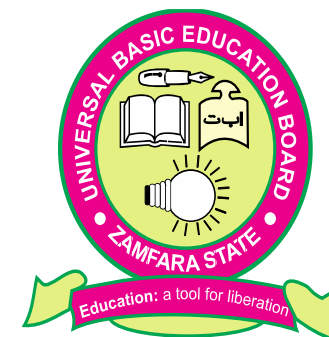


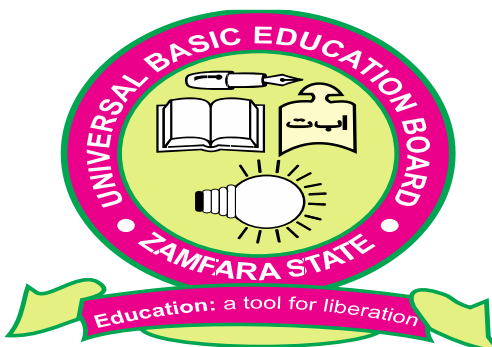


ZAMFARA STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN (ZSMTBESP)



2024-2027

ZAMFARA STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN **(ZSMTBESP)**



ZAMFARA STATE UNIVERSAL BASIC EDUCATION BOARD

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State Slogan: Zamfara State: Its Capital City is Gusau and its slogan is “Home of Agriculture”

Zamfara State Medium Term Basic Education Strategic Plan

Published by
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Vision

To be a State with a very proficient Basic Education service mechanism characterized by effective internal efficiency, high literacy among its citizenry, improved gender parity, sustainable high and regular school attendance and completion as well as grossly reduced incidences of out of school children.

Mission

Is to provide opportunity for quality Basic Education service by creating conducive atmosphere for teaching and learning and ensure every school age child is enrolled and retained in school.

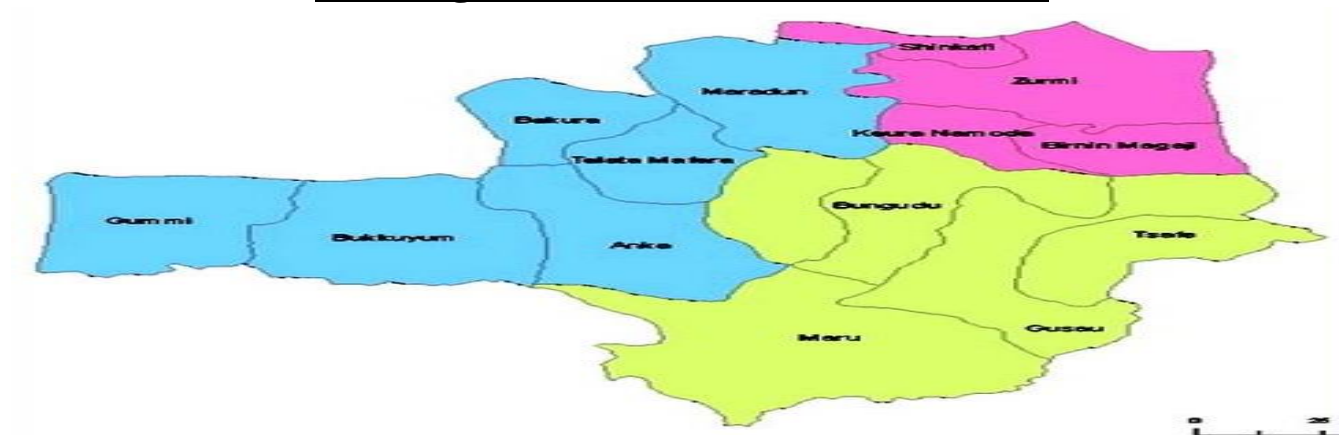
Core Value

- Leadership and Responsibility
- Discipline and Accountability
- Dedication and Productivity
- Sound Character and Determination
- Innovative and Creative
- Collaborative and Partnership

Map of the State



Showing all the Local Government Area



List of all the Local Government Area

1. Anka
2. Bakura
3. Bukkuyum
4. Bungudu
5. Birnin Magaji
6. Gummi
7. Gusau
8. Kaura Namoda
9. Maradun'
10. Maru
11. Talata Mafara
12. Shinkafi
13. Tsafe
14. Zurmi



FOREWORD:

Education is a vital tool for National Development. It is widely acknowledged that eradication illiteracy and ignorance is crucial for accelerating National development. In order to achieve this goal, Nigeria has introduced Universal Basic Education to address the issues of ignorance and poverty at a minimal level, aligning with the objectives of the world conference on Education for All. The provision of Basic Education is enshrined in chapter 1, section 18 of the 1999 constitution as amended; however, there are numerous challenges that hinder the implementation of education policies and plans, such as insecurity leading to the closure of many schools in rural areas.

