly meeting to ensure linkage of plan with annual budget	MTBESP implementation on Committee set up	Plan translating and informing actions for quality BE	4	4	4	4	350,000	1,400,000	1,568,000	1,756,160	1,966,899	6,691,059	MoE, UBEC, SUBEB	DPRS, SUBEB
Undertake annual research on SITAN at the SUBEB on Learning Assessment to inform policy and plan development and implementation	Annual research on SITAN conducted	Evidenced based SITAN informing	1	1	1	1	2,000,000	2,000,000	2,240,000	2,508,800	2,809,856	9,558,656	MoE, UBEC, SUBEB	DPRS, SUBEB

on		policies decisions													
Organize 4 stakeholders' forums for policy dialogue annually	4 stakeholders forums for policy dialogue organized	Evidenced based SITAN informing policies decisions	4	4	4	4	750,000	3,000,000	3,360,000	3,763,200	4,214,784	14,337,984	MoE, UBEC, SUBEB	DPRS, SUBEB	

Train 31 Planning officers at SUBEB on planning methodologies annually	31 Planning officers trained	Effective service delivery	31	31	31	31	65,000	2,015,000	2,256,800	2,527,616	2,830,930	9,630,346	MoE, UBEC, SUBEB	DPRS, SUBEB
Conduct annual impact assessment of on-going education projects at Basic Education level for better performance	Annual impact assessment conducted	Effective service delivery	1	1	1	1	1,850,000	1,850,000	2,072,000	2,320,640	2,599,117	8,841,757	MoE, UBEC, SUBEB	DPRS, SUBEB
Monitor and Evaluate quarterly MTBESP plan implementation by 4 men team set up	MTBESP monitored and evaluated annually	Plan translating and informing actions for quality BE	4	4	4	4	250,000	1,000,000	1,120,000	1,254,400	1,404,928	4,779,328	MoE, UBEC, SUBEB	DPRS, SUBEB
Provide motivational packages for 10 Outstanding staff of SUBEB annually	Motivational packages for Outstanding 10 staff provided	Effective service delivery	10	10	10	10	50,000	500,000	560,000	627,200	702,464	2,389,664	MoE, UBEC, SUBEB	DPRS, SUBEB
Enforce accountability of funds through training on	Training on accountability conducted	Effective service delivery	4	4	4	4	250,000	1,000,000	1,120,000	1,254,400	1,404,928	4,779,328	MoE, UBEC, SUBEB	DPRS, SUBEB

auditing for 4 auditing staff of SUBEB annually														
Train 1,500 Public Primary school Head teachers on Effective school management annually	1500 Public Primary school Head trained	Effective management of schools	1,500	1,500	1,500	1,500	65,000	97,500,000	109,200,000	122,304,000	136,980,480	465,984,480	MoE, UBEC, SUBEB	DPRS, SUBEB
Strengthen capacities and competencies of 31 HOS for effective	31 HOS capacities strengthened	Effective management	31	31	31	31	65,000	2,015,000	2,256,800	2,527,616	2,830,930	9,630,346	MoE, UBEC, SUBEB	DPRS, SUBEB

management of education programmes		of education programmes												B	
Conduct of annual school census starting from 2023/2024	Annual school census conducted	Reliable and credible data available	1	1	1	1	9,000,000	9,000,000	11,000,000	13,000,000	15,000,000	48,000,000	MoE, UBEC, SUBE B	DPRS, SUBEB	
Establish EMIS Committee at 6 Zone of SUBEB	EMIS Committee at Zonal level established	Reliable and credible data available	1	1	2	2	600,000	1,200,000	1,344,000	1,505,280	1,685,914	5,735,194	MoE, UBEC, SUBE B	DPRS, SUBEB	
Procure of 6 ML proliant servers and 6 workstations at 6 zonal levels	6 servers procured and 6 workstations established	Reliable and credible data available	6	6	6	6	1,000,000	6,000,000	7,040,000	8,644,800	9,322,176	31,006,976	MoE, UBEC, SUBE B	DPRS, SUBEB	
Procure EMIS Server and workstation	EMIS Server and workstation operating	Reliable and credible data available	0	0	1	0	6,000,000	0	0	6,000,000	0	6,000,000	MoE, UBEC, SUBE B	DPRS, SUBEB	

Operating System Upgrade in SUBEB	system upgraded														
Procure EMIS Database Application Upgrade in SUBEB and 6 Zones	EMIS Database Application Upgraded	Reliable and credible data available	0	0	1	0	6,000,000	0	0	6,000,000	0	6,000,000.00	MoE, UBEC, SUBE B	DPRS, SUBEB	
Procure EMIS Wireless and Networking Hardware Upgrade in SUBEB and 6 Zones	EMIS Wireless and Networking Hardware procured	Reliable and credible data available	1	2	2	2	1,500,000	3,000,000	3,360,000	3,763,200	4,214,784	14,337,984	MoE, UBEC, SUBE B	DPRS, SUBEB	

Recruitment of 3 EMIS personnel at SUBEB to assist in data generation	3 EMIS personnel recruited	Reliable and credible data available	0	1	1	1	537,600	0	537,600	602,112	674,365	1,814,077	MoE, UBEC, SUBEB	DPRS, SUBEB
Training of 20 EMIS personal at the SUBEB	20 EMIS personnel trained	Reliable and credible data available	5	5	5	5	65,000	325,000	364,000	407,680	456,602	1,553,282	MoE, UBEC, SUBEB	DPRS, SUBEB
Establish EMIS Nodes at 31 LGEAs and Zonal offices	EMIS Nodes at LGEAs established	Reliable and credible data available	7	8	8	8	250,000	2,000,000	2,240,000	2,508,800	2,809,856	9,558,656	MoE, UBEC, SUBEB	DPRS, SUBEB
Procure ICT software and hard ware for EMIS take off at 8 LGEAs	ICT software and hardware procured	Reliable and credible data available	2	2	2	2	1,500,000	3,000,000	3,360,000	3,763,200	4,214,784	14,337,984	MoE, UBEC, SUBEB	DPRS, SUBEB

Spread the Recruitment 16 EMIS personnel across 31 LGEAs	16 EMIS personnel Recruited	Reliable and credible data available	4	4	4	4	480,000	1,920,000	2,150,400	2,408,448	2,697,462	9,176,310	MoE, UBEC, SUBEB	DPRS, SUBEB
Training of 3 EMIS personal each in 6 LGEAs	3 EMIS personnel trained	Reliable and credible data available	18	18	18	18	65,000	1,170,000	1,310,400	1,467,648	1,643,766	5,591,814	MoE, UBEC, SUBEB	DPRS, SUBEB
Train 40 SUBEB Admin officers annually	40 SUBEB admin officers trained	Effective qualitative delivery of basic education	40	40	40	40	65,000	2,600,000	2,912,000	3,261,440	3,652,813	12,426,253	MoE, UBEC, SUBEB	DPRS, SUBEB
Train 400 Principals of JSS (100 per year)	400 Principals trained	Effective qualitative delivery of basic education	100	100	100	100	65,000	6,500,000	7,280,000	8,153,600	9,132,032	31,065,632	MoE, UBEC, SUBEB	DPRS, SUBEB
Train 10 Heads of Agencies, Divisions and Units on Target Setting and Performance management annually	10 Heads staff trained	Effective qualitative delivery of basic education	10	10	10	10	75,000	750,000	840,000	940,800	1,053,696	3,584,496	MoE, UBEC, SUBEB	DPRS, SUBEB

Train 8 staff of Teacher Development @ SUBEB (2 per year)	8 staff of TPD trained	Effective qualitative delivery of basic education	2	2	2	2	75,000	150,000	168,000	188,160	210,739	716,899	MoE, UBEC, SUBEB	DPRS, SUBEB
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Train 40 LGEA Secretaries, Heads of Sections at LGEA and Heads of schools on Target Setting and Performance Management (10 per Year)	40 LGEA staff trained	Effective qualitative delivery of basic education	10	10	10	10	75,000	750,000	840,000	940,800	1,053,696	3,584,496	MoE, UBEC, SUBEB	DPRS, SUBEB
Train 400 SBMC members at all levels in schools on whole School Development Planning (100 per year)	400 SBMC staff trained	Effective qualitative delivery of basic education	100	100	100	100	65,000	6,500,000	7,280,000	8,153,600	9,132,032	31,065,632	MoE, UBEC, SUBEB	DPRS, SUBEB
Support 400 Schools at all levels to Produce whole School Development (100 per year)	400 Schools supported on WSDP	Effective qualitative delivery of basic education	100	100	100	100	300,000	30,000,000	33,600,000	37,632,000	42,147,840	143,379,840	MoE, UBEC, SUBEB	DPRS, SUBEB
Annual Aptitude Test for teachers to take a compulsory competency test in order to qualify as head of school at all levels	Aptitude test conducted	Effective qualitative delivery of basic education	1	1	1	1	2,500,000	2,500,000	2,800,000	3,136,000	3,512,320	11,948,320	MoE, UBEC, SUBEB	DPRS, SUBEB

Train 400 qualified heads of school for 1 weeks to be certified to head schools (100 per year)	400 qualified Heads trained	Effective qualitative delivery of basic education	100	100	100	100	65,000	6,500,000	7,280,000	8,153,600	9,132,032	31,065,632	MoE, UBEC, SUBEB	DPRS, SUBEB
Train 60 Social Mobilization Officers on supervisory skills (15 per year)	60 SMO trained	Effective qualitative delivery of basic education	15	15	15	15	75,000	1,125,000	1,260,000	1,411,200	1,580,544	5,376,744	MoE, UBEC, SUBEB	DPRS, SUBEB
Train and retrain 800 ECCDE, Primary School, JSS teachers on school record	800 ECCDE, Primary, JSS trained on	Effective qualitative delivery of basic education	200	200	200	200	75,000	15,000,000	16,800,000	18,816,000	21,073,920	71,689,920	MoE, UBEC, SUBEB	DPRS, SUBEB

keeping (200 annually)	SRK	basic education													
Develop Annual Emergence response plan for Basic education	Annual Response Plan developed	Effective qualitative delivery of basic education	31	31	31	31	850,000	26,350,000	29,512,000	33,053,440	37,019,853	125,935,293	MoE, UBEC, SUBE B	DPRS, SUBEB	
Train 800 Managers on Emergency response plan in 31 LGEAs (200 per year)	800 managers trained on EIE	Safe schools for learning institutionalized	200	200	200	200	65,000	13,000,000	14,560,000	16,307,200	18,264,064	62,131,264	MoE, UBEC, SUBE B	DPRS, SUBEB	
Conduct Community awareness in 31 LGAs on maintenance culture and ownership (SBMC)	Community awareness conducted for SBMC in 31 LGEAs	Effective qualitative delivery of basic education	31	31	31	31	450,000	13,950,000	15,624,000	17,498,880	19,598,746	66,671,626	MoE, UBEC, SUBE B	DPRS, SUBEB	

Annual review meeting of Basic Education Plans (Long, Medium and Short Terms Strategies)	Annual review meeting of Basic Education Plans conducted	Evidence based plans inform policy decisions	1	1	1	1	750,000	750,000	840,000	940,800	1,053,696	3,584,496	MoE, UBEC, SUBE B	DPRS, SUBEB	
Annual review of MTBESP Education Sector Plan	Annual review of MTBESP conducted	Evidence based plans inform policy decisions	1	1	1	1	750,000	750,000	840,000	940,800	1,053,696	3,584,496	MoE, UBEC, SUBE B	DPRS, SUBEB	
5 days training on leadership and good governance of 40 Education Officers and School support officers annually	40 Education Officers trained	Effective qualitative delivery of basic education	40	40	40	40	65,000	2,600,000	2,912,000	3,261,440	3,652,813	12,426,253	MoE, UBEC, SUBE B	DPRS, SUBEB	
Financial Management Training for 20 staff (12 project Accountant, APA, Finance officers, Auditor and 8 others from MoE, SUBEB)	20 Management staff trained on financial management	Effective qualitative delivery of basic education	20	20	20	20	75,000	1,500,000	1,680,000	1,881,600	2,107,392	7,168,992	MoE, UBEC, SUBE B	DPRS, SUBEB	

Training of 30 Education managers on result-driven total project management annually	30 Education stakeholders trained	Effective qualitative delivery of basic education	30	30	30	30	75,000	2,250,000	2,520,000	2,822,400	3,161,088	10,753,488	MoE, UBEC, SUBEB	DPRS, SUBEB
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Annual Review of SBMC Activities for Basic education	Annual Review meeting organized	Effective qualitative delivery of SBMC e	1	1	1	1	500,000	500,000	560,000	627,200	702,464	2,389,664	MoE, UBEC, SUBEB	DPRS, SUBEB
Training of 45 Master trainers of Nomadic centres	45 Master Trainers trained	Effective qualitative delivery of Nomadic education	45	45	45	45	65,000	2,925,000	3,276,000	3,669,120	4,109,414	13,979,534	MoE, UBEC, SUBEB	DPRS, SUBEB
Training of 100 coaches and mentors annually to support Games in basic schools	100 coaches and mentors trained	Effective qualitative delivery of basic education	100	100	100	100	75,000	7,500,000	8,400,000	9,408,000	10,536,960	35,844,960	MoE, UBEC, SUBEB	DPRS, SUBEB
Training of 120 JSS Principals on School management	120 JSS principals trained	Effective qualitative delivery of Basic education	30	30	30	30	75,000	2,250,000	2,520,000	2,822,400	3,161,088	10,753,488	MoE, UBEC, SUBEB	DPRS, SUBEB
Support Capacity Building of 10 SUBEB Monitoring & Evaluation (M&E) Staff on M&E and Best Practices	10 M&E SUBEB team trained annually	Effective qualitative delivery of Basic education	10	10	10	10	75,000	750,000	840,000	940,800	1,053,696	3,584,496	MoE, UBEC, SUBEB	DPRS, SUBEB
Printing of ASC forms annually for data generation	ASC forms printed	Credible and reliable data available for basic education	1	1	1	1	2,850,000	2,850,000	3,192,000	3,575,040	4,004,045	13,621,085	MoE, UBEC, SUBEB	DPRS, SUBEB
Collate, analyse and report dissemination of ASC annually	ASC data collated and reported	Credible and reliable data available for basic education	1	1	1	1	1,500,000	1,500,000	1,680,000	1,881,600	2,107,392	7,168,992	MoE, UBEC, SUBEB	DPRS, SUBEB
Procurement Of 4 office Printers annually	4 Office Printers procured	Working tools available and put to use	4	4	4	4	120,000	480,000	537,600	602,112	674,365	2,294,077	MoE, UBEC, SUBEB	DPRS, SUBEB

														B	
Procurement Of 4 Router Modem For Office usage @ SUBEB & LGEA annually	4 Rauta Modem procured	Working tools available and put to use	4	4	4	4	50,000	200,000	224,000	250,880	280,986	955,866	MoE, UBEC, SUBE B	DPRS, SUBEB	
Procurement And Distribution Of 20 Tablets For SUBEB staff and Education Secretaries annually	20 tablets procured and distributed	Working tools available and put to use	20	20	20	20	175,000	3,500,000	3,920,000	4,390,400	4,917,248	16,727,648	MoE, UBEC, SUBE B	DPRS, SUBEB	
Design Of Web-based Database For SUBEB linking it with LGEAs activities	Website design for SUBEB	Effective qualitative delivery of basic education	0	0	0	1	750,000	750,000	0	0	0	750,000	MoE, UBEC, SUBE B	DPRS, SUBEB	
Annual Purchases of Office Stationaries for SUBEB and LGEAs	Office stationaries procured annually	Effective qualitative delivery of basic education	1	1	1	1	1,650,000	1,650,000	1,848,000	2,069,760	2,318,131	7,885,891	MoE, UBEC, SUBE B	DPRS, SUBEB	
Clearing And Fumigation of 500 Preprimary schools and JSS	500 primary schools fumigated	Safe schools for learning institutionalized	500	500	500	500	150,000	75,000,000	84,000,000	94,080,000	105,369,600	358,449,600	MoE, UBEC, SUBE B,	DPRS, SUBEB	
Tree Planting In 400 Pry & JSS schools	400 Trees planted in JSS schools	Aesthetic culture promoted in schools	100	100	100	100	250,000	25,000,000	28,000,000	31,360,000	35,123,200	119,483,200	MoE, UBEC, SUBE B	DPRS, SUBEB	
Training Of 800, SBMC members	800 SBMC trained	Effective SBMC in place for BE	200	200	200	200	75,000	15,000,000	16,800,000	18,816,000	21,073,920	71,689,920	MoE, UBEC, SUBEB	DPRS, SUBEB	
SBMC Grant to 50 Primary Schools	50 primary schools received grants	Functional and effective SBMC	50	50	50	50	500,000	25,000,000	28,000,000	31,360,000	35,123,200	119,483,200	MoE, UBEC, SUBE B	DPRS, SUBEB	
Monitoring and evaluation of SBMC Activities by SMO across all schools in the 31 LGAs annually	Schools monitored by SMO staff	Functional and effective SBMC	31	31	31	31	2,550,000	79,050,000	88,536,000	99,160,320	111,059,558	377,805,878	MoE, UBEC, SUBE B	DPRS, SUBEB	
								533,775,000	489,565,600	561,753,472	641,724,812	2,569,382,442			