Despite these challenges, the Zamfara State Government, under the leadership of Governor DAUDA Lawal, has made concerted efforts to develop programs and policies aimed at addressing these issues. A state of emergency has been declared in the educational sector, accompanied by an increase in budgetary allocation to education and additional funds from development partners. The introduction of skills acquisition and entrepreneurship programs in schools and centers through collaboration with UNICEF and the World Bank's BESDA project has been implemented. As a result, the number of out-of-school children is decreasing, and the state is producing functional and self-reliant citizens.

In the year 2021-2024, significant improvements have been made to the education sector in Zamfara State, including enhanced access to Basic Education and improved quality education through system strengthening in alignment with the recommendations outlined in the ZSUBEB MTBESP 2021-2024.

In the process of drafting 2024-2027 Strategic Plans, the Zamfara State Universal Basic Education Board conducted a thorough assessment of the 2021-2024 strategic plans to gauge their performance and serve as the foundation for this exercise. The outcomes taken into consideration include the achievement in the implementation in the 2021-2024 ZSUBEB MTBESP and the identified priorities outlined in the aligned State Medium Term Sector Strategy (MTSS).

The Zamfara State 2024-2027 Strategic Plan has been meticulously developed to ensure transparency, clarity and inclusiveness by integrating identified actions and achievable goals for ease of implementation.

I am pleased to present to you the 2024-2027 MTBESP.



Nasiru Garba Anka PhD

Executive Chairman,
Zamfara SUBEB

ACKNOWLEDGEMENT


It is of great pleasure for me to express my heartfelt appreciation to the key actors who work tirelessly to the accomplishment of this great task. Relevant stakeholders were engaged in the review of performance of the previous State Medium Term Basic Education Strategic Plan (SMTBESP) and the development, Compilation and completion of the new Zamfara SMTBESP (Cycle 4-2024-2027).

The Executive Chairman of the Board Nasiru Garba Anka Ph.D (Makaman Sokoto Ta Kudu) had made all possible sacrifices to facilitate and support the success of this great task. My special thanks go to him, for his immeasurable support to make the work a reality.

Deepest gratitude is also due to the Executive Secretary of UBEC Abuja, for his passion in Strategic Planning for Basic Education in Nigeria, which motivated state SUBEBs to plan well and provided Better Basic Education Implementation Strategy in their respective states.

Worthy of recognition are the development partners like UNICEF and World Bank BESDA Project, for their technical and financial support to the production of this document. My warm appreciation to these International Development Partners

The State Ministry of Education, Science and Technology (MoEST), Ministry of Budget and Economic Planning (MBEP), Mass Education Board (MEB), Agency for Nomadic Education (ANE), ZSUBEB Management are well appreciated. Other stakeholders like Deputy Director Planning, Research and Statistics ZSUBEB, Umar Musa Shinkafi, Desk Officers, Education Management Information System (EMIS) officers, LGEA Education Secretaries (ESs), School Based Management Committees (SBMCs), UBEC state Coordinator, Department of Planning, Research and Statistics UBEC and UNICEF representatives are all involved actively in this process and are well acknowledged. Sincere appreciation goes to them for their tremendous contributions and unquantifiable support to the development, completion and finalization of the new Zamfara State Medium Term Basic Education Strategic Plan, Cycle 4 (2024-2027).



SANI NAGWAGGO TSAFE

Director PRS
Zamfara SUBEB

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ACRONYMS		
S/N	ACRONYMS	MEANING
1	ASC	Annual School Census
2	BESDA	Better Education Service Delivery for All
3	DFA	Department of Finance & Account
4	DACs	Department of Academic Services
5	DPRS	Department of Planning, Research & Statistics
6	DQA	Department of Quality Assurance
8	DSM	Department of Social Mobilization
9	DSP	Department of Special Programmes
10	DPP	Department of Physical Planning
11	DTD	Department of Teacher Development
12	DP	Department of Procurement
13	DJSS	Department of Junior Secondary School
14	EAC	Educate a Child
15	ECCDE	Early Childhood Care ,Development & Education
16	EMIS	Education Management Information System
17	FCDO	Foreign and Common Wealth Development Office
18	GEP-3	Girls' Education Project - phase -3

19	GER	Gross Enrolment Rate
20	GPI	Gender Parity Index
21	HTs	Head Teachers
22	ICT	Information Communication Technology
23	IDPs	International Development Partners
24	MBEP	Ministry of Budget and Economic Planning
25	MEB	Mass Education Board
26	MoEST	Ministry of Education Science and Technology
27	MoU	Memorandum of Understanding
28	MSP	Ministerial Strategic Plan
29	MTBESP	Medium Term Basic Education Strategic Plan
30	SMTSS	State Medium Term Sector Strategy
31	NEB	Nomadic Education Board
32	NEDS	National Education Data Survey
33	NER	Net Enrolment Rate
34	OOSC	Out of School Children
35	P4R	Project for Result
36	QAOS	Quality Assurance Officers
37	RANA	Reading and Numeracy Activity
38	SBMC	School Based Management Committee
39	SIP	School Improvement Programme
40	TPD	Teacher Professional Development
41	TRT	Teacher Residency Training
42	TTDC	Teacher Training and Development Centre
43	UNICEF	United Nations Children's Education Fund
44	ZMTBESP	Zamfara State Medium Term Basic Education Sector Plan

EXECUTIVE SUMMARY

In developing 2024/2027 strategic plan, all relevant stakeholders were involved to ensure inclusiveness and ownership of the process. This was intended to draw a comprehensive, transparent, workable and flexible plan with clarity of purpose and achievable goals. The 2017/2019, 2020/2023 and 2021/2024 strategic plans were effectively reviewed which revealed some significant achievements in its implementation and the consequential education outcomes in form of increased enrolment, increased literacy rate, improvement in infrastructure and significant enhancement of capacity of teachers. Similarly, the review revealed areas of discrepancies and gaps which the outgoing plan did not adequately address. This includes amongst others inadequate funding, poor teacher pupil ratio, inadequate qualified teachers at ECCDE, Primary and JSS levels, inadequate and dilapidated infrastructure, inadequate instructional materials, poor pupils retention and completion rate and continued existence of out of school children.

This plan therefore, is set to:

1. Address the identified gaps in the 2021-2024 strategic plan; and
2. Achieve the following policy objectives:
 - Access, Equity and Inclusiveness
 - Quality and Efficiency
 - System Strengthening and Efficiency
 - Sustainable funding

In this direction, the Plan has streamlined very effective strategies, implementable programmes and series of activities aimed at achieving the desired goals. In the area of access, equity and inclusiveness a total of Twenty –Two Billion One Hundred and Ninety Nine Million Four Hundred and Sixty Thousand, Six hundred and Eighteen **Naira (N 22,199,460,618.56) only** has been set out to fund all planned programmes and activities to address this component.

For the purpose of ensuring quality and effectiveness, the total sum of Eight Billion Three Hundred and Twenty Three Million Nine Hundred and Eighty Four Thousand Two Hundred and Eighty Three Naira (**N 8,323,984,283.94**) has been provided in the costing of the programme. Similarly, another sum of Four Billion Two Hundred and Nine Million Three Hundred and Thirteen Thousand Four Hundred and Nineteen Naira and Twenty Kobo (**N 4,209,313,419.06**) has been earmarked in

the Plan to address issues of system strengthening and efficiency. In order to avoid shortfall of funds or Budget deficit during the process of implementation fund mobilization mechanisms have been incorporated in the budget and also other sources of fund have been identified. To ensure sustainability of funds the sum of Thirteen million Five hundred and Sixty Three Thousand naira (**13,563,000.00**) has been budgeted to fund the process. For addressing these components, the total sum of Thirty Four Billion Seven hundred and Four Six Million Three Hundred and Twenty One Thousand Three hundred and Twenty One Naira and Sixty Five Kobo (**34,746,321,321.56**) only has been budgeted in the Plan.