RESULT AREA 4: SUSTAINABLE FUNDING

Table 25 :Policy Objectives: Ensure Sustainable funding of Basic Education

ACTIVITIES	OUTPUTS	OUTCOMES					COSTS (NGN '000')					Source of Funding	Responsibility	
			Y R 1	Y R 2	Y R 3	Y R 4	Unit Cost	YR 1 Cost	YR 2 Cost	YR 3Cost	YR.4 Cost			Total
Organize Annual Basic Education Summit to re-enforce stakeholders' buy-into Basic Education funding	Annual Summit organized	Improved sustainable funding	1	1	1	1	2,750,000	2,750,000	3,080,000	3,449,600	3,863,552	13,143,152	UBEC, SUBEB, BESDA	DPRS, SUBEB
Organize Interactive Meeting of 15 delegates with House Committees on Education for Basic education Funding annually	Interactive meeting with House assembly organized	Improved sustainable funding	15	15	15	15	2,000,000	30,000,000	33,600,000	37,632,000	42,147,840	143,379,840	UBEC, SUBEB, BESDA	DPRS, SUBEB
Annual Capacity building workshop on accounting and procurement practices for 60 officers from Key Departments in SUBEB	Capacity building for Key Departments Conducted	Improved procurement practices	60	60	60	60	65,000	3,900,000	4,368,000	4,892,160	5,479,219	18,639,379	UBEC, SUBEB, BESDA	DPRS, SUBEB
Sensitization training of 200 Principals of Junior schools on financial management of school charges and levies.	200 JSS principals trained	Effective financial management practices	50	50	50	50	65,000	3,250,000	3,640,000	4,076,800	4,566,016	15,532,816	MoE, UBEC, SUBEB	DPRS, SUBEB
Set up Task Team 4 Men across the 31 LGEAs by SUBEB for annual proper monitoring and coordination of basic education interventions from ETF, UBEC, IDPs and other donor agencies.	Task Team set up across the 31 LGAs	Proper monitoring and coordination of basic education interventions in the State	4	4	4	4	500,000	2,000,000	2,240,000	2,508,800	2,809,856	9,558,656	MoE, UBEC, SUBEB	DPRS, SUBEB

Sensitization training of 31 Education Sec including Board Management on financial management of school charges and levies.	Education secretaries and Board Members trained	Effective financial management practices	31	31	31	31	4,000,000	124,000,000	138,880,000	155,545,600	174,211,072	592,636,672	MoE, UBEC, SUBEB	DPRS, SUBEB
Annual Capacity building workshop for all SUBEB Heads of Departments (8 key Departments) and their Deputies on how to draw in and effectively utilize resources from IDPs and other donor agencies	Head of Departments in SUBEB and their Deputies trained on resource utilization	Effective deployment of resources and its utilization	16	16	16	16	65,000	1,040,000	1,164,800	1,304,576	1,461,125	4,970,501	MoE, UBEC, SUBEB	DPRS, SUBEB
Annual Sensitization and mobilization visits in 60 communities to parents, traditional, religious and opinion leaders, communities, CBOs and NGOs to support funding of Basic Education (15 Communities per year)	60 Communities members sensitized	Increased funding support for basic educated	15	15	15	15	500,000	7,500,000	8,400,000	9,408,000	10,536,960	35,844,960	MoE, UBEC, SUBEB	DPRS, SUBEB
Procure 20 ICT facilities to aids digitization of accounting system in SUBEB, and LGEAs	ICT Facilities procured for digitalization of Accounting system	Accounting System digitalized and functioning optimally	0	0	0	20	6,500,000	130,000,000	0	0	0	130,000,000	MoE, UBEC, SUBEB	DPRS, SUBEB

Annual Capacity building of 12 Planning officers on Budgetary provision for MTBESP	12 planning officers trained	Budgetary procedures and Plan implementation improved	12	12	12	12	75,000	900,000	1,008,000	1,128,960	1,264,435	4,301,395	MoE, UBEC, SUBEB	DPRS, SUBEB
Organize annual colloquium in ensuring due process and equity in resource distribution for Basic Education in all 16 LGAs	Annual colloquium organized	Equity resource distribution for Basic Education	1	1	1	1	2,500,000	2,500,000	2,800,000	3,136,000	3,512,320	11,948,320	MoE, UBEC, SUBEB	DPRS, SUBEB
								183,840,000	60,300,800	67,536,896	75,641,325	387,319,021		

Summary of Costs of Implementing the Basic Education Plan

The implementation of Osun State Medium Term Basic Education Plan (OSMTBESP) for 2024- 2027 would cost the sum of N6,312,138,500 in Year 2024; N6,785,710,600 in Year 2025, N7,855,521,992 in 2026 and N8,811,956,637 in 2027. The details of the costs as they relate to the thematic areas are given in the table on profile of cost below.

Table 26: Profile of Costs by Year by Thematic Areas, 2024 – 2027

THEMATI C PROGRAMME AREAS	2024	2025	2026	2027	2024 – 2027	% of Total
Increasing Access and Opportunities	662,503,500	711,981,800	1,039,505,736	1,165,457,505	3,377,073,141	11.29
Assuring Quality and Relevance	4,932,020,000	5,523,862,400	6,186,725,888	6,929,132,995	23,571,741,283	78.82
Basic Education Management and System Strengthening	533,775,000	489,565,600	561,753,472	641,724,812	2,569,382,442	8.59
Sustainable Funding	183,840,000	60,300,800	67,536,896	75,641,325	387,319,021	1.30
TOTAL	6,312,138,500	6,785,710,600	7,855,521,992	8,811,956,637	29,905,515,887	100

In summary, the sum of N**29,905,515,887** would be required to fund the four (4) years’ Plan (2024 – 2027).

Increasing Access and Opportunities would take **11.29%**, Assuring Quality and Relevance would take **78.82%**; Basic Education Management and System Strengthening would take **8.59%** while Sustainable funding would take **1.30%**.

Chapter Four

4.0 Basic Education Financing

4.1 Introduction

To ensure smooth and Successful implementation of this strategic plan, it becomes very needful to ascertain the cost implication of the strategies involved. This section will review available funding pattern and their various sources over the period under reference. With due consideration to historical pattern and the attendant envisaged decline in the fund in-flows to the sub-Sector especially in recent times, costing and prioritizing of strategies becomes very necessary and is therefore duly considered in this strategic plan.

4.2 State Public Education Expenditure by level of Education

Table 27: State Public Education Expenditure by level of Education

Year	2018	2022	2023	2024
Total State Expenditure on Education	10,792,384,430	24,609,441,740.00	29,821,449,620.00	
Basic Education expenditure	3,945,240,420.00	4,387,789,370.00	2,727,046,610.00	4,370,687,084.00
Secondary Education expenditure	1,784,290,000.00	1,205,496,240.00	2,551,654,480.00	
Higher Education expenditure	6,460,743,450.00	19,016,156,130.00	24,542,748,530.00	

Source: Osun State Budget 2023, SUBEB approved budget 2024

The table above shows that Basic Education still got a fair share of funding after Higher Education compared to other level of Education in the State.

4.3 State Basic Education Expenditure (from all sources – Federal – UBE-IF, State Govt. LGAs etc 2021-2023)

Table 28: State Basic Education Expenditure (from all sources – Federal – UBE-IF, State Govt. LGAs etc 2021-2023)

Source	2021 (₦ Actual Million / Billion)	2022 (₦ Actual Million / Billion)	2023 (₦ Actual Million / Billion)
State Funding	352,958,420.00	150,860,614.00	
LGA Funding	849,751,986.64	896,691,006.71	892,932,727.49
UBE – IF	946,646,664.48	1,204,452,353.76	1,395,784,959.14
Other Donor Funding (Special Education)	35,000,000.00	45,000,000.00	49,500,000.00
State Counterpart Funds (UBE Intervetion)	946,646,664.48	1,204,452,353.7	1,395,784,959.14
TPD	144,000,000.00	144,000,000.00	144,000,000.00
Total	3,275,003,735.60	3,645,456,328.23	3,878,002,645.77

The table above shows that the larger percentage of funding of Basic Education comes from the UBE Matching grant and the State Counterpart fund. The funding from the LGA is basically for salaries of Teaching and Non-Teaching Staff

4.4 State Basic Education Public Recurrent and Development Expenditure

Table 29: State Basic Education Public Recurrent and Development Expenditure

S/ N	YEARS	OVERHEAD	RECURRENT	CAPITAL/ DEVELOPMENT	TOTAL
1	2018	82,334,450.00	90,000,000.00	2,572,686,367.10	2,745,020,817.10
2	2022	90,000,000.00	179,033,190.00	4,118,756,180.00	4,387,789,370.00
3	2023	290,800,360.00	239,067,010.00	2,197,179,240.00	2,727,046,610.00
4	2024	913,292,000.00	94,793,310.00	3,362,601,774.00	4,370,687,084.00

The total expenditure for basic education was 2,745,020,817.10 in the year 2018 ; increase to 4,387,789,370.00 in year 2022, but dropped to 2,727,046,610.00 in 2023 ,and later increase to 4,370,687,084.00 in year 2024.

4.5 Basic Education Recurrent Expenditure (Teachers and LGEA Staff Salaries, running cost etc 2021-2023)

Table 30 Basic Education Recurrent Expenditure (Teachers and LGEA Staff Salaries, running cost etc 2021-2023)

S/N	YEARS	Teachers' & LGEA Staff Salaries	Running Costs
1	2021	849,751,986.64	14,266,000.00
2	2022	896,691,006.71	14,266,000.00
3	2023	892,932,727.49	14,266,000.00

The total recurrent expenditure for basic education was 849,751,986.64 in the year 2021, 896,691,006.71 in 2022 and 892,932,727.49 in 2023. The running cost reveals a constant trend for the three-year period which does not justify national inflational trends in the state and Nigeria.

4.6 Support from Development Partners

The Development Partners at the moment are the Community Based Development Unions, Parents Network Associations, Alumni Associations, and philanthropists.

4.7 Cost and Financial Implication of Developing the Strategic Plan “OSSMTBESP Cycle 4 2024-2027”

Table 31

S/N	ACTIVITY	Quantity State Officers	Rate	Frequency	Amount	Responsibility
1	Participation in Training on Preparation of Draft OSSMTBESP Cycle 4 2024-2027 by UBEC-SUBEB Collaborations/IDP Experts following an approved guidelines	2	750,000	1	1,500,000	SUBEB/UBEC DPRS and SPO Desk Officer
2	Stakeholders Meetings (at least twice) for review of existing SMTBESP towards preparation of new draft to address the identified gaps in the implementation of existing smtbesp plan Feeding Logistics	55	10,000	2	1,100,000	The Board Chief Executives, Directors, Desk Officers, and other relevant Stakeholders for holistic policy development

3	Participation in Harmonization Meeting on Preparation of the Draft OSSMTBESP Cycle 4 2024-2027 in compliance with relevant Data and Indicators by UBEC-SUBEB Collaborations/IDP Experts following an approved guidelines	2	750,000	1	1,500,000	SUBEB/UBEC DPRS and SPO Desk Officer
4	Participation in Finalisation Meeting on Review of the Draft OSSMTBESP Cycle 4 2024-2027 in compliance with recommendations of the consultants for uniformity in line with an approved guidelines	2	750,000	1	1,500,000	SUBEB/UBEC DPRS and SPO Desk Officer
5	Publications of the Prepared OSSMTBESP Cycle 4 2024-2027	200	12,500	1	2,500,000	SUBEB PRS
6	Other Logistics	1	860,000	1	810,000	SUBEB PRS
TOTAL					8,910,000	

4.7.1 Macro economic Assumptions and Cost projections

The Basic Education Sub-sector is funded via major sources such as UBE-FGN Intervention Fund, State Allocation and LGA financing. Other sources of funding are realised from support, donations, contributions and partnerships with Development Partners, Private sector, and friends of the Sub-Sector.

In making projections for available funds in financing this Strategic Plan, the assumption that the current pattern of funding will not change significantly in this sub-sector is applied. To achieve this, a marginal increase of 13% based on the inflation rate as added to the various sources of fund to arrive at the resources that will be available over the duration of this Plan.

The Table below shows an estimate of the resources available (Available Domestic Resources) for the funding of this sector.

Table 32 : Expenditure Projections for the Plan Period (27.5-35% Inflation rate was used for the Projection)

Categories of Expenditure	Source(s) of Funding	Base year N	Projections N			
		2023	2024	2025	2026	2027
Salaries	State & LG Joint Allocation	239,067,010.00	304,810,437.75	396,253,569.08	525,035,979.02	708,798,571.68
Overheads Costs	State Govt.	290,800,360.00	370,770,459.00	482,001,596.70	638,652,115.63	862,180,356.10
Capital Expenditure	UBEC & State Govt.	2,197,179,240.00	2,801,403,531.00	3,641,824,590.30	4,825,417,582.15	6,514,313,735.90
Teacher Professional-Development	UBEC & State Govt.	199,000,000.00	253,725,000.00	329,842,500.00	437,041,312.50	590,005,771.88
Special Education	UBEC & State Govt.	41,000,000.00	52,275,000.00	67,957,500.00	90,043,687.50	121,558,978.13
Radio School Broadcast/online LMS/ other associated activities	UBEC & State Govt.	20,000,000.00	25,500,000.00	33,150,000.00	43,923,750.00	59,297,062.50
Sensitization and Advocacy on Access	UBEC & State Govt.	232,000,000.00	295,800,000.00	384,540,000.00	509,515,500.00	687,845,925.00
Prioritized Intervention		3,219,046,610.00	4,104,284,427.75	5,335,569,756.08	7,069,629,926.80	9,544,000,401.19
School Feeding Programme	UBEC & State Govt.	4,700,000,000.00	5,992,500,000.00	7,790,250,000.00	10,322,081,250.00	13,934,809,687.50
School Uniforms and Jerseys	UBEC & State Govt.	425,000,000.00	541,875,000.00	704,437,500.00	933,379,687.50	1,260,062,578.13
Subjective Interventions		5,125,000,000.00	6,534,375,000.00	8,494,687,500.00	11,255,460,937.50	15,194,872,265.63
Yearly Total Expenditure		8,344,046,610.00	10,638,659,427.75	13,830,257,256.08	18,325,090,864.30	24,738,872,666.82
Grand Total of projected expenditure 2024, 2025, 2026, & 2026			67,532,880,214.95			

Table above provides a summary Expenditure projection for the Plan period. Analysis of the proposed Expenditure pattern shows Personnel Cost as having the largest share of the total cost (1,934,898,557.53) as indicated under 2024, 2025, 2026 and 2027 respectively. This was followed by the share of Capital Cost from the Total Cost for the same period.

Table 33: Available Domestic Resources using 2023 as Baseline (27.5-35% Inflation rate was used for the Projection)

S/ N	Revenue Sources	Baseline Years N 2023	Projections N 2024	Projections N 2025	Projections N 2026	Projections N 2027
	State Allocation	1,395,784,959.14	1,779,625,822.90	2,313,513,569.77	3,065,405,479.95	4,138,297,397.93
	FGN Ubec Matching Grant	1,395,784,959.14	1,779,625,822.90	2,313,513,569.77	3,065,405,479.95	4,138,297,397.93
	LGA	3,542,517,883.28	4,516,710,301.18	5,871,723,391.54	7,780,033,493.79	10,503,045,216.61
	Other Sources	0	0.00	0.00	0.00	0.00
	FGN UBE Special Funds Education	50,501,395	64,389,278.63	83,706,062.21	110,910,532.43	149,729,218.78
	FGN UBE Capacity Building Funds (TPD)	216,434,550	275,954,051.25	358,740,266.63	475,330,853.28	641,696,651.93
	Yearly Total Funds Available	6,601,023,746.56	8,416,305,276.86	10,941,196,859.92	14,497,085,839.40	19,571,065,883.19
	Grand Total 2024-2027		53,425,653,859.37			

It is pertinent to note that other funding realised from Development Partners are in the form of cash funding and other supports in the implementation of Education programmes. Their activities in form of other support are not translated into available cash funding for the purpose of this Strategic Plan rather they are captured as activities under the implementation framework of this chapter.

The costing of activities as contained in this Strategic Plan was carried out using the **least positive possible cost approach**. Having underscored the Osun State Government's commitment to quality and accessible Education, the costing as applied in the sub-sector assumes that the current pattern of budgetary allocation/funding might alter significantly, dwindle or nosedive over the Plan period, especially with inflationary trends around the world.

This, therefore, brought about a projection of 35% increase for the Personnel Cost component of the base year 2023 budgetary provisions to arrive at the 2024 to 2027 projected estimates.

For Capital Projects, the Sector could not conduct detailed costing of projects as prioritised after considering the available resources from all sources in the Plan period. Projected Costs of projects could be derived using prevailing Market Rates, Standard Costs and Bill of Quantities (BOQ). Costing template would be designed and completed by departments responsible for each project contained in the Plan. Detailed projected costing of all activities/projects is attached as annexure to this report.

4.7.2. Financing the Plan

The budgetary estimation for the year 2024, 2025, 2026 and 2027 was of **₦ 8,416,305,276.86** in year 2024; **₦10,941,196,859.92** in year 2025, **₦14,497,085,839.40** in year 2026 and **₦19,571,065,883.19** in year 2027 respectively.

The estimated budget (Projected Available Domestic Resources) for the four-year plan period is **₦ 53,425,653,859.37** while the total estimated cost for the four-year MTBESP is **₦67,532,880,214.95**. This implies that there is a deficit of **₦54,202,626,611.81**, hence the available resources cannot accommodate the four-year investment plan cost.

4.7.3 Cost of the Sub sector

Table 34: Cost of the Sub sector

THEMATI C PROGR	2024	2025	2026	2027	2024 – 2027	% of Total
ECCDE	631,213,850.00	678,571,060.00	785,552,199.20	881,195,663.70	2,990,551,588.70	10%
PRY	3,787,283,100.00	4,071,426,360.00	4,713,313,195.20	5,287,173,982.20	17,943,309,532.20	60%
JSS	1,893,641,550.00	2,035,713,180.00	2,356,656,597.60	2,643,586,991.10	8,971,654,766.10	30%
TOTAL	6,312,138,500.00	6,785,710,600.00	7,855,521,992.00	8,811,956,637.00	29,905,515,887.00	100%

In summary, the sum of 10% of the fund goes to ECCD as the number of existing ECCD centers is at minimum, Pry takes 60% having the largest number of schools while JSS takes 30%.

4.8 Risk Assessment and Mitigation

The subsector had considered some risks that can affect the delivery of results outlined in this Plan as well as suggested measures to mitigate them.

Table 35: Risk and Mitigation Measures

S/ N	Risks	Risk Type	Probability (<i>Likely hood ofOccurrence</i>) Very likely, Likely, Unlikely)	Impact: High, Medium, Low	Mitigation Strategies
1	General insecurity as a result of Banditry, Kidnapping, Armed Robbery, Ethnic agitations, communal Clashes etc.	Security	Likely	Medium	Reform the security agencies /apparatus to be proactive
2	Inconsistencies in policy implementation due to political consideration and interference	Political	Likely	High	Ethnic and political interferences should be jettison
3	Budgetary releases are often weak. This may largely affects performance	Economic	Likely	Low	Prompt release of funds should be implemented

4	The states derive over 90% of its funding through federal allocation. Further, considering the increase in price of crude oil in world market recently have a negative effect on the economy which invariably may affect the plan	Economic	Likely	Medium	Diversification and opening up of economical windows and improvement on partnership agreements with development partners to implement critical sector programmes
5	Political influence and primordial consideration in the award of contracts can affect quality and outcome delivery.	Human factor	Likely	Low	Strengthen project monitoring unit to provide early warning signs and apply sanctions to erring contractors.
6	Economic downturn and recession or good performance of the economy may affect the costs, such that estimates contained in the Plan may become unrealistic and unrealizable.	Economic	Likely	Low	Strengthen value for money VFM strategy and focus more on measures that reduces the unit cost of activities.

Chapter Five

Monitoring and Evaluation

5.1 : Introduction: Monitoring and Evaluation

Monitoring and Evaluation is a continuous management function to assess if progress is made in achieving expected results, to spot bottleneck in implementation and to highlight whether there are any unintended effects (positive or negative) from an investment or project (project/plan) and its activities. The M & E process is meant to systematically organise the collection of specific data to be assessed, indicating roles and responsibilities of project/plan stakeholders.

The lesson learnt from monitoring progress and evaluation of results can provide feedback into improving the education system. In general, M & E is designed to monitor the impact of a policy, or progress of a policy, or progress of programme activities compared to the overall set goals, objectives and target. It also assesses the outcome or relevance of an activity, and the impact of a programme or effectiveness of a policy as well as its efficiency and sustainability. It ensures that relevant progress and performance information are collected, processed and analysed on a regular basis to allow for real-time, evidence-based, decision-making, such as regular input & output data gathering and renew, participatory monitoring process, monitoring for evaluation including impact evaluation and thematic surveys, economic analysis of efficiency.

5.2.1 M&E Mechanisms - Plan Progress Reporting

Education development strategy and plan helps to identify how results contribute to the educational organizational strategy and ensures that our work reflects our theory of change. Some of the progress made so far are outlined below:

A) **Enrolment Drive activities** has been on to stem down the out-of-school children by 5% reduction annually. Some of the outlined activities to improve this are:

- Conduct survey on Out-Of-School Children, to improve and validate data collection on OOSC.

- Conduct of Advocacy and Community Sensitization/Enrolment Drive Campaign involving Traditional Rulers, Religious Leaders, Parents and Guardians through Social Mobilization Departmental Activities linking schools SBMC and Community Leaders.
- Sensitization and advocacy campaigns for increased school enrolment using radio and TV jingles and adverts.
- Continuous school feeding programme across lower basic schools in the state.

B). Personnel Capacity Building :

- Capacity-building of 1780 head-teachers and SBMC members to serve as school ambassadors for enrolment drive.
- Capacity building of 60 Social Mobilisation Officers of SUBEB and LGEAs for management of proper sensitization
- Training and Re-training of 800 teacher and managers on skill acquisition
- Quarterly training for 60 Education managers, LGEA Secretaries, Board members and Directors.
- Provisions of Learning and Instructional materials to Skill and vocational schools.
- Provision of Technical and skill development/Training programme in the state.

C). Promotion of Digital Learning :

- Provision of education awareness and participation on traditional campaign in education, socio-economic and political life, using jingles and traditional gongs etc.
- Digital schooling via daily radio teaching and learning, classroom on radio during and after COVID-19 lockdown for Basic Education levels was provided.
- House to house guidance and counselling services on boy-child education in communities were provided.

D) Enrolment of children with special needs were increased by some of the activities outlined below:

- Enlightenment and sensitization of parents of special children via religious organisations, and 10 churches per GEA were used across the 30 LGEAs

E) **Introduction of vocational skills** for pupils with special needs in 4 schools. This was aimed at improving the quality of living standard as self-reliant products from schools. The following strategies were applied:

- Provisions and distribution of National Curriculum to schools
- Organise school competitions and award presentations
- Provisions of sport materials and equipment
- Provisions of school Libraries and also institutionalising extra-curriculum activities

F) **Enhancing Planning and Efficient Management system**, some processes were carried out, they are:

- Planning process at schools, LGEA and SUBEB
- Educate a Child (EAC) project has been intended in household to map “out of school children”.
- Monitoring the functionality of SBMCs/CBMCs and MAs in the state.
- Establishing effective administrative structure
- Upgrading Education Management Information System (EMIS)

G) There had also been tremendous **improvement in the infrastructural provisions in schools**, including:

- Provisions of adequate furniture's to schools
- Renovation of existing infrastructures
- Massive renovations and constructions of Primary and Junior Secondary Schools in the state.
- Implementation of regular supervision and monitoring of schools
- In strengthening the administrative process of the basic education subsector, some of these activities were carried out:
- Create a strong collaborative mechanism between departments and LGEAs
- Capacity building for education managers and EMIS staff
- Develop competency-based selection process for directors, desk officers, education secretaries, LGEAs officers and reviews, Officers and head teachers
- Conduct annual planning process and reviews, also stakeholders' meetings' for review, planning and implementation

H) **Monitoring and evaluation system** were strengthened through electronic data collection for provision of reliable, accurate, timely data for planning, policy and decision making by:

- Monitoring the implementation of the strategic plan
- Establishment of functional EMIS in the LGEAs
- Participate in annual sector performance review
- Conduct regular school evaluations
- Advocacy and sensitization of policy makers on demand and use of data
- Domestication of NEMIS policies and guidelines

I) To **improve resource mobilisation and sustainable funding** for Basic Education, activities carried out are:

- Good collaboration between SUBEB and Ministry of Budget and Economic Planning (MBEP)
- UBEC intervention fund
- State government additional partners support
- Improve record-keeping and accountability system
Enhance transparency and efficiency of planning, monitoring and budgeting initiatives
- Engage with state government on compliance with state laws on basic education provision
- Engage state and Local government to commit state priorities.
- Demonstrate commitment to education reforms

5.2.2 Plan Implementation Progress Reviews

The Universal basic Education Programme was introduced to remove disturbances and inconsistencies in basic education delivery, and reinforce the implementation of the National Policy on education as well as to provide greater access to, and ensure quality of basic education throughout Nigeria. Universal Basic Education is the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation.

It has three main components: **Universal**, **Basic** and **Education**.

Universal connotes a programme that is meant for all facets of the society- the rich and poor, the physically fit and physically challenged, the brilliant and dull, the regular students and the dropouts including every other individual that is ready to acquire knowledge.

From the forgoing, it can be observed that there is urgent need for an environment in Nigerian schools that is conducive for teaching and learning and for good facilities to be provided for the UBE programme to effectively achieve its aims and objectives.

Despite all the various efforts of the government in the improvement of Education, there seems to be continuing appearance of school age children hawking on the streets, failure rate of pupils in schools is unprecedented while the school system appears to have been plagued with various vices such as moral decadence, truancy, indiscipline and total neglect coupled with the rate of illiteracy which tends to be high.

Therefore, many attempts that have been made to ensure universal access, right to free and qualitative education in this direction seem to have produced only marginal positive results.

The **main aim** of these is to make sure that the existing goals and objectives of the UBE programme in terms of availability of resources, both humans, material and implementation strategies are achieved. The plan is also to identify the specific strategies put in place to implement the UBE programme and determined the extent to which the strategies are successfully implemented to contribute to the achievement of the UBE objectives.

This review provides empirical evidence to the various stakeholders particularly, governments, programme managers, administrators, policy makers among others on the extent to which the UBE Programme has helped to improve the quality of schooling and the education sector in general. It has also provided information on the understanding of the relationships that

exist between education inputs and achievement as well as the identification of what factors make or mar the development or success and the extent to which the programme objectives are achieved.

It is hoped that this will be used as a basis for promoting effective provision of infrastructure and learning materials in UBE schools in Nigeria for effective teaching and learning. This strategic plan also will be useful to Osun SUBEB as it will provide the state with information that will assist in controlling dropout rate in UBE programme.

It will enlighten the parent/society on the prevailing realities in UBE programme and help to see the existing disparity in rural and urban areas in regard to UBE programme which will pose a challenge to those lagging behind and propel them to improve in order to catch up. This will also assess the implementation process of UBE so far, identify loopholes and help ascertain the extent to which the quality free and compulsory basic education has reached all.

5.2.3 Survey and Studies -Monitoring and Evaluation Framework

The process of Monitoring and Evaluation of the basic education sub-sector will be channelled in the analytical framework as the Result-based Management system (RBM).

This method improves the **organization's effectiveness and accountability**. It also acts as a management strategy by which all department, contributing directly or indirectly to achieving a set of results, ensure that their processes, activities, and services contribute to the desired results (outputs, outcomes or impacts) and use the information and evidence on actual results to inform decision-making on the design, resourcing and delivery of programmes and activities as well as for accountability and reporting.

MONITORING & EVALUATION FRAMEWORK – POLICY 1 : ACCESS, EQUITY AND INCLUSIVENESS

POLICY OBJECTIVE : Improve Access, Equity and Inclusiveness to Basic Education

TABLE 36: MONITORING & EVALUATION FRAMEWORK

S/ N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR				FREQUENCY OF DATA COLLECTION	DATA SOURCE/ MOV
			2023	2024	2025	2026	2027		
1	Conduct an annual school enrollment drive for OOSC in 30 LGAs annually through advocacy visits to traditional and religious leaders meetings	Increase in enrolment of all school aged children	461,181	enrolment Increased by 34,589 annually	enrolment Increased by 34,589 annually	enrolment Increased by 34,589 annually	enrolment Increased by 34,589 annually	Annually	NPA
2	Produce 4000 education awareness campaign materials (Bill boards, T-shirts, face caps and Print materials)	Increase in enrolment of all school aged children	NA	1000 Education awareness campaign materials produced	1000 Education awareness campaign materials produced	1000 Education awareness campaign materials produced	1000 Education awareness campaign materials produced	Annually	NPA
3	Annual Conduct of census of all Nomadic Schools and Saganya schools	Improved participation of learners in Quranic and Saganya schools	Tsanga ya - 5612 Nomadic 3500	Nomadic and Saganya Schools Census conducted	Nomadic and Saganya Schools Census conducted	Nomadic and Saganya Schools Census conducted	Nomadic and Saganya Schools Census conducted	Annually	NPA
4	Conduct identification of children with hidden disabilities that hinder meaningful access in all the 30 LGAs annually	Improved access and participation of children with disabilities in schooling	Special need Learner s- 1,127	Children with hidden disabilities identified across the 30 LGAs	Children with hidden disabilities identified across the 30 LGAs	Children with hidden disabilities identified across the 30 LGAs	Children with hidden disabilities identified across the 30 LGAs	Annually	NPA
5	Create awareness among parents of children with special needs, through 2,250 copies of Electronic and Print Media annually	Improved access and participation of children with disabilities in schooling	NA	Awareness created among parents of children with special needs	Awareness created among parents of children with special needs	Awareness created among parents of children with special needs	Awareness created among parents of children with special needs	Annually	NPA
6	Organise jingles / TV/Radio talk shows annually on access, participation and retention in schools	Improved access , participation and retention of children in schools	NA	Jingles / TV/Radi o talk shows organise d on participation and retention in schools	Jingles / TV/Radio talk shows organised on participation and retention in schools	TV/Radio talk shows organised on participation and retention in schools	Jingles / TV/Radi o talk shows organise d on participation and retention in schools	Annually	NPA
7	Support the schooling of (200) Primary school indigent pupils annually	Improved access , participation and retention of children in schools	NA	Scholarship hip for (200) Primary school indigent pupils provided	Scholarship for (200) Primary school indigent pupils provided	Scholarship for (200) Primary school indigent pupils provided	hip for (200) Primary school indigent pupils provided	Annually	NPA

8	Support schooling of 300 JSS students especially female students annually	Improved access , participation and retention of female children in schools	Female – 57,356	Scholarship for JSS students (100) especially female students provided	Scholarship for JSS students (100) especially female students provided	Scholarship for JSS students (100) especially female students provided	Scholarship for JSS students (100) especially female students provided	Annually	NPA
9	Restore a sustainable school feeding programme for pre primary learners in all 30 LGAS (Preprimary schools)	Improved access , participation and retention of children in schools	303,672	Sustainable school feeding programme for pre primary learners restored	Sustainable school feeding programme for pre primary learners restored	Sustainable school feeding programme for pre primary learners restored	Sustainable school feeding programme for pre primary learners restored	Annually	NPA
10	Undertake advocacy visits annually to policy makers to elicits support for school feeding	Improved school feeding programmes in schools	NA	Advocacy visits annually to policy makers support for school feeding conducted	Advocacy visits annually to policy makers support for school feeding conducted	Advocacy visits annually to policy makers support for school feeding conducted	Advocacy visits annually to policy makers support for school feeding conducted	Annually	NPA
11	Hold bi-annual meetings of implementation and monitoring committees for School Health/ preventions in 30 LGAs annually	Improved awareness on school health issues	NA	Biannual meetings of implementation and monitoring committees for School Health/ preventions held	Biannual meetings of implementation and monitoring committees for School Health/ preventions held	Biannual meetings of implementation and monitoring committees for School Health/ preventions held	Biannual meetings of implementation and monitoring committees for School Health/ preventions held	Annually	NPA
12	Domesticate the National guideline Policy; print and distribute 3,000 copies to all stakeholders in all LGEAs	Improved awareness on guidelines	NA	National guideline Policy printed and distributed	National guideline Policy printed and distributed	National guideline Policy printed and distributed	National guideline Policy printed and distributed	Annually	NPA
13	Produce and distribute IEC materials on importance of Education to Pre Primary; Primary and JSS schools across the 30 LGAs	Improved access and participation to schooling among all school aged children	NA	IEC materials to Pre Primary; Primary and JSS schools to produced and distributed	IEC materials to Pre Primary; Primary and JSS schools produced and distributed	IEC materials to Pre Primary; Primary and JSS schools produced and distributed	IEC materials to Pre Primary; Primary and JSS schools produced and distributed	Annually	NPA
14	Conduct peer education training for 600 Junior secondary schools students on Adolescent Reproductive Health.	Enlightment on Adolescence Reproductive Health issues institutionalized in JSS	NA schools	Peer Education Training conducted on ARH for	Peer Education Training conducted on ARH for JSS students	Peer Education Training conducted on ARH for JSS Students	Peer Education Training conducted on ARH for students	Annually JSS students	NPA
15	Conduct sensitization and parental education seminar for 600 parents in 30 LGAs to eliminate all forms of gender biases to schooling	Elimination of all gender biases to schooling	NA	Advocacy and sensitization conducted	Advocacy and sensitization conducted	Advocacy and sensitization conducted	Advocacy and sensitization conducted	Annually	NPA
16	Conduct Advocacy and Sensitization to 100 Community leaders in 30 LGAs on need to enroll and retain children in schools	Improved Community support for schooling of their children	NA	Advocacy and sensitization conducted	Advocacy and sensitization conducted	Advocacy and sensitization conducted	Advocacy and sensitization conducted	Annually	NPA
17	Provision of free school uniforms and school bags to 50 newly enrolled pupils in 5 underserved selected schools per annum	Improved Access and participation in primary schools	NA	Free uniform and school bags provided for 50 newly enrolled per term	Free uniform and school bags provided for 50 newly enrolled per term	Free uniform and school bags provided for 50 newly enrolled per term	Free uniform and school bags provided for 50 newly enrolled per term	Annually	NPA