The following had been identified as the major sources of funding the strategic plan;

- FG/UBEC -
- State -
- LGAs -
- International Donor Partners

The Plan has clearly identified the roles and responsibilities of individuals and organizations directly and indirectly involved in programme execution. Capacity building and series of training sessions have been earmarked to enhance the capability of stakeholders to ensure diligent Plan implementation. Mitigation measures have also been identified to protect against any undue political or any form of interference during the plan implementation period.

1.0 INTRODUCTION

1.1 INTRODUCTION

Chapter one gives a short brief on the Law that informed the State Universal Basic Education Boards, its objectives, Vision, Mission and Core Values. It provides an information on the background of the State Medium Term Basic Education (SMTBESP); its developmental process, assessment of the previous Plans, rationale behind its development and the scope of the Plan. The chapter also gives an account of the macroeconomic nature of Zamfara State.

1.2 General Background of SMTBESP

The Universal Basic Education Law (2004) provides for Basic Education in three components, which includes; Early Childhood Care Development Education (ECCDE), Primary and Junior Secondary Education with financing arrangement between the Local, State and Federal Governments. The Programme objectives are contained in the National Policy on Education and the UBE Act 2004.

Zamfara State Universal Basic Education vision is to be a State with a very proficient Basic Education service mechanism characterised by effective internal efficiency, high literacy among its citizenry, improved gender parity, sustainable and regular school attendance and completion as well as grossly reduced incidences of out of school children. In order to achieve this, the State Medium Term Basic Education Strategic Plan (SMTBESP) was developed in 2015 using the schools, LGEAs and SUBEB Action Plans.

The implementation commenced in 2016, while in 2017 it was reviewed and aligned with the State Medium Term Sector Strategy (SMTSS) with the support of stakeholders and International Development Partners. The 2017-2019 Strategic Plan was first of its kind in the history of Basic Education in Nigeria. ZSUBEB Strategic Plan (2021/2024) was also developed in line with National Ministerial Strategic and the State Medium Term Strategic Plans to ensure effective Basic Education delivery. The stakeholders include representatives of School Based Management Committees, Education Secretaries, SUBEB Management, representatives from Ministry of Education, Mass Education Board, Agency for Nomadic Education, Ministry for Budget and Economic Planning, Universal Basic Education Commission (UBEC), State Based BESDA Consultant, representative of State House of Assembly and State UNICEF Consultant. To this end, this plan (2024-2027) has been developed in line with the National and State Plans.

1.3 Review of 2021 – 2024 (Cycle 3) SMTBESP:

The 2021-2024 MTBESP was verified by National Institute for Educational Planning and Administration (NIEPA) with a score of 69%. The strength of the Plan was on explicit identification of challenges, explanation of the development process, and involvement of relevant stakeholders and signing of the plan. The areas that need improvement include; inclusion of internal efficiency indicators, incorporation of socio-economic, geographical and political highlights of the State as well as issues of wealth and disabilities. The 2021-2024 MTBESP is also verified by National Institute for Educational Planning and Administration (NIEPA) with a score of 72%. The implementation status of the plan is indicated below, according to thematic areas:

Table 1.3: Progress analysis of 2020-2023 MTBESP implement

KEY PRIORITY AREA	NUMBER PLANNED ACTIVITIES	NUMBER EXECUTED ACTIVITIES	% OF ACHIEVEMENT
ACCESS	31	22	71%
QUALITY	70	61	87%
SYSTEM STRENGTHENING	68	46	68%
TOTAL	169	129	76%

Source: Needs assessment 2022

What worked well in 2021 - 2024

- Involvement and participation of all critical stakeholders in the development and implementation.
- The Plan contained all aspects of Basic Education Development Plans (UBEC/SUBEB) successfully.
- The plan being Strategic, Measurable, Achievable, Reliable and with clear Timelines (SMART) encouraged effective implementation and regular tracking.
- The plan has clearly stated sources of funds that facilitated fund mobilization and made the execution of most projects and activities under the Basic Education Sub Sector successful during the execution period.
- The plan showed clear identification of roles and responsibilities of individual organizations involved in its implementation which encouraged transparency and accountability in the management of resources.
- The plan used the 2019/2020 ASC data as baseline.
- The plan showed effective utilisation of Monitoring and Evaluation Framework.
- Budgetary provision for Education in Emergency.