18	Conduct Advocacy and Sensitization to Community leaders and PTA on importance of Nomadic Education for Nomads in all the 30 LGAs	Improved access and participation of children in Nomadic Education	3,500	Advocacy on Nomadic education conducted	Advocacy on Nomadic education conducted	Advocacy on Nomadic education conducted	Advocacy on Nomadic education conducted	Annually	NPA
19	collaborate with SBMC, PTA and community and religious leaders annually to sensitize parents on children need of schools in all 30 LGAs annually	Improved completion rate among learners	NA	Annual meeting with SBMC PTA and other stakeholders organized	Annual meeting with SBMC PTA and other stakeholders organized	Annual meeting with SBMC PTA and other stakeholders organized	Annual meeting with SBMC PTA and other stakeholders organized	Annually	NPA
20	Conduct Advocacy and sensitization in 30 LGAs to discourage early marriage and other forms of social vices among the youths	Increased Female participation in schooling	NA	Advocacy conducted in all LGAs on Early Marriage	Advocacy conducted in all LGAs on Early Marriage	Advocacy conducted in all LGAs on Early Marriage	Advocacy conducted in all LGAs on Early Marriage	Annually	NPA
21	Provide conducive environment for inclusive education in schools in 6 Primary schools and 6 JSS	Inclusiveness promoted at Primary and JSS schools	PRY- 1,127	Conducive environment for inclusion provided	Conducive environment for inclusion provided	Conducive environment for inclusion provided	Conducive environment for inclusion provided	Annually	NPA
22	Conduct sensitization and advocacy on enrolment of special needs children annually	Improved enrolment of special needs children	1,127	Advocacy and sensitization of enrolment of special needs children conducted	Advocacy and sensitization of enrolment of special needs children conducted	Advocacy and sensitization of enrolment of special needs children conducted	Advocacy and sensitization of enrolment of special needs children conducted	Annually	NPA
23	Conduct of Annual Advocacy and sensitization on close monitoring of children and school attendance	Improved punctuality and regularity of learners in schools	NA	Annual advocacy conducted on attendance monitoring	Annual advocacy conducted on attendance monitoring	Annual advocacy conducted on attendance monitoring	Annual advocacy conducted on attendance monitoring	Annually	NPA
24	Capacity strengthening of 50 SUBEB staff on positive disciplinary measures in schools annually	Improved disciplinary measures in schools	200 staff	50 SUBEB staff capacity strengthened on positive disciplinary measures in schools	50 SUBEB staff capacity strengthened on positive disciplinary measures in schools	50 SUBEB staff capacity strengthened on positive disciplinary measures in schools	50 SUBEB staff capacity strengthened on positive disciplinary measures in schools	Annually	NPA
25	Ensure more concerted awareness efforts in 30 community level on the prevention emergencies respond procedures	Improved Learners' safety in Communities	30 LGAs	Awareness created of Emergency response in 30 communities	Awareness created of Emergency response in 30 communities	Awareness created of Emergency response in 30 communities	Awareness created of Emergency response in 30 communities	Annually	NPA
26	Annual Capacity strengthening of 300 school managers	Improved Learners' safety in Communities	Primary 1,342	300 school managers capacity strengthened	300 school managers capacity strengthened	300 school managers capacity strengthened	300 school managers capacity strengthened	Annually	NPA
27	Monitoring and evaluation of enrolment improvement by the SUBEB team (30 LGAs)	Enrolment of school children increasing	30 LGAs	Enrolment Improvement monitored	Enrolment Improvement monitored	Enrolment Improvement monitored	Enrolment Improvement monitored	Annually	NPA

28	Provide 400 First Aid box (including sanitary pads for girls) annually at Primary and JSS	Improved Learners' safety in schools	Primary 1,347 JSS384	100 First Aids boxes provided	100 First Aids boxes provided	100 First Aids boxes provided	100 First Aids boxes provided	Annually	NPA
29	Physical verification of each pupils (Tsangaya) with data form and photograph in 30 LGAs to ensure meaningful access	Enrolment of school aged children increasing	5,612	verification conducted in 30 LGAs	verification conducted in 30 LGAs	verification conducted in 30 LGAs	verification conducted in 30 LGAs	Annually	NPA
30	Physical verification of each pupils (Orphans) with data form and photograph in 30 LGAs	Enrolment of school aged children increasing	NA	Physical verification of (Orphans) conducted in 30	Physical verification of (Orphans) conducted in 30	Physical verification of (Orphans) conducted in 30	Physical verification of (Orphans) conducted in 30	Annually	NPA
31	454 Hand Washing Buckets with Tap and Stand(Pre-Primary)	Improved Hygiene of school aged children in schools	NA	Hand Washing Buckets provided (Pre-Primary)	Hand Washing Buckets provided (Pre-Primary)	Hand Washing Buckets provided (Pre-Primary)	Hand Washing Buckets provided (Pre-Primary)	Annually	NPA
32	250 Hand Washing Buckets with Tap and Stand 4 each per Schools (Primary, and JSS)	Improved Hygiene of school aged children in schools	1,347	Hand Washing Buckets provided Primary	Hand Washing Buckets provided Primary	Hand Washing Buckets provided Primary	Hand Washing Buckets provided Primary	Annually	NPA
33	Re-Useable Facemasks for 500,000 Pupils annually (ECCDE, Primary and JSS)	Improved Hygiene of school aged children in schools	ECCDE – 145,316 Primary-303,672 JSS-110.802	ReUseable facemasks provided for 500,000	Re-Useable facemasks provided for 500,000	Re-Useable facemasks provided	ReUseable	Annually	NPA
34	Carton of antibacterial soap for 15 Carton Schools (Each 1- Carton) Primary and JSS	Improved Hygiene of school aged children in schools	ECCDE – 145,316 Primary-303,672 JSS 112,859	Carton of anti bacterial soap provided for 500 Schools (Primary and JSS) -	Carton of anti bacterial soap provided for 500 Schools (Primary and JSS)	Carton of anti bacterial soap provided for 500 Schools (Primary and JSS)	Carton of anti bacterial soap provided for 500 Schools (Primary and JSS)	Annually	NPA
35	Carton of Izol for 500 Schools (Each 1- Carton)Primary and JSS	Improved Hygiene of school aged children in schools	ECCDE – 145,316 Primary-303,672 JSS 112,859	Carton of Izol provided for 500 Schools (Primary and JSS)	Carton of Izol provided for 500 Schools (Primary and JSS)	Carton of Izol provided for 500 Schools (Primary and JSS)	Carton of Izol provided for 500 Schools (Primary and JSS)	Annually	NPA
36	Transport Distribution to 30 LGAs	Improved service delivery	NA	Disbursement of Transport fare for Distribution to 30 LGAs	Disbursement of Transport fare for Distribution to 30 LGAs	Disbursement of Transport fare for Distribution to 30 LGAs	Disbursement of Transport fare for Distribution to 30 LGAs	Annually	NPA
37	Child friendly school artistic environment for 100 Primary school	Improved access and participation	1,347 schools	25 primary schools decorated with CFSI arts	25 primary schools decorated with CFSI arts	25 primary schools decorated with CFSI arts	25 primary schools decorated with CFSI arts	Annually	NPA

MONITORING & EVALUATION FRAMEWORK FOR POLICY 2: QUALITY AND EFFICIENCY

POLICY OBJECTIVE: Assuring Quality and Relevance

Table 36: MONITORING & EVALUATION FRAMEWORK FOR POLICY 2: QUALITY AND EFFICIENCY

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR				FREQUENCY OF DATA COLLECTION	DATA SOURCE/ MOV
			2023	2024	2025	2026	2027		
1	Assessment of 1200 teachers in related subjects to be trained as core subject teachers: pry 600, JSS 600	Improved learning outcomes at Basic Education sub sectors in the State	ECCDE- 41 PRY- 12,149 JSS- 7,185	300 subject teachers trained	300 subject teachers trained	300 subject teachers trained	300 subject teachers trained	Annually	NPA
2	Provide free training (incentives) for 1200 teachers willing to become core subject teachers at basic education level	Improved learning outcomes at Basic Education sub sectors in the State	ECCDE- 41 PRY- 12,149 JSS- 7,185	300 subject teachers trained	300 subject teachers trained	300 subject teachers trained	300 subject teachers trained	Annually	NPA
3	Deploy qualified teachers to 120 rural schools across basic schools	Improved learning outcomes at Basic Education sub sectors in the State	ECCDE- 41 PRY- 12,149 JSS- 7,185	30 teachers deployed to rural schools	30 teachers deployed to rural schools	30 teachers deployed to rural schools	30 teachers deployed to rural schools	Annually	NPA
4	Procure and supply 800 instructional materials for basic education	Improved teaching and learning	ECCDE- 41 PRY- 12,149 JSS- 7,185	200 instructional materials procured	200 instructional materials procured	200 instructional Materials procured	200 instructional Materials procured	Annually	NPA
5	Procure and supply 800 teaching guides for teachers at JSS basic education level	Improved teaching and learning	JSS- 7,185	200 teaching guides procured for JSS level	200 teaching guides procured for JSS level	200 teaching guides procured for JSS level	200 teaching guides procured for JSS level	Annually	NPA
6	Provision of 12,000 copies of Lesson Plans in Literacy and Numeracy Subjects	Improved teaching and learning	ECCDE- 41 PRY- 12,149 JSS- 7,185	3000 lesson plan copies provided in literacy and numeracy	3000 lesson plan copies provided in literacy and numeracy	3000 lesson plan copies provided in literacy and numeracy	3000 lesson plan copies provided in literacy and numeracy	Annually	NPA
7	Production of 12,000 Statutory Records	Improved teaching and learning	NA	3,000 Statutory records provided	3,000 Statutory records provided	3,000 Statutory records provided	3,000 Statutory records provided	Annually	NPA

8	Procurement of 800 Charts for Basic education	Improve d teaching and learning	NA	200 chart procured	200 chart procured	200 chart procured	200 chart procured	Annually	NPA
9	Procurement of 800 Posters for basic education	Improve d teaching and learning	NA	200 posters procured for BE	200 posters procured for BE	200 posters procured for BE	200 posters procured for BE	Annually	NPA
10	Recruit 12 special needs education teachers for primary schools	Improved teaching and learning for special needs children	7	3 special needs teachers recruited	3 special needs teachers recruited	3 special needs teachers recruited	3 special needs teachers recruited	Annually	NPA
11	Train 400 school heads on inclusive education across Pre-primary,Primary and JSS	Improved inclusiveness at basic education	1,342	100 head teachers trained	100 head teachers trained	100 head teachers trained	100 head teachers trained	Annually	NPA
12	Train 400 regular teachers on identification and management of children with special needs across basic schools	Improve d inclusive ness at basic education	NA	100 teachers trained	100 teachers trained	100 teachers trained	100 teachers trained	Annually	NPA
13	Train 1600 core subject teachers across basic education sub sectors on pedagogy	Improved teaching and learning	ECCDE-41 PRY-12,149 JSS- 7,185	400 teachers trained on pedagogy	400 teachers trained on pedagogy	400 teachers trained on pedagogy	400 teachers trained on pedagogy	Annually	NPA
14	Provide school based and cluster training for 1,200 teachers across basic subsectors	Improved teaching and learning	ECCDE-41 PRY-12,149 JSS- 7,185	300 teachers trained on pedagogy	300 teachers trained on pedagogy	300 teachers trained on pedagogy	300 teachers trained on pedagogy	Annually	NPA
15	Make provision for inspection visits by 150 QA officers	Improved qualitati ve teaching and learning	1,342 Pry schools 430 JSS	50 inspectio n visits conducte d	50 inspectio n visits conducte d	50 inspectio n visits conducte d	50 inspectio n visits conducte d	Annually	NPA
16	Review of Guidelines and print 1600 copies on minimum standards on establishment of schools	Improved qualitati ve teaching and learning	NA	400 guidelin es on minimum standard for school establish ment printed	400 guidelin es on minimum standard for school establish ment printed	400 guidelin es on minimum standard for school establish ment printed	400 guideline s on minimum standard for school establish ment printed	Annually	NPA
17	Print and disseminate 4000 National benchmarks on Numeracy and Literacy for education managers across the LGEAS	Improved qualitati ve teaching and learning	NA	1000 National benchma rks on Numerac y and Literacy printed and dissemin ated	1000 National benchma rks on Numerac y and Literacy printed and dissemin ated	1000 National benchma rks on Numerac y and Literacy printed and dissemin ated	1000 National benchma rks on Numerac y and Literacy printed and dissemin ated	Annually	NPA
18	Sensitize 600 relevant stakeholders on guidelines for establishment and running of schools	Improved management of schools	NA	150 relevant stakehol ders on guidelin es for establish ment and running of schools sensitized	150 relevant stakehol ders on guidelin es for establish ment and running of schools sensitized	150 relevant stakehol ders on guidelin es for establish ment and running of schools sensitized	150 relevant stakehold ers on guidelines for establishment and running of schools sensitized	Annually	NPA
19	Visit 200 schools to ensure adherence to minimum	Improve d	1,342 pry	50 schools visited & monitore d	50 schools visited & monitored	50 schools visited & monitored	50 schools visited & monitored	Annually	NPA

	standards of establishing schools (50 per year)	management of schools	430 JSS						
20	Recruitment of 80 guidance counsellors for basic education (20 per year)	Improved management of schools	NA	20 G & C recruited for basic education	20 G & C recruited for basic education	20 G & C recruited for basic education	20 G & C recruited for basic education	Annually	NPA
21	Train 400 teachers as Paracounsellors masters across basic education level	Improved qualitative teaching and learning	NA	100 para counsellor trained	100 para counsellor trained	100 para counsellor trained	100 para counsellor trained	Annually	NPA
23	Recruit 20 Special Needs teachers (5 per Year) for JSS	Improved teaching and learning for special needs children	7 Schools	5 special needs teachers recruited	5 special needs teachers recruited	5 special needs teachers recruited	5 special needs teachers recruited	Annually	NPA
24	Train 120 Special Needs Teachers	Improved teaching and learning for special needs children	7 Schools	30 special needs teachers trained	30 special needs teachers trained	30 special needs teachers trained	30 special needs teachers trained	Annually	NPA
	Annual Conduct Monitoring Learning Achievement tests for Primary, and JSS in literary, numerical and life skills	Improved qualitative learning outcomes	NA	MLA conducted for Primary and JSS	MLA conducted for Primary and JSS	MLA conducted for Primary and JSS	MLA conducted for Primary and JSS	Annually	NPA
25	Reward 80 schools that recorded high performance in external examination at Primary level	Improved qualitative Learning outcomes	NA	20 schools of high performance rewarded	20 schools of high performance	20 schools of high performance	20 schools of high performance	Annually	NPA
26	Provide award to 60 high performing school teachers across JSS level	Improved qualitative learning outcomes	430 JSS	15 schools of high performance rewarded	15 schools of high performance rewarded	15 schools of high performance rewarded	15 schools of high performance rewarded	Annually	NPA
27	Provide annual awards for 60 best science students at JSS	Improved qualitative learning outcomes	NA	15 best JSS science students rewarded	15 best JSS science students rewarded	15 best JSS science students rewarded	15 best JSS science students rewarded	Annually	NPA
28	Conduct of Basic Education Certificate Examination (BECE) Practical allowance support across 30 LGAs annually	Improved qualitative learning outcomes	BECE conducted across 30 LGAs	BECE conducted across 30 LGAs	BECE conducted across 30 LGAs	BECE conducted across 30 LGAs	BECE conducted across 30 LGAs	Annually	NPA
29	Special Duties Related Expenses for 120 outstanding Education administrators (Head teachers/ Principals) across basic education level	Improved qualitative learning outcomes	120 Head Teachers / Principals rewarded	30 outstanding administrators rewarded	30 outstanding administrators rewarded	30 outstanding administrators rewarded	30 outstanding administrators rewarded	Annually	NPA
30	Annual inter school sports competition at Primary school level in 30 LGEAs	Improved extra-curricular activities at primary school level	1,342 Primary schools	Annual inter house sport conducted	Annual inter house sport conducted	Annual inter house sport conducted	Annual inter house sport conducted	Annually	NPA

31	Annual inter schools quizzes and debates competition for JSS	Improve d extra-Curricular activities at JSS school level	430 JSS	Annual quizzes conducted	Annual quizzes conducted	Annual quizzes conducted	Annual quizzes conducted	Annually	NPA
32	Provision of incinerator for the 400 primary school environment (100 per year)	Healthy environ ment maintain ed in primary schools	400 incinerat ors provided	100 incinerat ors provided	100 incinerat ors provided	100 incinerat ors provided	100 incinerat ors provided	Annually	NPA
33	Provision of incinerator for 200 JSS school environment	Safe and Healthy environ ment maintain ed in all commun ity schools	50 Incinerators provided	50 incinerat ors provided	50 incinerat ors provided	50 incinerat ors provided	50 incinerat ors provided	Annually	NPA
34	Organise Peer tutoring across JSS schools in 30 LGAs	Improve d learning outcome s at Basic Educatio n sub sectors in the State	30 LGEAs	Peer tutoring organise d	Peer tutoring organise d	Peer tutoring organise d	Peer tutoring organise d	Annually	NPA
35	Engagement of partners in developing/printing and distribution of IEC material on relevance of Education to 430 JSS school annually	Improve d participa tion of girls in basic educatio n	430 JSS	IEC materials distribut ed	IEC materials distribut ed	IEC materials distribut ed	IEC materials distribute d	Annually	NPA
36	Development of Training Manual for Teachers and Students on digital ICT skills in 2,000 basic schools	Improve d digital literacy	41 ECCDE 1,342 Primary 430	Training manual on digital literacy develope d	Training manual on digital literacy develope d	Training manual on digital literacy develope d	Training manual on digital literacy develope d	Annually	NPA
37	Conduct TOT Training on Digital Literacy for 40 computer teachers from 40 selected Primary and JSS Schools.	Improve d digital literacy	1,342 Primary 430 JSS	TOT on digital literacy conducte d	TOT on digital literacy conducte d	TOT on digital literacy conducte d	TOT on digital literacy conducte d	Annually	NPA
38	Training of 400 Teachers selected JSS Secondary Schools on the use and application of Kyan e-learning Technology with engagement of firm.	Improve d digital literacy	7, 185 teachers	100 teachers trained on KYAN usage	100 teachers trained on KYAN usage	100 teachers trained on KYAN usage	100 teachers trained on KYAN usage	Annually	NPA
39	Conduct Termly Monitoring of 40 selected Secondary Schools (120 annually) on proper implementation of digital literacy skills	Improve d digital literacy	41 ECCDE 1,342 Pry 430 JSS	Termly monitori ng conducte d on digital literacy skills	Termly monitori ng conducte d on digital literacy skills	Termly monitori ng conducte d on digital literacy skills	Termly monitori ng conducte d on digital literacy skills	Annually	NPA
40	Procurement of Textbooks English P1 & Maths P1 (Eng 25,000 & Maths 25,000)=50,000	Improve d teaching and learning	NA	English P1 & Maths P1 Textboo ks procured	English P1 & Maths P1 Textboo ks procured	English P1 & Maths P1 Textboo ks procured	English P1 & Maths P1 Textbooks procured	Annually	NPA
41	Procurement of 400,000 Customize Exercise Book for Primary schools	Improve d teaching and learning	272,618 pupils	100,000 customiz ed exercise books procured for Primary	100,000 customiz ed exercise books procured for Primary	100,000 customiz ed exercise books procured for Primary	100,000 customiz ed exercise books procured for Primary	Annually	NPA

42	Procurement of 400,000 learning Materials (Pencils and Math sets 1 pkt each)	Improve d teaching and learning	272,618 pupils	100,000 customiz ed learning materials procured	100,000 customiz ed learning materials procured	100,000 customiz ed learning materials procured	100,000 customiz ed learning materials procured	Annually	NPA
43	Transportation of Teaching and Learning Materials TLM to 30 LGEAs annually	Improve d teaching and learning	30 LGEAs	Transpor t fare disburse d	Transpor t fare disburse d	Transpor t fare disburse d	Transpor t fare disburse d	Annually	NPA
44	Production of 1,000 umeracy Chart 1,2,3.....100 annually	Improve d teaching and learning	ECCDE 41 Primary 1,342	1,000 Numerac y charts produce d	1,000 Numerac y charts produce d	1,000 Numerac y charts produce d	1,000 Numerac y charts produced	Annually	NPA
45	Production of 1,000 Alphabet Chart A,B,C.....Z annually	Improve d teaching and learning	ECCDE 41 Primary 1,342	1,000 Alphabet s charts produce d	1,000 Alphabet s charts produce d	1,000 Alphabet s charts produce d	1,000 Alphabet s charts produced	Annually	NPA
46	Training of 2,100 Teachers & Head teachers on Early Grade Reading Using RANA Approach	Improve d teaching and learning	Teachers Head teachers	2,100 teachers and head teachers trained	2,100 teachers and head teachers trained	2,100 teachers and head teachers trained	2,100 teachers and head teachers trained	Annually	NPA
47	Provision of Games & Sports equipment to 400 basic schools in 30 LGAs	Improve d extra-curricula activities in Basic schools	41 ECCDE 1,342 Primary 430 JSS	Games and sport equipme nt provided	Games and sport equipme nt provided	Games and sport equipme nt provided	Games and sport equipme nt provided	Annually	NPA
48	Procurement and supply of 750 teaching materials (White maker board, Maker & Duster)	Improve d teaching and learning	41 ECCDE 1,342 Primary 430 JSS	750 teaching materials (white maker board,) procured and deployed	750 teaching materials (white maker board,) procured and deployed	750 teaching materials (white maker board,) ocured and deployed	750 teaching materials (white maker board,) procured and deployed	Annually	NPA
49	Monitoring & Evaluation of IQTEE Programme in 30 LGAs for integration	Improve d teaching and learning on IQTE	NA	IQTE monitore d in 30 LGAs	IQTE monitore d in 30 LGAs	IQTE monitore d in 30 LGAs	IQTE monitore d in 30 LGAs	Annually	NPA
50	Production and printing of 4000 primary-1 & 2 pupils English Book-1 annually	Improve d teaching and learning	272,618 pupils	4000 primary1 & 2 pupils English Book produce d and printed	4000 primary1 & 2 pupils English Book produce d and printed	4000 primary1 & 2 pupils English Book produce d and printed	4000 primary1 & 2 pupils English Book produced and printed	Annually	NPA
51	Production and printing of 1000 primary-1 & 2 English Teachers Guide annually	Improve d teaching and learning	272,618 pupils	1000 primary1 & 2 English Teachers Guide produce d and printed	1000 primary1 & 2 English Teachers Guide produce d and printed	1000 primary1 & 2 English Teachers Guide produce d and printed	1000 primary1 & 2 English Teachers Guide produced and printed	Annually	NPA
52	Production and printing of 4,000 primary-1 & 2 pupils Maths Book- annually	Improve d teaching and learning	272,618 pupils	4,000 primary1 & 2 pupils Maths Book produce d and printed	4,000 primary1 & 2 pupils Maths Book produce d and printed	4,000 primary1 & 2 pupils Maths Book produce d and printed	4,000 primary1 & 2 pupils Maths Book produced and printed	Annually	NPA

53	Production and printing of 1,000 primary-1 & 2 Maths Teachers Guide annually	Improve d teaching and learning	272,618 pupils	1,000 primary-1 & 2 Maths Teachers Guide produce d and printed	1,000 primary-1 & 2 Maths Teachers Guide produce d and printed	1,000 primary-1 & 2 Maths Teachers Guide produce d and printed	1,000 primary-1 & 2 Maths Teachers Guide produced and printed	Annually	NPA
54	Production and printing of 4,000 Social studies for P1 & P2	Improve d teaching and learning	272,618 pupils	4,000 (Social studies for p1 produce d	4,000 (Social studies for p1 produce d	4,000 (Social studies for p1 produce d	4,000 (Social studies for p1 produced	Annually	NPA
55	procure and distribute 4,000 Basic science textbooks to support Primary school Science annually	Improve d teaching and learning	1,342 Primary 430 JSS	4,000 science textbooks procured	4,000 science textbooks procured	4,000 science textbooks procured	4,000 science textbooks procured	Annually	NPA
56	Annual Conduct monitoring & learning achievement (MLA) of P6 and JSS 3	Improve d teaching and learning	1,342 Primary 430 JSS	MLA conducte d for P6 and JSS 3	MLA conducte d for P6 and JSS 3	MLA conducte d for P6 and JSS 3	MLA conducte d for P6 and JSS 3	Annually	NPA
57	Train 1,200 Teachers of Primary schools on Jolly Phonics	Improve d teaching and learning	12,149 teachers	300 teachers trained on Jolly Phonics	300 teachers trained on Jolly Phonics	300 teachers trained on Jolly Phonics	300 teachers trained on Jolly Phonics	Annually	NPA
58	Produce and distribute 3,000 Basic education curriculum	Improve d teaching and learning	NA	750 Basic education Curriculum produced	750 Basic education Curriculum produced	750 Basic education Curriculum produced	750 Basic education Curriculum produced	Annually	NPA
59	Train 600 school teachers on SMASE across 30 LGAs	Improve d teaching and learning	12,149 teachers	150 teachers trained on SMASE	150 teachers trained on SMASE	150 teachers trained on SMASE	150 teachers trained on SMASE	Annually	NPA
60	Provide 800 Instructional materials for TVET in JSS	Improve d teaching and learning on TVET	430 JSS	200 Instructi onal materials for TVET provided	200 Instructi onal materials for TVET provided	200 Instructi onal materials for TVET provided	200 Instructio nal materials for TVET provided	Annually	NPA
61	Construct 8 purpose built classrooms each for ECCDE Centres (2 per Year)	Improved Access to ECCDE	41 centres	2 purpose built classroo ms construct ed for ECCDE Centres	2 purpose built classroo ms construct ed for ECCDE Centres	2 purpose built classroo ms construct ed for ECCDE Centres	2 purpose built classroo ms construct ed for ECCDE Centres	Annually	NPA
62	Renovate 80 additional classrooms across basic levels (20 Per year)	improve d conducive learning environ ment	NA	20 addition al classroo ms renovate d	20 addition al classroo ms renovate d	20 addition al classroo ms renovate d	20 additiona l classroo ms renovate d	Annually	NPA
63	Renovate 120 dilapidated existing classrooms at identified primary schools	improve d conduciv e learning environ ment	NA	150 dilapidat ed classroo ms renovate d	150 dilapidat ed classroo ms renovate d	150 dilapidat ed classroo ms renovate d	150 dilapidat ed classroo ms renovate d	Annually	NPA
64	Construct 120 additional classrooms at	improve d conduciv	NA	30 addition al classroo ms	30 addition al classroo ms	30 addition al classroo ms	30 additional	Annually	NPA

	Junior level	e learning environ ment		construct ed	construct ed	construct ed	classroom s construct ed		
65	Renovate 120 existing dilapidated ones at Junior Secondary level	improve d conduciv e learning environ ment	NA	30 dilapidat ed JSS schools renovate d	30 dilapidat ed JSS schools renovate d	30 dilapidat ed JSS schools renovate d	30 dilapidat ed JSS schools renovate d	Annually	NPA
66	Provide 800 sets of classroom plastic furniture tables and chairs at ECCD level annually	improve d conduciv e learning environ ment	ECCDE 721	200 plastic chairs and tables provided for ECCDE	200 plastic chairs and tables provided for ECCDE	200 plastic chairs and tables provided for ECCDE	200 plastic chairs and tables provided for ECCDE	Annually	NPA
67	Provide 400 Social and extracurricular activities in 400 primary schools (100 primary schools annually)	improve d social and sport activities	1,342 Primary	400 Social and extra-curricula r equipme nt provided	400 Social and extra-curricula r equipme nt provided	400 Social and extra-curricula r equipme nt provided	400 Social and extra-curricula r equipme nt provided	Annually	NPA
68	Provide 150 sets of teachers' furniture tables and chairs at ECCD level annually	improve d conduciv e learning environ ment	NA	150 sets of teachers furniture provided	150 sets of teachers furniture provided	150 sets of teachers furniture provided	150 sets of teachers furniture provided	Annually	NPA
69	Provide 400 sets of classroom furniture with tables and chairs at Primary level annually	improve d conduciv e learning environ ment	118, 173 furniture	400 sets of classroo m furniture provided for Primary schools	400 sets of classroo m furniture provided for Primary schools	400 sets of classroo m furniture provided for Primary schools	400 sets of classroo m furniture provided for Primary schools	Annually	NPA
70	Provide 400 sets of classroom furniture with tables and chairs for teachers' at Primary level.	improve d conduciv e learning environ ment	NA	400 sets of classroo m furniture provided for Primary schools teacher	400 sets of classroo m furniture provided for Primary schools teacher	400 sets of classroo m furniture provided for Primary schools teacher	400 sets of classroo m furniture provided for Primary schools teacher	Annually	NPA
71	Provide 400 sets of students furniture at JSS Level (100 per year)	improve d conduciv e learning environ ment	50,546 furniture	100 sets of teachers' furniture provided for JSS schools	100 sets of teachers' furniture provided for JSS schools	100 sets of teachers' furniture provided for JSS schools	100 sets of teachers' furniture provided for JSS schools	Annually	NPA
72	Provide 200 sets of teachers furniture at JSS Level (50 per year)	improve d conduciv e learning environ ment	NA	50 sets of teachers' furniture provided for teachers in JSS schools	50 sets of teachers' furniture provided for teachers in JSS schools	50 sets of teachers' furniture provided for teachers in JSS schools	50 sets of teachers' furniture provided for teachers in JSS schools	Annually	NPA
73	Construct, equip and furnish a standard block of Science Labs in 8 Junior Secondary Schools	Improve d the teaching and learning of science	84 Laborato ries	2 Laborato ry construct ed and equipped	2 Laborato ry construct ed and equipped	2 Laborato ry construct ed and equipped	2 Laborato ry construct ed and equipped	Annually	NPA
74	Renovate equip and furnish 24 libraries in 6 JSS Secondary Schools annually	Improve d reading skills among basic educatio n learners	152 libraries	N	6 libraries renovate d and equipped	6 libraries renovate d and equipped	6 libraries renovate d and equipped	Annually	NPA

75	Construct, furnish and equip Home Economics Labs in 120 JS Schools	Improve d teaching and learning of Vocational Skills among BE learners	NA	30 Home Economics laboratory construct ed and equipped	30 Home Economics laboratory construct ed and equipped	30 Home Economics laboratory construct ed and equipped	30 Home Economics laboratory construct ed and equipped	Annually	NPA
76	Construct Basic Science Lab in 120 Primary schools	Improve d the teaching and learning of science	1 laboratory	30 Basic Science laboratory construct ed and equipped	30 Basic Science laboratory construct ed and equipped	30 Basic Science laboratory construct ed and equipped	30 Basic Science laboratory construct ed and equipped	Annually	NPA
77	Construct and furnish a standard library in 12 JS Schools	Improve d reading skills among basic education learners	152 libraries	3 libraries construct ed and equipped	3 libraries construct ed and equipped	3 libraries construct ed and equipped	3 libraries construct ed and equipped	Annually	NPA
78	Construct and furnish a standard Admin Block in 8 primary schools	Improve d administrative efficiency and effective	NA	2 admin Blocks construct ed for Primary schools	2 admin Blocks construct ed for Primary schools	2 admin Blocks construct ed for Primary schools	2 admin Blocks construct ed for Primary schools	Annually	NPA
79	Construct and furnish a standard Admin Block in 12 JS	Improve d administrative efficiency and effective ness	NA	3 admin Blocks construct ed for JSS schools	3 admin Blocks construct ed for JSS schools	3 admin Blocks construct ed for JSS schools	3 admin Blocks construct ed for JSS schools	Annually	NPA
80	Renovate existing boarding facilities in 8 Junior Secondary schools	Improve d conducive learning environment	NA	2 boarding facilities renovate d in Junior Secondary schools	2 boarding facilities renovate d in Junior Secondary schools	2 boarding facilities renovate d in Junior Secondary schools	2 boarding facilities renovate d in Junior Secondary schools	Annually	NPA
81	Construct and furnish a standard ICT centre in 20 primary schools	Improve d digital literacy among BE learner	40 ICT primary schools	ICT centre construct ed for 5 primary schools	ICT centre construct ed for 5 primary schools	ICT centre construct ed for 5 primary schools	ICT centre construct ed for 5 primary schools	Annually	NPA
82	Establishment of ECCDE in 64 public primary schools	improve d conducive learning environment	41 ECCDE centre	ECCDE establish ed in addition al 3 Primary schools	ECCDE establish ed in addition al 3 Primary schools	ECCDE establish ed in addition al 3 Primary schools	ECCDE establish ed in addition al 3 Primary schools	Annually	NPA
83	Establish 3 additional Junior Secondary Schools in rural and remote communities	improve d conducive learning environment	430 JSS	1 addition al JSS establish ed in remote communities	1 addition al JSS establish ed in remote communities	1 addition al JSS establish ed in remote communities	1 addition al JSS establish ed in remote communities	Annually	NPA
84	Construct and furnish a standard ICT centre in 20 JS schools	Improve d digital literacy among BE learner	109 ICT in JSS	ICT centre construct ed for 5 JSS schools	ICT centre construct ed for 5 JSS schools	ICT centre construct ed for 5 JSS schools	ICT centre construct ed for 5 JSS schools	Annually	NPA

85	Soft & hard Landscaping (including drainage) of 12 JSS Schools	improve d conducive learning environment	430 Jss	4 JSS schools landscap ing conducte d	4 JSS schools landscap ing conducte d	4 JSS schools landscap ing conducte d	4 JSS schools landscap ing conducte d	Annually	NPA
86	Soft & hard Landscaping (including drainage) of 12 primary schools	improve d conducive learning environment	1,342 schools	3 Primary schools landscap ing conducte d	3 Primary schools landscap ing conducte d	3 Primary schools landscap ing conducte d	3 Primary schools landscap ing conducte d	Annually	NPA
87	Provide infrastructure for the special needs children in 80 primary schools	improve d conducive learning environment	1,342 schools	20 Primary schools supplied with infrastru cture for special needs children	20 Primary schools supplied with infrastru cture for special needs	20 Primary schools supplied with infrastru cture for special needs	20 Primary schools supplied with infrastru cture for special needs	Annually	NPA
88	Provide infrastructure for the special needs children in 16 JSS	improve d conducive learning environment	430 JSS	4 JSS schools supplied with infrastru cture for special needs children	4 JSS schools supplied with infrastru cture for special needs children	4 JSS schools supplied with infrastru cture for special needs children	4 JSS schools supplied with infrastru cture for special needs children	Annually	NPA
89	Create and equip sick bays for 20 primary schools	Improve safety and health of BE learner	1,342 primary school	5 sick bays created and equipped for 20 primary	5 sick bays created and equipped for 20 primary	5 sick bays created and equipped for 20 primary	5 sick bays created and equipped for 20 primary	Annually	NPA
90	Create and equip sick bays for 12 JSS	Improve safety and health of BE learner	430 JSS	3 Sick bays created and equipped for 12 JSS schools	3 Sick bays created and equipped for 12 JSS schools	3 Sick bays created and equipped for 12 JSS schools	3 Sick bays created and equipped for 12 JSS schools	Annually	NPA
91	Construct and furnish a standard Intro-Tech workshop for 40 JSS	Improve d the teaching and learning of science in BE	430 JSS	10 Intro Tech worksho p construct ed and furnishe d	10 Intro Tech worksho p construct ed and furnishe d	10 Intro Tech worksho p construct ed and furnishe d	10 Intro Tech worksho p construct ed and furnishe d	Annually	NPA
92	Construct perimeter fence with gate house in 80 primary schools, and 80 JSS	Improve safety of BE learners	ECCDE & pry – 279 JSS 135	20 Primary schools and 80 JSS supplied with perimete r fence gate house	20 Primary schools and 80 JSS supplied with perimete r fence gate house	20 Primary schools and 80 JSS supplied with perimete r fence gate house	20 Primary schools and 80 JSS supplied with perimete r fence gate house	Annually	NPA
93	Plant economic/ ornamental trees in 80 primary schools, and 80 JSS	Improve d aesthetic value of BE schools	NA	20 Primary schools and 20 JSS supplied with economic ornamental trees	20 Primary schools and 20 JSS supplied with economic ornamental trees	20 Primary schools and 20 JSS supplied with economic ornamental trees	20 Primary schools and 20 JSS supplied with economic ornamental trees	Annually	NPA
94	Provide 4 monitoring Hilux vehicles	Improve d BE service delivery	1 Hilux vehicles provided	1 Hilux vehicles provided	1 Hilux vehicles provided	1 Hilux vehicles provided	1 Hilux vehicles provided	Annually	NPA