What did not work well: -

- Delay in the release of approved funds
- Paucity of funds had hampered the execution of some projects and activities
- Insecurity and hard to reach areas in some parts of the State had hampered smooth plan execution
- Inadequate release of budgetary provision for Basic Education

What needs to change going forward: -

- Adequate and timely release of funds
- Provision of adequate security to vulnerable areas through collaborative partnership with stakeholders

- Continue the involvement of Community Structure such as SBMCs, CBMCs, CSOs and CBOs in the Basic Education development process
- Adequate budgetary provision for Basic Education

1.4: Rationale and Purpose of the 2024-2027 Plan:

Zamfara State Medium Term Basic Education Strategic Plan is a process that translates the State Government's Education Policies into actionable activities that are linked to State Budgetary Process and Expenditure Management Framework. The purpose is to provide a linkage with other high level policy documents to ensure consistency with the International Development Goals (IDG) as defined by Education for All (EFA) and Sustainable Development Goals #4(SDG4). There is also the need for the State plan to be fully aligned with all the components of the National Ministerial Strategic Plan (MSP) that have direct relevance to Basic Education Sub – Sector in Zamfara State to achieve the State, National and International Development Goals.

1.5: Scope of the 2024-2027 ZMTBESP

The plan covers 4 years (2024-2027) of Basic Education in the following components: ECCDE, Primary and Junior Secondary Schools as well as the Out of School Children Phenomena. The key priority areas include general background, introduction, strategic activities and costed activities.

1.6.: Strategic Vision

1.6.1: Vision

Zamfara State Basic Education Vision is to be a State with a very proficient Basic Education service mechanism characterised by effective internal efficiency, high literacy among its citizenry, improved gender parity, sustainable and regular high school attendance and completion as well as grossly reduced incidences of out of school children.

1.6.2: Mission: Is to provide opportunity for quality Basic Education service by creating conducive atmosphere for teaching and learning and ensure every school age child is enrolled and retained to complete Basic Education.

1.6.3: Core Values

- Leadership and Responsibility
- Discipline and Accountability
- Dedication and Productivity
- Sound Character and Determination
- Innovative and Creative
- Collaborative and Partnership

1.7 Situational Analysis

1.7.1: Social Economic Context of the State

Education is the bedrock of development in any society. Zamfara State recognizes this and adopts education as an important instrument in achieving the State socio-economic development goal. Hence the step taken in achieving Universal Basic Education is to increase access, equity and quality for all school aged children in the State. This effort raises the proportion of children that have access to quality education with particular emphasis on the enrolment and retention of girls.

According to the 2019/2020 Annual School Census (ASC), Zamfara State has a total number of 3,092 Schools comprising of 263 Public ECCDE, 1595 Public Primary Schools, 177 Public Junior Secondary Schools, 154 Senior Secondary Schools, 8 Science and Technical Secondary School, 176 private ECCDE, 203 Private Primary Schools, 134 Private Junior Secondary Schools and 94 Senior Secondary Schools. In addition, the State also has 6 tertiary institutions which include; College of Education Maru, College of Agriculture Bakura, School of Nursing and Midwifery Gusau, Abdu Gusau Polytechnic Talata Mafara, Zamfara State University Talata Mafara, College of Arts and Science Gusau and College of Health Science and Technology Tsafe. There are also Federal and Private Tertiary Institutions that include; Federal University Gusau, National Open University, Gusau, Federal Polytechnic Kaura Namoda and Federal College of Education Technical (for women) Gusau, College of Health Science and Technology Gusau as well as Lala Health Technology Gusau.

1.7.2: Demographic Context

Zamfara State was created out of the former Sokoto State on 1st October 1996. It is located in the hinterland of the North-Western part of Nigeria. It covers a land area of 38,418 Sq. Kms, representing 4% of the landmass of Nigeria. It lies between longitude 7.2⁰ East around Tsafe towards its North-Eastern border to longitude 4.25⁰ East around Talata-Mafara towards its North-Western boundary; and latitudes 11.24⁰ North around Dansadau towards the Southern boundary to Latitude 12.40⁰ North around Shinkafi towards its Northern boundary.