95	Procure 8 laptops ICT equipment for 4 Depts in SUBEB	Improve d BE service delivery	NA	2 Laptops provided for 2 Depts in SUBEB	2 Laptops provided for 2 Depts in SUBEB	2 Laptops provided for 2 Depts in SUBEB	2 Laptops provided for 2 Depts in SUBEB	Annually	NPA
96	Training and retraining of 400 primary school managers on maintenance culture	Improve d BE service delivery	1,342 heads	100 school manager s trained on maintena nce culture	100 school manager s trained on maintena nce culture	100 school manager s trained on maintena nce culture	100 school managers trained on maintena nce culture	Annually	NPA
97	Identify and Construct drainage system in 20 primary schools	Improve d BE service delivery	1,342 schools	5 drainage system construct ed	5 drainage system construct ed	5 drainage system construct ed	5 drainage system construct ed	Annually	NPA
98	Conduct mapping of school lands in 24 LGAs for proper siting of schools (6 LGA per year)	Improve d proper siting of schools	6LGEA S	School mapping conducte d in 24 LGAs (6 LGA per year	School mapping conducte d in 24 LGAs (6 LGA per year	School mapping conducte d in 24 LGAs (6 LGA per year	School mapping conducte d in 24 LGAs (6 LGA per year	Annually	NPA
99	Capacity strengthening of 400 school managers on schooldemarcation and documentation	Improve d BE service delivery	NA	100 school manager s trained on school demarcation and documen tation	100 school manager s trained on school demarcation and documen tation	100 school manager s trained on school demarcation and documen tation	100 school managers trained on school demarcation and documen tation	Annually	NPA
100	Recruit and deploy additional 120 security personnel to schools	Improve d learners' safety in BE schools	NA	30 security officers recruited and deployed	30 security officers recruited and deployed	30 security officers recruited and deployed	30 security officers recruited and deployed	Annually	NPA
101	Procure additional 400 security gadgets and distribute to schools (100 per year)	Improve d learners' safety in BE schools	NA	100 security gadgets procured	100 security gadgets procured	100 security gadgets procured	100 security gadgets procured	Annually	NPA
102	Construct burglary proof in schools in 20 Primary schools, and 20 JSS	Improve d learners' safety in BE schools	1,342 PRY 430 JSS	burglary proof in schools in 20 Primary schools, and 20 JSS construct ed	burglary proof in schools in 20 Primary schools, and 20 JSS construct ed	burglary proof in schools in 20 Primary schools, and 20 JSS construct ed	burglary proof in schools in 20 Primary schools, and 20 JSS construct ed	Annually	NPA
103	Create awareness in 30 communities in the 30 LGAs on security alertness annually	Improve d learners' safety in BE schools	30 IGEAs	Awarene ss on security alertness created in 30 LGAs	Awarene ss on security alertness created in 30 LGAs	Awarene ss on security alertness created in 30 LGAs	Awarene ss on security alertness created in 30 LGAs	Annually	NPA
104	Initiate lay down safety protocols in Basic Education schools and Create awareness on early warning signs in LGEAs	Improve d learners' safety in BE schools	30LGEA S	Early warning signs on safety precauti ons initiated in all LGAs	Early warning signs on safety precauti ons initiated in all LGAs	Early warning signs on safety precauti ons initiated in all LGAs	Early warning signs on safety precauti ons initiated in all LGAs	Annually	NPA

105	Train 600 school administrators, and teachers on effective classroom management across LGAs	Improve d learners' safety in BE schools	NA	150 administrators trained on effective classroom management across LGAs	150 administrators trained on effective classroom management across LGAs	150 administrators trained on effective classroom management across LGAs	150 administrators trained on effective classroom management across LGAs	Annually	NPA
106	Provide and install solar power system to 20 primary schools, and 20 JSS	improve d conducive learning environment	PY – 179 JSS 222 electricity	10 solar energy installed for 10 primary and 20 JSS	10 solar energy installed for 10 primary and 20 JSS	10 solar energy installed for 10 primary and 20 JSS	10 solar energy installed for 10 primary and 20 JSS	Annually	NPA
107	Construct motorized bore hole in 20 primary schools, and 20 JSS	improve d conducive learning environment	NA	10 motorize d bore hole provided for Primary and JSS	10 motorize d bore hole provided for Primary and JSS	10 motorize d bore hole provided for Primary and JSS	10 motorize d bore hole provided for Primary and JSS	Annually	NPA
108	Repair existing damaged bore holes in 40 schools across basic education schools	improve d conducive learning environment	638 PRY 240 JSS	10 boreholes repaired across basic schools	10 boreholes repaired across basic schools	10 boreholes repaired across basic schools	10 boreholes repaired across basic schools	Annually	NPA
109	Paying annual internet subscription of SUBEB	Improve d BE service delivery	NA	Annual Subscription for internet paid	Annual Subscription for internet paid	Annual Subscription for internet paid	Annual Subscription for internet paid	Annually	NPA
110	Procurement and Supply of teaching materials for 1QTEE center) centres per annum	improve d conducive learning environment for IQTE	NA	Teaching Materials procured for IQTE	Teaching Materials procured for IQTE	Teaching Materials procured for IQTE	Teaching Materials procured for IQTE	Annually	NPA
111	Construction of 60 Nomadic learning Centers across all the LGEAs	improve d conducive learning environment for the Nomads	35 centres	15 Nomadic learning Centers provided	15 Nomadic learning Centers provided	15 Nomadic learning Centers provided	15 Nomadic learning Centers provided	Annually	NPA

M & E FRAMEWORK FOR POLICY 3 - SYSTEM STRENGTHENING AND EFFICIENCY

POLICY 3 OBJECTIVE: Enhance Efficient and Effective Management System

TABLE 37 : M & E FRAMEWORK FOR POLICY 3 - SYSTEM STRENGTHENING AND EFFICIENCY

S/ N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUE NCY OF DATA COLLECTI ON	DATA SOURCE /MOV
			2023	2024	2025	2026	2027			
1	Train 120 quality assurance staff at Headquarters, UBEB, Zonal offices and LEAs	Effective qualitative delivery of educated	NA	30 quality assurance officers trained	30 quality assurance officers trained	30 quality assurance officers trained	30 quality assurance officers trained	30 quality assurance officers trained	Annually	NPA
2	Orientate 160 community leaders and SBMC members for participatory quality assurance activities,	Effective qualitative delivery of education	NA	40 communities leaders and SBMC oriented	40 communities leaders and SBMC oriented	40 communities leaders and SBMC oriented	40 communities leaders and SBMC oriented	40 communities leaders and SBMC oriented	Annually	NPA
3	Train 200 facilitators, heads of public & private Primary schools on the new Quality Assurance Model.	Effective qualitative delivery of education	1,342 Head	50 facilitators and Heads of schools trained on New QA	50 facilitators and Heads of schools trained on New QA	50 facilitators and Heads of schools trained on New QA	50 facilitators and Heads of schools trained on New QA	50 facilitators and Heads of schools trained on New QA	Annually	NPA
4	Train 200 heads of public & private JSS schools on the new Quality Assurance Model.	Effective qualitative delivery of education	430 Principals	50 Heads of JSS schools trained on New QA model	50 Heads of JSS schools trained on New QA model	50 Heads of JSS schools trained on New QA model	50 Heads of JSS schools trained on New QA model	50 Heads of JSS schools trained on New QA model	Annually	NPA
5	Set up 4 men MTBESP implementation Committee annually and hold quarterly meeting to ensure linkage of plan with annual budget	Plan translating and informing actions for quality BE	NA	MTBESP implementation Committee set up	MTBESP implementation Committee set up	MTBESP implementation Committee set up	MTBESP implementation Committee set up	MTBESP implementation Committee set up	Annually	NPA
6	Undertake annual research on SITAN at the SUBEB on Learning Assessment to inform policy and plan development and implementation	Evidence based SITAN informing policies decisions	NA	Annual research on SITAN conducted	Annual research on SITAN conducted	Annual research on SITAN conducted	Annual research on SITAN conducted	Annual research on SITAN conducted	Annually	NPA

7	Organize 4 stakeholders' forums for policy dialogue annually	Evidence based SITAN informing policies decisions	NA	4 stakeholders forums for policy dialogue organized	4 stakeholders forums for policy dialogue organized	4 stakeholders forums for policy dialogue organized	4 stakeholders forums for policy dialogue organized	Annually	NPA
8	Organize 3 no. of Retreat annually for Board Management to streamline conflicting functions	Effective service delivery	NA	3 no. of Retreat organized annually	3 no. of Retreat organized annually	3 no. of Retreat organized annually	3 no. of Retreat organized annually	Annually	NPA
9	Train 20 Planning officers at SUBEB on planning methodologies annually	Effective service delivery	NA	20 Planning officers trained	20 Planning officers trained	20 Planning officers trained	20 Planning officers trained	Annually	NPA
10	Conduct annual impact assessment of on-going education projects at Basic Education level for better performance	Effective service delivery	NA	Annual impact assessment conducted	Annual impact assessment conducted	Annual impact assessment conducted	Annual impact assessment conducted	Annually	NPA
11	Monitor and Evaluate quarterly MTBESP plan implementation by 4 men team set up	Plan translating and informing actions for quality BE	MTBESP available	MTBESP monitored and evaluated annually	MTBESP monitored and evaluated annually	MTBESP monitored and evaluated annually	MTBESP monitored and evaluated annually	Annually	NPA
12	Provide motivational packages for 10 Outstanding staff of SUBEB annually	Effective service delivery	332 staff	Motivati onal packages for Outstanding 10 staff provided	Motivati onal packages for Outstanding 10 staff provided	Motivati onal packages for Outstanding 10 staff provided	Motivati onal packages for Outstanding 10 staff provided	Annually	NPA
13	Enforce accountability of funds through training on auditing for 4 auditing staff of SUBEB annually	Effective service delivery	NA	Training on accountability conducted	Training on accountability conducted	Training on accountability conducted	Training on accountability conducted	Annually	NPA
14	Train 1,200 Public Primary school Head teachers and 300 JSS Heads on Effective school management annually	Effective management of schools	1,342 heads 430 JSS	1,500 Basic Education school Heads trained	1,500 Basic Education school Heads trained	1,500 Basic Education school Heads trained	1,500 Basic Education school Heads trained	Annually	NPA
15	Strengthen capacities and competencies of 20 HODs for effective management of education programmes	Effective management of education program	NA	20 HODs capacities strengthened	20 HODs capacities strengthened	20 HODs capacities strengthened	20 HODs capacities strengthened	Annually	NPA
16	Conduct of annual school census starting from 2021/2022	Reliable and credible data available	NA	Annual school census conducted	Annual school census conducted	Annual school census conducted	Annual school census conducted	Annually	NPA
17	Establish EMIS Committee at 6LGEAs of SUBEB	Reliable and credible data available	30 LGEAs	EMIS Committee established	EMIS Committee established	EMIS Committee established	EMIS Committee established	Annually	NPA

18	Procure 12 EMIS additional RAM memory and HDD for servers and workstations in 6 LGEAS	Reliable and credible data available	NA	4 EMIS additional RAM memory procured	4 EMIS additional RAM memory procured	4 EMIS additional RAM memory procured	4 EMIS additional RAM memory procured	Annually	NPA
19	Procure EMIS Server and workstation Operating System Upgrade in 8 LGEAS	Reliable and credible data available	EMIS office available	EMIS Server and workstation operating system upgraded	EMIS Server and workstation operating system upgraded	EMIS Server and workstation operating system upgraded	EMIS Server and workstation operating system upgraded	Annually	NPA
20	Procure EMIS Database Application Upgrade in 8 LGEAS	Reliable and credible data available	NA	EMIS Database Application Upgrade d	EMIS Database Application Upgrade d	EMIS Database Application Upgrade d	EMIS Database Application Upgrade d	Annually	NPA
21	Procure EMIS Wireless and Networking Hardware Upgrade in 8 LGEAS	Reliable and credible data available	NA	4 EMIS personnel recruited	4 EMIS personnel recruited	4 EMIS personnel recruited	4 EMIS personnel recruited	Annually	NPA
22	Recruitment of 4 EMIS personnel at SUBEB to assist in data generation	Reliable and credible data available	NA	5 EMIS personnel trained	5 EMIS personnel trained	5 EMIS personnel trained	5 EMIS personnel trained	Annually	NPA
23	Training of 20 EMIS personal at the SUBEB	Reliable and credible data available	NA	EMIS Nodes at LGEAs established	EMIS Nodes at LGEAs established	EMIS Nodes at LGEAs established	EMIS Nodes at LGEAs established	Annually	NPA
24	Establish EMIS Nodes at 31 LGEAs and Zonal offices	Reliable and credible data available	30 LGEAs	ICT software and hardware procured	ICT software and hardware procured	ICT software and hardware procured	ICT software and hardware procured	Annually	NPA
25	Procure ICT software and hardware for EMIS take off at 6 LGEAs	Reliable and credible data available	NA	4 EMIS personnel Recruited	4 EMIS personnel Recruited	4 EMIS personnel Recruited	4 EMIS personnel Recruited	Annually	NPA
26	Spread the Recruitment 12 EMIS personnel across 31 LGEAs	Reliable and credible data available	NA	18 personnel trained	18 personnel trained	18 personnel trained	18 personnel trained	Annually	NPA
27	Training of 72 PRS Staff	Effective qualitative delivery of basic education	332	20 mgt staff of SUBEB trained	20 mgt staff of SUBEB trained	20 mgt staff of SUBEB trained	20 mgt staff of SUBEB trained	Annually	NPA
28	Train 20 Mgt staff of SUBEB annually	Effective qualitative delivery of basic education	332 staff	40 SUBEB admin officers trained	40 SUBEB admin officers trained	40 SUBEB admin officers trained	40 SUBEB admin officers trained	Annually	NPA
29	Train 40 SUBEB Admin officers annually	Effective qualitative delivery of basic education	430 JSS Heads	100 Principals trained	100 Principals trained	100 Principals trained	100 Principals trained	Annually	NPA
30	Train 400 Principals of JSS (100 per year)	Effective qualitative delivery of basic education	332 staff	10 Heads of Departments trained	10 Heads of Departments trained	10 Heads of Departments trained	10 Heads of Departments trained	Annually	NPA

31	Train 10 Heads of Divisions and Units on Target Setting and Performance management annually	Effective qualitative delivery of basic education	332 staff	2 staff of TPD trained	2 staff of TPD trained	2 staff of TPD trained	2 staff of TPD trained	Annually	NPA
32	Train 8 staff of Teacher Development @ SUBEB (2 per year)	Effective qualitative delivery of basic education	NA	10 LGEA staff trained	10 LGEA staff trained	10 LGEA staff trained	10 LGEA staff trained	Annually	NPA
33	Train 40 LGEA Secretaries, Heads of Sections at LGEA and Heads of schools on Target Setting and Performance Management (10 per Year)	Effective qualitative delivery of basic education	NA	100 SBMC trained	100 SBMC trained	100 SBMC trained	100 SBMC trained	Annually	NPA
34	Train 400 SBMC members at all levels in schools on whole School Development Planning (100 per year)	Effective qualitative delivery of basic education	NA	100 Schools supported on WSDP	100 Schools supported on WSDP	100 Schools supported on WSDP	100 Schools supported on WSDP	Annually	NPA
35	Support 400 Schools at all levels to Produce whole School Development (100 per year)	Effective qualitative delivery of basic education	NA	Aptitude test conducted	Aptitude test conducted	Aptitude test conducted	Aptitude test conducted	Annually	NPA
36	Annual Aptitude Test for teachers to take a compulsory competency test in order to qualify as head of school at all levels	Effective qualitative delivery of basic education	1,342 Heads	100 qualified Heads trained	100 qualified Heads trained	100 qualified Heads trained	100 qualified Heads trained	Annually	NPA
37	Train 400 qualified heads of school for 1 weeks to be certified to head schools (100 per year)	Effective qualitative delivery of basic education	NA	15 SMO trained	15 SMO trained	15 SMO trained	15 SMO trained	Annually	NPA
38	Train 60 Social Mobilization Officers on supervisory skills (15 per year)	Effective qualitative delivery of basic education	ECCDE 41 Primary – 12, 149 JSS 7,185	200 ECCDE, Primary, JSS trained on SRK	200 ECCDE, Primary, JSS trained on SRK	200 ECCDE, Primary, JSS trained on SRK	200 ECCDE, Primary, JSS trained on SRK	Annually	NPA
39	Train and retrain 800 ECCDE, Primary School, JSS teachers on school record keeping (200 annually)	Effective qualitative delivery of basic education	ECCDE 41 Primary – 12,149 JSS 7,185	Annual promotion interview conducted	Annual promotion interview conducted	Annual promotion interview conducted	Annual promotion interview conducted	Annually	NPA
40	Conduct of annual promotion interview for 1,200 teaching and non-teaching staff at basic level	Effective qualitative delivery of basic education	NA	Annual Response Plan developed	Annual Response Plan developed	Annual Response Plan developed	Annual Response Plan developed	Annually	NPA

41	Develop Annual Emergence response plan for Basic education	Safe schools for learning institutionalized	ECCDE 41 Primary – 12, 149 JSS 7,185	200 managers trained on EIE	200 managers trained on EIE	200 managers trained on EIE	200 managers trained on EIE	Annually	NPA
42	Train 800 Managers on Emergency response plan across the 31 LGAs (200 per year)	Effective qualitative delivery of basic education	NA	Community awareness conducted for SBMC in 31 LGEAs	Community awareness conducted for SBMC in 31 LGEAs	Community awareness conducted for SBMC in 31 LGEAs	Community awareness conducted for SBMC in 31 LGEAs	Annually	NPA
43	Conduct Community awareness in 31 LGAs on maintenance culture and ownership (SBMC)	Evidence based plans inform policy decisions	NA	Annual review meeting of Basic Education Plans conducted	Annual review meeting of Basic Education Plans conducted	Annual review meeting of Basic Education Plans conducted	Annual review meeting of Basic Education Plans conducted	Annually	NPA
44	Annual review meeting of Basic Education Plans (Long, Medium and Short Terms Strategies)	Evidence based plans inform policy decisions	MTBESP available	Annual review of MTBESP conducted	Annual review of MTBESP conducted	Annual review of MTBESP conducted	Annual review of MTBESP conducted	Annually	NPA
45	Annual review of MTBESP Education Sector Plan	Effective qualitative delivery of basic education	NA	40 Education Officers trained	40 Education Officers trained	40 Education Officers trained	40 Education Officers trained	Annually	NPA
46	5 days training on leadership and good governance of 40 Education Officers and School support officers annually	Effective qualitative delivery of basic education	332 Staff	20 Management staff trained on financial management	20 Management staff trained on financial management	20 Management staff trained on financial management	20 Management staff trained on financial management	Annually	NPA
47	Financial Management Training for 20 staff (12 project Accountant, APA, Finance officers, Auditor and 8 others from MoE,	Effective qualitative delivery of basic education	332 staff	30 Education stakeholders trained	30 Education stakeholders trained	30 Education stakeholders trained	30 Education stakeholders trained	Annually	NPA
48	Training of 30 Education managers on result-driven total project management annually	Safe schools for learning institutionalized	NA	Private security engage at JSS	Private security engage at JSS	Private security engage at JSS	Private security engage at JSS	Annually	NPA
49	Engagement of security personnel to 40 JSS	Safe schools for learning institutionalized	NA	Private security engage at Primary	Private security engage at Primary	Private security engage at Primary	Private security engage at Primary	Annually	NPA
50	Engagement of security personnel to 40 Primary schools in crisis sensitive LGAs	Effective qualitative delivery of SBMC	NA	Annual Review meeting organized	Annual Review meeting organized	Annual Review meeting organized	Annual Review meeting organized	Annually	NPA

51	Annual Review of SBMC Activities for Basic education in the State	Effective qualitative delivery of Nomadic education	NA	45 Master Trainers trained	45 Master Trainers trained	45 Master Trainers trained	45 Master Trainers trained	Annually	NPA
52	Training of 45 Master trainers of Nomadic centres	Effective qualitative delivery of basic education	NA	100 coaches and mentors trained	100 coaches and mentors trained	100 coaches and mentors trained	100 coaches and mentors trained	Annually	NPA
53	Training of 100 coaches and mentors annually to support Games in basic schools	Effective qualitative delivery of Basic education	430 Principals	30 JSS principals trained	30 JSS principals trained	30 JSS principals trained	30 JSS principals trained	Annually	NPA
54	Training of 120 JSS Principals on School management	Effective qualitative delivery of Basic education	NA	10 M&E SUBEB team trained annually	10 M&E SUBEB team trained annually	10 M&E SUBEB team trained annually	10 M&E SUBEB team trained annually	Annually	NPA
55	Support Capacity Building of 10 SUBEB Monitoring & Evaluation (M&E) Staff on M&E and Best Practices	Credible and reliable data available for basic education	Annual conduct of ASC	ASC forms printed	ASC forms printed	ASC forms printed	ASC forms printed	Annually	NPA
56	Printing of ASC forms annually for data generation Collate, analyse and report dissemination of ASC annually	Credible and reliable data available for basic education	NA	ASC data collated and reported	ASC data collated and reported	ASC data collated and reported	ASC data collated and reported	Annually	NPA
57	Annual Procurement And Distribution Of 8-Hp Laptop Core to SUBEB departments	Working tools available and put to use	NA	8 HP Laptops procured	8 HP Laptops procured	8 HP Laptops procured	8 HP Laptops procured	Annually	NPA
58	Procurement Of 4 office Printers	Working tools available and put to use	NA	4 Office Printers procured	4 Office Printers procured	4 Office Printers procured	4 Office Printers procured	Annually	NPA
59	Procurement Of 4 Rauta Modem For Office usage @ SUBEB	Working tools available and put to use	NA	4 Rauta Modem procured	4 Rauta Modem procured	4 Rauta Modem procured	4 Rauta Modem procured	Annually	NPA
60	Annual Purchases of Office Stationaries for SUBEB and LGEAs	Effective qualitative delivery of basic education	Office stationaries available	Office stationaries procured annually	Office stationaries procured annually	Office stationaries procured annually	Office stationaries procured annually	Annually	NPA
61	Clearing And Fumigation Of 500 Pre-primary schools and JSS	Safe schools for learning institutionalized	1,342 schools	500 primary schools fumigated	500 primary schools fumigated	500 primary schools fumigated	500 primary schools fumigated	Annually	NPA
62	Training Of 800, SBMC members	Effective SBMC in place for BE	NA	200 SBMC trained	200 SBMC trained	200 SBMC trained	200 SBMC trained	Annually	NPA
63	SBMC Grant to 50 Primary Schools	Functional and effective SBMC	NA	50 primary schools received grants	50 primary schools received grants	50 primary schools received grants	50 primary schools received grants	Annually	NPA
64	SBMC Grant to 50 Junior Secondary School	Functional and effective SBMC	NA	50 JSS received grants	50 JSS received grants	50 JSS received grants	50 JSS received grants	Annually	NPA
65	Monitoring and evaluation of SBMC Activities by SMO across all schools in the 31 LGAs annually	Functional and effective SBMC	31 LGEAs	Schools monitored by SMO staff	Schools monitored by SMO staff	Schools monitored by SMO staff	Schools monitored by SMO staff	Annually	NPA

POLICY 4: SUSTAINABLE FUNDING

POLICY OBJECTIVE: Ensure Sustainable funding of Basic Education

Table :39 M & E FRAMEWORK FOR POLICY 4: SUSTAINABLE FUNDING

S/N	ACTIVITES	INDICATOR	BASELIN E	TARGET YEAR					FREQUE NCY OF DATA COLLECTI ON	DATA SOURCE/ MOV
			2023	2024	2025	2026	2027			
1	Organize Annual Basic Education Summit to re-enforce stakeholders' buyin to Basic Education funding	Effective qualitative delivery of education	1	1 Summit on education conducted	1 Summit on education conducted	1 Summit on education conducted	1 Summit on education conducted	1 Summit on education conducted	ANNUAL LY	NPA / EMIS
2	Organize Interactiv e Meeting of 15 delegates with House Committe es on Education for Basic Education Funding annually	Effective qualitative delivery of education	NA	15 delegates interactive meeting held towards improving BE funding	15 delegates interactive meeting held towards improving BE funding	15 delegates interactive meeting held towards improving BE funding	15 delegates interactive meeting held towards improving BE funding	15 delegates interactive meeting held towards improving BE funding	ANNUAL LY	NPA / EMIS
3	Annual Capacity building workshop on accountin g and procurem ent practices for 50 officers from Key Departme nts in SUBEB	effective qualitativ e delivery of education	NA	50 officers from Key Departmen ts in SUBEB empowere d on accounting and procureme nt practices	51 officers from Key Departmen ts in SUBEB empowere d on accounting and procureme nt practices	52 officers from Key Departmen ts in SUBEB empowere d on accounting and procureme nt practices	53 officers from Key Departmen ts in SUBEB empowere d on accounting and procureme nt practices	53 officers from Key Departmen ts in SUBEB empowere d on accounting and procureme nt practices	ANNUAL LY	NPA / EMIS
4	Sensitizati on training of 200 Principals of Junior schools on financial managem ent of school charges and levies.	effective qualitativ e delivery of education	NA	200 Principals of Junior schools acquired relevant skills on financial managem ent	200 Principals of Junior schools acquired relevant skills on financial managem ent	200 Principals of Junior schools acquired relevant skills on financial managem ent	200 Principals of Junior schools acquired relevant skills on financial managem ent	200 Principals of Junior schools acquired relevant skills on financial managem ent	ANNUAL LY	NPA / EMIS

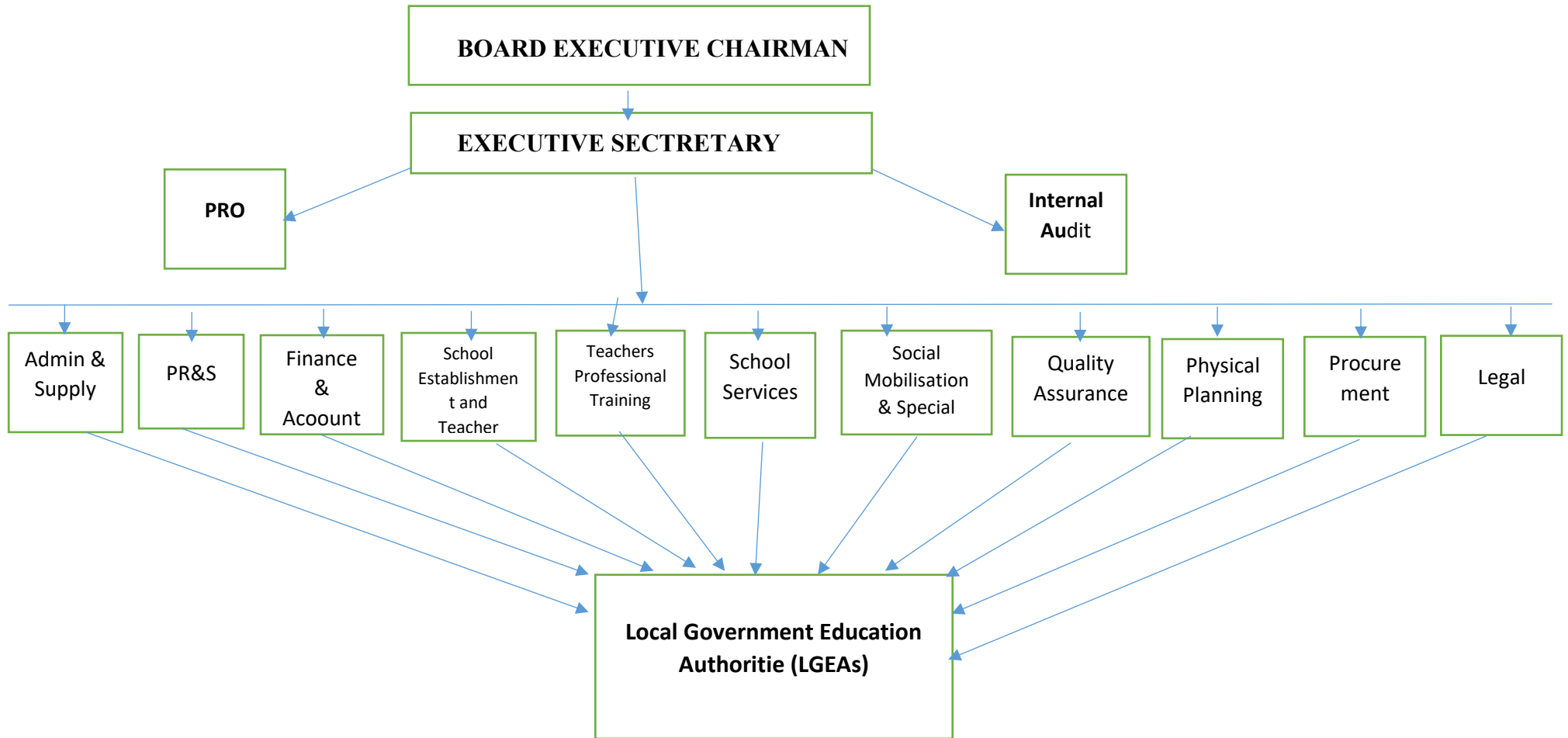
5	Set up Task Team 4 Men across the LGEAs by SUBEB for annual proper monitoring and coordination of basic education interventions from ETF, UBEC, IDPs and other donor agencies.	Plan translating and informing actions for quality BE	NA	Task Team men in the LGEAs institutionalized for annual proper monitoring and coordination of basic education interventions	Task Team men in the LGEAs institutionalized for annual proper monitoring and coordination of basic education interventions	Task Team men in the LGEAs institutionalized for annual proper monitoring and coordination of basic education interventions	Task Team men in the LGEAs institutionalized for annual proper monitoring and coordination of basic education interventions	ANNUAL LY	NPA / EMIS
6	Sensitization training of 50 Education Secretaries including Board Management on financial management of school charges and levies.	Evidence based SITAN informing policies decisions	NA	50 Education Secretaries acquired relevant skills on financial management	50 Education Secretaries acquired relevant skills on financial management	50 Education Secretaries acquired relevant skills on financial management	50 Education Secretaries acquired relevant skills on financial management	ANNUAL LY	NPA / EMIS
7	Annual Capacity building workshop for all SUBEB Heads of Departments (8 key Departments) and their Deputies on how to draw in and effectively utilize resources from IDPs and other donor agencies.	Evidence based SITAN forming policies decisions	NA	SUBEB Heads of Departments (8 key Departments) and their Deputies acquired relevant skills on how to draw in and effectively utilize resources from IDPs and other donor agencies.	SUBEB Heads of Departments (8 key Departments) and their Deputies acquired relevant skills drawn and effectively utilize resources from IDPs and other donor agencies.	SUBEB Heads of Departments (8 key Departments) and their Deputies acquired relevant skills on how to draw in and effectively utilize resources from IDPs and other donor agencies.	SUBEB Heads of Departments (8 key Departments) and their Deputies acquired relevant skills on how to draw in and effectively utilize resources from IDPs and other donor agencies.	ANNUAL LY	NPA / EMIS
8	Annual Sensitization and mobilization visits in 60 communities to parents, traditional, religious and opinion leaders, communities, BOS and NGOs to support funding of Basic Education (15 Communities per year)	Effective service delivery	NA	60 communities participation in funding of Basic Education	61 communities participation in funding of Basic Education	62 communities participation in funding of Basic Education	63 communities participation in funding of Basic Education	ANNUAL LY	NPA / EMIS
9	Procure 20 ICT facilities to aid digitization of accounting system in SUBEB, and LGEAs	Effective service delivery	NA	20 ICT facilities availability and usage for accounting procedures	20 ICT facilities availability and usage for accounting procedures	20 ICT facilities availability and usage for accounting procedures	20 ICT facilities availability and usage for accounting procedures	ANNUAL LY	NPA / EMIS
10	Annual Capacity building of 12 Planning officers on	Effective service delivery	NA	12 Planning officers acquired relevant	12 Planning officers acquired relevant	12 Planning officers acquired	12 Planning officers acquired relevant	ANNUAL LY	NPA / EMIS

	Budgetary provision for MTBESP			skills on budgetary provision for MTBESP	skills on budgetary provision for MTBESP	relevant skills on budgetary provision for MTBESP	skills on budgetary provision for MTBESP		
11	Organize annual colloquium in ensuring due process and equity in resource distribution for Basic Education in all 16 LGAs	Plan translating and informing actions for quality BE	NA	Annual colloquium will be organized	Annual colloquium will be organized	Annual colloquium will be organized	Annual colloquium will be organized	ANNUAL LY	NPA / EMIS
12	Provide motivational packages for 10 outstanding staff of SUBEB annually	Effective service delivery	NA	10 outstanding staff of SUBEB recognised and awarded	10 outstanding staff of SUBEB recognised and awarded	10 outstanding staff of SUBEB recognised and awarded	10 outstanding staff of SUBEB recognised and awarded	ANNUAL LY	NPA / EMIS
13	Enforce accountability of funds through training on auditing for 4 auditing staff of SUBEB annually	Effective service delivery	NA	4 auditing staff of SUBEB acquired relevant skills on auditing procedures	4 auditing staff of SUBEB acquired relevant skills on auditing procedures	4 auditing staff of SUBEB acquired relevant skills on auditing procedures	4 auditing staff of SUBEB acquired relevant skills on auditing procedures	ANNUAL LY	NPA / EMIS

Chapter Six

6.1 Plan Implementation Arrangement - State Basic Education Governance Structure

STATE UNIVERSAL BASIC EDUCATION BOARD, SUBEB



6.2 The Basic Education Steering Committee (SUBEB)

- Executive Chairman
- Executive Secretary
- Board Members
- Director Planning, Research, Statistics and ICT Development
- Deputy Directors - PR&S
- Desk Officer OSSMTBESP

Functions

- Providing input to the development of Education projects and activities, including the evaluation strategy;
- Providing advice on Education budget;
- Defining and helping to achieve the Education project outcomes;
- Identifying the priorities in Education projects and activities – where the most energy should be directed;
- Identifying potential risks; Monitoring risks; Monitoring timelines; etc
- Monitoring the quality of the project as it develops;
- Providing advice (and sometimes making decisions) about changes to the project as it develops.