Zamfara State's population is made up predominantly Hausa and Fulani communities with other Ethnic residents. It is bordered by Sokoto State from the North, Niger and Kaduna from the South, Kebbi on the West, and Katsina from the East. It is a mainly agrarian State hence bearing the slogan "farming is our pride ". The State has high reserve of solid minerals including gold, copper, zinc, iron, tantalite, manganese among others. The population of the State is 5,317,793 (2,624,000 Males and 2,693,793 Females) with age 6 – 17 years population of 1,445,838 (NPoPC.2019)

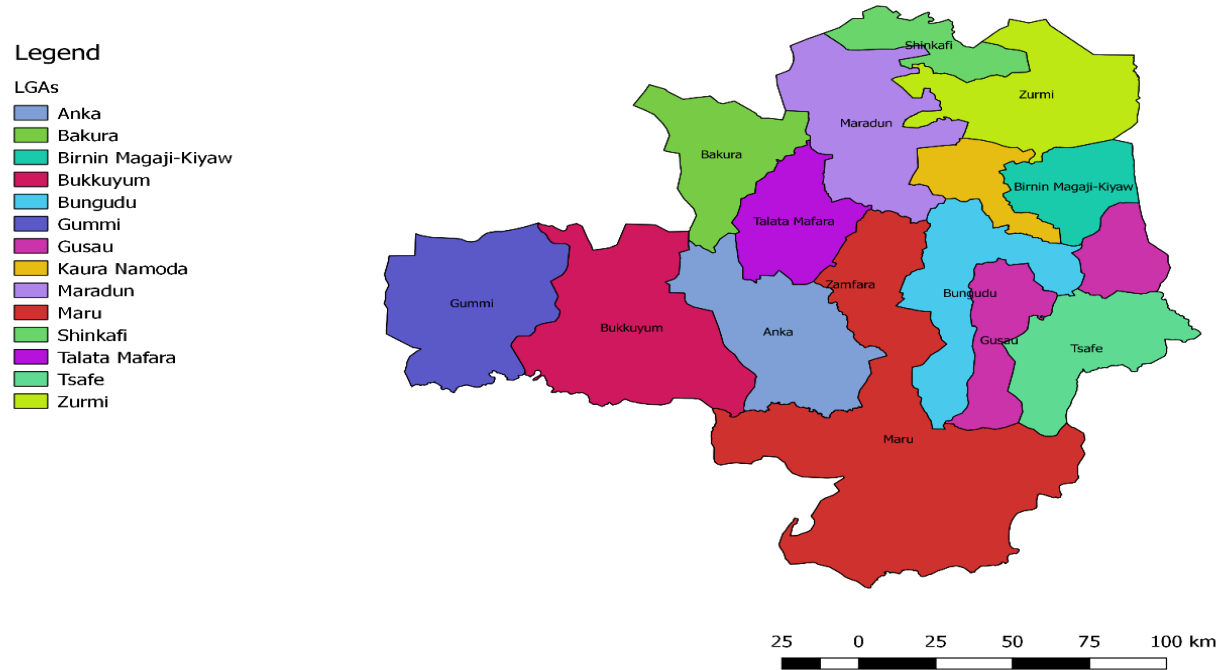
Zamfara State, like most States in Nigeria, has two distinct weather; summer/rainy and winter/dry seasons. While the winter/dry season lasts from October–May, the summer/rainy season lasts from mid-May – September (sometimes up to October). The vegetation is a hybrid of Southern Sudan and Northern Guinea - Savannah.

Administratively, the State is structured into three senatorial zones and 14 local government areas. By a State edits

Local Governments are sub-divided into 44 Area Development Councils ADCs.

Local Government Areas of Zamfara State

Map of Zamfara State Showing 14 LGA's



Source: ZAGIS 2020

1.7.3: Macroeconomic Context

Zamfara State is one of the agriculturally rich States in Nigeria with vast fertile land. Agriculture is the main occupation of the people and the central source of income. Other notable occupations include; Mining, Trading and other commercial activities. Major agricultural products include; millet, guinea corn, maize, rice, ground nut, cotton and beans. Agriculture accounts for 80% of the State occupation engaging in various forms. It also increases annual yielding of cash and food crops, fishery, livestock which increase IGR of the State to 20.48%. It also include demand and supply in Basic Education such as National income, State, Growth rate, Physical and human capital, time values of money, cost benefit analysis, productivity, efficiency and application of economic concepts in basic education.