6.3 The State Basic Education Technical Committee (SUBEB)

- Chairman
- Executive Secretary
- Director Planning, Research & Statistics
- Director of School Establishment & Training
- Director of School Services
- Director Quality Assurance
- Director Social Mobilisation
- Director Physical Planning
- Director of Teachers Professional Development & Training
- Director Administration and supplies
- Director Finance and Account
- Director Procurements
- Director Legal
- Director M & E – Ministry of Economic Planning, Budget and Development
- DD Programmes Planning
- DD Statistics & ICT Development (S&ICT)

Functions

- making recommendations on technical decisions relating to the Education budgets
- reviewing of annual budget of the MDA
- reviewing the work plan specific to each departments
- overseeing the implementation of any technical recommendations
- taking appropriate or additional steps required to promote and safeguard Schools' properties;

6.4 The LGA Education Technical Committee

- LGEA - Board Chairman
- Education Secretary - LGEA
- Deputy Director Planning - SUBEB
- Deputy Director Statistics & ICT Development
- Deputy Director School Services – SUBEB
- Deputy Director Quality Assurance
- Deputy Director Social Mobilisation & Special Education
- Deputy Director SE &T
- Deputy Director PP
- Heads of Sections -PRS, SS, QA, SET, F&A

Functions

- Monitor day to day activities in schools
- Record keeping
- Payment of Teachers and non teaching staff's salary
- Deployment and Redeployment of teachers Monitor capital projects .

6.5 The School-Based Implementation Committee

- Parents Teachers' Association (PTA)
- School Based Management Committee (SBMC)
- Principals and Head Teachers

Functions

- Encourage parents to send their children to school and support them to complete their education,
- Engage in raising awareness about education and promoting it within the community
- Advise the school authority on teachers' behaviour and commitment to work

- Monitor pupil/student performance
- Facilitate the representation of children's voices in the decision-making processes
- Participate in School Development Planning

6.6 The Education Partners Coordination Committee

- Education Secretaries
- Zonal Education Officers (ZEOs)
- Local Education Officers (LEOs)
- NUT, AOPSHON, ANCOPSS and NAPPS

Functions

- Promote coordination between Private Partners and the Government as well as monitor the implementation of the Medium Term Basic Education Strategic Plan.

APPENDIX

SMTBESP 2024-2027 Key Performance Indicators(KPI)

Indicator Name	Unit of Measurement	B/LINE (2023)	Target 2024	Target 2025	Target 2026	Target 2027	Data Source/Means of verification	Responsibility for Data Collection
Access, Equity and Inclusiveness								
Pre-Primary Gross Enrolment Rate Total	%	29.68	35.6	42.7	51.3	61.5	NPA	SMOE/SUBEB
Pre-Primary Gross Enrolment Rate Boys	%	29.61	35.5	42.6	51.2	61.4	NPA	SMOE/SUBEB
Pre-Primary Gross Enrolment Rate Girls	%	29.75	35.7	42.8	51.4	61.7	NPA	SMOE/SUBEB
Primary Gross Enrolment Rate Total	%	50.96	58.6	67.4	77.5	89.1	NPA	SMOE/SUBEB
Primary Gross Enrolment Rate Boys	%	50.95	58.6	67.4	77.5	89.1	NPA	SMOE/SUBEB
Primary Gross Enrolment Rate Girls	%	50.97	58.6	67.4	77.5	89.1	NPA	SMOE/SUBEB
JSS Gross Enrolment Rate Total	%	50.22	57.8	66.4	76.4	87.8	NPA	SMOE/SUBEB
JSS Gross Enrolment Rate Boys	%	50.37	57.9	66.6	76.6	88.1	NPA	SMOE/SUBEB
JSS Gross Enrolment Rate Girls	%	50.07	57.6	66.2	76.2	87.6	NPA	SMOE/SUBEB
Primary Gross Intake Rate Total	%	60.05	69.1	76.0	83.6	91.9	NPA	SMOE/SUBEB
Primary Gross Intake Rate Boys	%	60.04	69.0	76.0	83.5	91.9	NPA	SMOE/SUBEB
Primary Gross Intake Rate Girls	%	60.06	69.1	76.0	83.6	91.9	NPA	SMOE/SUBEB
Primary 1 Repetition Rate Total	%							
Primary 1/ Primary 2 Retention Rate Total	%							

Primary 2/ Primary 3 Retention Rate Total	%							
Primary 3/ Primary 4 Retention Rate Total	%							
Primary 4/ Primary 5 Retention Rate Total	%							
Primary 5/ Primary 6 Retention Rate Total	%							
Primary to JSS Transition Rate Total	%	107.1	108.2	109.3	110.3	111.4	NPA	SMOE/SUBEB
Primary to JSS Transition Rate Boys	%	102.6	103.6	104.7	105.7	106.8	NPA	SMOE/SUBEB
Primary to JSS Transition Rate Girls	%	111.5	112.6	113.7	114.9	116.0	NPA	SMOE/SUBEB
JSS 1/JSS2 Retention Rate Total	%	95.02	96.0	96.9	97.9	98.9	NPA	SMOE/SUBEB
JSS 2/JSS3 Retention Rate Total	%	94.65	95.6	96.6	97.5	98.5	NPA	SMOE/SUBEB
Primary Education Completion Rate Total	%	80.02	84.0	89.9	96.2	100.0	NPA	SMOE/SUBEB
Primary Education Completion Rate Boys	%	78.91	82.9	88.7	94.9	100.0	NPA	SMOE/SUBEB
Primary Education Completion Rate Girls	%	81.13	85.2	91.1	97.5	100.0	NPA	SMOE/SUBEB
GPI Pre-Primary	Ratio	1.02	1.0	1.0	1.0	1.0	NPA	SMOE/SUBEB
GPI Primary	Ratio	1	1.0	1.0	1.0	1.0	NPA	SMOE/SUBEB
GPI JSS	Ratio	1.18	1.1	1.1	1.0	1.0	NPA	SMOE/SUBEB
JS Education Completion Rate Total	%	89.65	92.3	95.1	98.0	100.0	NPA	SMOE/SUBEB
JS Education Completion Rate Boys	%	88.04	90.7	93.4	96.2	100.0	NPA	SMOE/SUBEB
JS Education Completion Rate Girls	%	91.26	94.0	96.8	99.7	100.0	NPA	SMOE/SUBEB
		Quality and Efficiency						
Pre-Primary Pupil / Classroom	Ratio	19	18.6	18.2	17.9	17.5	NPA	SMOE/SUBEB
Primary Pupil / Classroom	Ratio	21	20.6	20.2	19.8	19.4	NPA	SMOE/SUBEB
JSS Pupil / Classroom	Ratio	25	24.5	24.0	23.5	23.1	NPA	SMOE/SUBEB
Pre-Primary Pupil / Teacher	Ratio	32	31.4	30.7	30.1	29.5	NPA	SMOE/SUBEB
Pre-Primary Pupil / Teacher Urban	Ratio	21.6	21.2	20.7	20.3	19.9	NPA	SMOE/SUBEB
Pre-Primary Pupil / Teacher Rural	Ratio	25.43	24.9	24.4	23.9	23.5	NPA	SMOE/SUBEB
Primary Pupil / Teacher	Ratio	16.3	16.0	15.7	15.3	15.0	NPA	SMOE/SUBEB
Primary Pupil / Teacher Urban	Ratio	17.1	16.8	16.4	16.1	15.8	NPA	SMOE/SUBEB

Primary Pupil / Teacher Rural	Ratio	18.86	18.5	18.1	17.8	17.4	NPA	SMOE/SUBEB
JSS Student / Teacher	Ratio	11.69	11.5	11.2	11.0	10.8	NPA	SMOE/SUBEB
JSS Student / Teacher Urban	Ratio	11.45	11.2	11.0	10.8	10.6	NPA	SMOE/SUBEB
JSS Student / Teacher Rural	Ratio	10.27	10.1	9.9	9.7	9.5	NPA	SMOE/SUBEB
Proportion of qualified teachers Pre-primary	%	63	69.3	76.2	83.9	92.2	NPA	SMOE/SUBEB
Proportion of qualified teachers Primary	%	59	64.9	71.4	78.5	86.4	NPA	SMOE/SUBEB
Proportion of qualified teachers JSS	%	72	79.2	87.1	95.8	100.0	NPA	SMOE/SUBEB
Proportion of Primary learners that have access to textbooks-English	%	53.33	58.7	64.5	71.0	78.1	NPA	SMOE/SUBEB
Proportion of Primary learners that have access to textbooks-Mathematics	%	54.8	60.3	66.3	72.9	80.2	NPA	SMOE/SUBEB
Proportion of Primary learners that have access to textbooks-Basic Science and Technology	%	52.69	58.0	63.8	70.1	77.1	NPA	SMOE/SUBEB
Proportion of Primary learners that have access to textbooks-Social Studies	%	54.61	60.1	66.1	72.7	80.0	NPA	SMOE/SUBEB
Proportion of JS students that have access to textbooks-English	%	36.06	39.7	43.6	48.0	52.8	NPA	SMOE/SUBEB
Proportion of JS students that have access to textbooks-Mathematics	%	33.71	37.1	40.8	44.9	49.4	NPA	SMOE/SUBEB
Proportion of JS students that have access to textbooks-Basic Science and Technology	%	30.49	33.5	36.9	40.6	44.6	NPA	SMOE/SUBEB
Proportion of JS students that have access to textbooks-Social Studies	%	28.73	31.6	34.8	38.2	42.1	NPA	SMOE/SUBEB
MLA P2 Literacy Mean score	%							
MLA P2 Numeracy Mean score	%							
MLA P4 Literacy Mean score	%							
MLA P4 Numeracy Mean score	%							
MLA P5 or 6 Literacy Mean score	%							
MLA P5 or P6 Numeracy Mean score	%							

BECE Pass rate (6 credits including English and Mathematics)	%							
Proportion of Primary schools with access to Good Water source	%	47.38	52.1	57.3	63.1	69.4	NPA	SMOE/SUBEB
Proportion of JSS with access to good Water source	%	65.91	72.5	79.8	87.7	96.5	NPA	SMOE/SUBEB
Pupil/Toilet Primary Ratio	Ratio	75.73	83.3	91.6	100.8	100.0	NPA	SMOE/SUBEB
Pupil/Toilet JSS Ratio	Ratio	36.83	40.5	44.6	49.0	53.9	NPA	SMOE/SUBEB
Proportion of Schools with separate toilets for Boys and Girls Primary	%	71.05	78.2	86.0	94.6	100.0	NPA	SMOE/SUBEB
Proportion of Schools with separate toilets for Boys and Girls JSS	%	56.64	62.3	68.5	75.4	82.9	NPA	SMOE/SUBEB
Primary Schools with Library Primary	%	37.66	41.4	45.6	50.1	55.1	NPA	SMOE/SUBEB
JS Schools with Library JSS	%	56.27	61.9	68.1	74.9	82.4	NPA	SMOE/SUBEB
Proportion of Schools with Access to ICT facilities Primary	%	38.09	41.9	46.1	50.7	55.8	NPA	SMOE/SUBEB
Proportion of Schools with Access to ICT facilities JSS	%	63.16	69.5	76.4	84.1	92.5	NPA	SMOE/SUBEB
Proportion of Schools with Access to Power Primary	%	48.88	53.8	59.1	65.1	71.6	NPA	SMOE/SUBEB
Proportion of Schools with Access to Power JSS	%	71.68	78.8	86.7	95.4	100.0	NPA	SMOE/SUBEB
Proportion of schools with fencing Primary	%	51.87	57.1	62.8	69.0	75.9	NPA	SMOE/SUBEB
Proportion of schools with fencing JSS	%	64.54	71.0	78.1	85.9	94.5	NPA	SMOE/SUBEB
Proportion of Primary learners that have access to furniture (chair/table/desk)	%	49.94	54.9	60.4	66.5	73.1	NPA	SMOE/SUBEB
Proportion of JS students that have access to furniture (chair/table/desk)	%	52.5	57.8	63.5	69.9	76.9	NPA	SMOE/SUBEB
Proportion of JS schools That that have to Laboratories	%	57.39	63.1	69.4	76.4	84.0	NPA	SMOE/SUBEB

	Strengthening System Management and Efficiency							
Proportion of schools with functional SBMCs -Primary	%	85	90	95	100	100	ASC 2023	SMOE/SUBEB
Proportion of schools with functional SBMCs -JSS	%	90	95	100	100	100	ASC 2023	SMOE/SUBEB
Learning assessment system in place with provision for regular implementation	Yes/No	YES	YES	YES	YES	YES	ASC 2023	SMOE/SUBEB
Teacher Deployment Policy & Management Information System in place	Yes/No	YES	YES	YES	YES	YES	ASC 2023	SMOE/SUBEB
Education Management Information System available	Yes/No	YES	YES	YES	YES	YES	ASC 2023	SMOE/SUBEB
Education Management Information System functional	Yes/No	YES	YES	YES	YES	YES	ASC 2023	SMOE/SUBEB
Availability of Inclusive Education Policy	Yes/No	YES	YES	YES	YES	YES	ASC 2023	SMOE/SUBEB
Inclusive Education Policy in use	Yes/No	NO	YES	YES	YES	YES	ASC 2023	SMOE/SUBEB
Emergency response mechanisms in place	Yes/No	YES	YES	YES	YES	YES	ASC 2023	SMOE/SUBEB
	Sustainable Funding							
Education as Share of State Expenditure	%	26.6	27.5	27.5	27.5	27.5	ASC 2023	SMOE/SUBEB
Basic Education budget as share of State Education budget	%	40	Not Less Than 45%	Not Less Than 45%	Not Less Than 45%	Not Less Than 45%	ASC 2023	SMOE/SUBEB
Proportion of Basic Education Budget released	%	70	75	80	85	90	ASC 2023	SMOE/SUBEB
UBE-IF Matching grant accessed and up to date (2023)	Yes/No	YES	-	-	-	-	ASC 2023	SMOE/SUBEB

APPENDIX 2: SMTBESP 2024-2027 ASSESSMENT GUIDE

(Please note that the following assessment guide will form the basis for determining the quality of your plan. You will therefore do well to take into account the criteria and indicators for the assessment).

S/N	ASSESSMENT CRITERIA	ASSESSMENT INDICATOR	5	4	3	2	1	REMARKS/COMMENTS (With 5 as the highest and 1 as the lowest, please provide reasons for very high or very low marks)
1.	Introduction	Appropriate reference made to the successor plan (2020-2023) and rationale/purpose for new plan clearly stated.						
		Plan incorporated socio-economic, geographical, demographic, and political highlights						
		Highlights the persistent challenges of the Education Sector						
		Processes of the developing the sector plan well stated i.e. bottom up approach used, and all the relevant stakeholders involved etc.						
		Mission, vision, and goals of the education sector clearly stated						
2.	BE -Sector ANALYSIS	Plan informed by credible and relevant Data disaggregated by gender, location and other relevant parameters.						
		Addresses the issues of equity, access, disparities at each level of Basic education in the State,						
		Addresses the quality of basic education using both input and outcome indicator variables						
		Addresses internal efficiency indicators such as completion, retention, drop-out and transition rates						
		Systems strengthening and efficiency indicators such as EMIS, SBMC functionality, Quality Assurance, teacher deployment etc. properly captured.						

		Key issues arising from BE sub-sector analysis clearly stated by pillar or policy objectives.						
3. Strategic Programme		Activities to be addressed in the Strategic programme clearly articulated						
		Activities derived from the Situation Analyses and linked to State Government's policies/strategies						
		Activities aligned with the State's sector wide Education Plan						
		Activities relate to the outputs and outcomes in the Results Framework						
		Total and activity costs appear realistic						
		Activities and costs cover key priorities of BE for the plan period						
		Matters related to emergency preparedness clearly identified and costed						
		Activities and costs cover pre-primary, primary and JS levels						
4. Sustainable Funding		In-depth look at the cost, financing, allocation, disbursement and utilization of resources at the various levels of education						
		Plan financing informed by the Basic Education budgets of the state						
		Funding gaps identified						
		State Education expenditure for previous years well presented						
		Contributions from LGEAs, State, FG(UBE-IF) and IDP's provided						
		Risks to the implementation of the plan clearly identified, impacts rated and mitigation measures indicated						
5. Monitoring and Evaluation		Monitoring and Evaluation mechanisms clearly stated						
		M&E framework apt and relevant with all key components including activities, indicators, baselines, data sources and regularity of data collection						

		Key Performance Indicator (KPI) table properly completed with measurable outcome indicators						
		Output and outcome indicators clearly stated and measurable						
6.	Implementation Arrangements	Plan implementation arrangement clearly articulated						
		Implementation structures identified						
		Role of all critical stakeholders identified and clearly stated.						
		LGEA and schools and CSOs/FBOs/ CBOs assigned roles in plan implementation						
7	Others	Plan is coherent (all the parts neatly fit together)						
		Tables and figures apt, properly numbered and placed in the right places						
		Proposed strategies and activities linked to MSP and other basic education initiatives						
		There's ample evidence of involvement of stakeholders including SBMCs and CSOs in the planning process						
		Plan signed off by HCE or SUBEB						
		Total Score						

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CONSULTED MDAs

- PR&S Department EMIS Unit (Osun State Ministry of Education)
- Osun State Examination Board
- UBEC PR&S Department Abuja.
- FMEM NEMIS

PRS

OS/PRS/SMTBESP/C4-2024-2027/23

20th November, 2024

The Executive Secretary

Universal Basic Education Commission, UBEC,
UBEC Building, No 7 Gwani Street Wuse Zone 4
PMB 5086, PC 900284, Abuja – Nigeria.

Attention: Director - Planning Research and Statistics

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

I, **Hon. Ibukun Isola Fadipe**, the Executive Chairman of **OSUN SUBEB**, being a party to the Drafting, Development and Finalization of the 2024-2027 Osun State Medium Term Basic Education Strategic Plan (OSSMTBESP), accept and agree with the contents of the Plan and hereby endorse the final copy of the Plan for implementation.

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

Dated this day of 2024

Name: _____

Designation: _____

Signature: _____

Stamp