1.7.4: Socio Economic Context

Zamfara State was created out of the former Sokoto State on 1st October 1996. It is located in the hinterland of the North-Western part of Nigeria. It covers a land area of 38,418 Sq. Km, representing 4% of the landmass of Nigeria. It lies between longitude 7.2° East around Tsafe towards its North-Eastern border to longitude 4.25° East around Talata-Mafara towards its North-Western boundary: and latitudes 11.24° North around Dansadau towards the Southern boundary to Latitude 12.40° North around Shinkafi towards its Northern boundary.

Zamfara State's population is made up predominantly Hausa and Fulani communities with other Ethnic residents. It is bordered by Sokoto State from the North, Niger and Kaduna from the South, Kebbi on the West, and Katsina from the East. It is a mainly agrarian State hence bearing the slogan "farming is our pride ". The State has high reserve of solid minerals including gold, copper, zinc, iron, tantalite, manganese among others. The population of the State is 5,317,793 (2,624,000 Males and 2,693,793 Females) with age 6 – 17 years population of 1,445,838 (NPoPC.2019)

Zamfara State, like most States in Nigeria, has two distinct weather; summer/rainy and winter/dry seasons. While the winter/dry season lasts from October–May, the summer/rainy season lasts from mid-May – September (sometimes up to October). The vegetation is a hybrid of Southern Sudan and Northern Guinea - Savannah.

Administratively, the State is structured into three senatorial zones and 14 local government areas. Zamfara State's social context in the past did not recognize the importance of basic education but however with recent introduction of basic education, there is increased in schools attendance and drastic reduction of out of school children.

1.7.5: Humanitarian Context/Education in emergency

Security as an emerging issue that has negatively affected the Basic Education service delivery, as result of which about 2,000 schools were shut down for one academic session due to banditry activities, kidnapping of school children and teachers.

Table 1.7.4.1a: Table showing schools affected by Banditry attack in Zamfara State

State	LGA	Name of School Attacked	School code	Estimated number of students	When?
Zamfara	Maradun	Government Day Secondary School Kaya	1370920009	(175 male, 80 female)	1st September 2021
Zamfara	T/Mafara	Government Girls Day Secondary School Jangebe	1371220014	(0 male, 432 female)	26th February 2021
Zamfara	Zurmi	Government Girls Comprehensive Secondary School Moriki	1371420012	(0 male, 315 female)	1st May 2019

Source: Zamfara SUBEB/Situational Report

Table 1.7.4.1b: Name of Schools affected by displaced people

State	LGA	Name of Schools affected by displaced people	School code	Estimated number of students affected	How long? Since...
Zamfara	Anka	Nizzamiya MPS Anka	1370110059	237	08/04/2019
Zamfara	Anka	Anka Community PS	1370110107	75	03/04/2022
Zamfara	Anka	Girls Focal PS	1370110034	413	03/02/2022
Zamfara	Anka	Town Primary School, Anka	1370110073	230	05/06/2021
Zamfara	Anka	Sabon Gari MPS Anka	1370110065	266	02/03/2019

Source: Zamfara SUBEB/Situational Report

The Zamfara State Ministry of Humanitarian Affairs, Disaster Management and Social Development was established on 10th March, 2021 following its upgrade from a Directorate. Part of the mandate of the Ministry is to coordinate all humanitarian activities across the State. The farmers-herders conflict, banditry and kidnapping in the last decade has worsen the security situation hence, the risen number of internal displacement across State. The violence affects men, women and children differently. Victims of kidnapping are mostly men. The demand for ransom, seizure or destruction of properties, such as schools, houses and field crops. Many young boys and girls have also stopped attending school due to the insurgent attacks. In some communities, there have been mass displacements of community members, which resulted in increased number of out of school children and some schools are being used as IDP camps.

2.0: BASIC EDUCATION SECTOR ANALYSIS (BESA)

2.1: INTRODUCTION

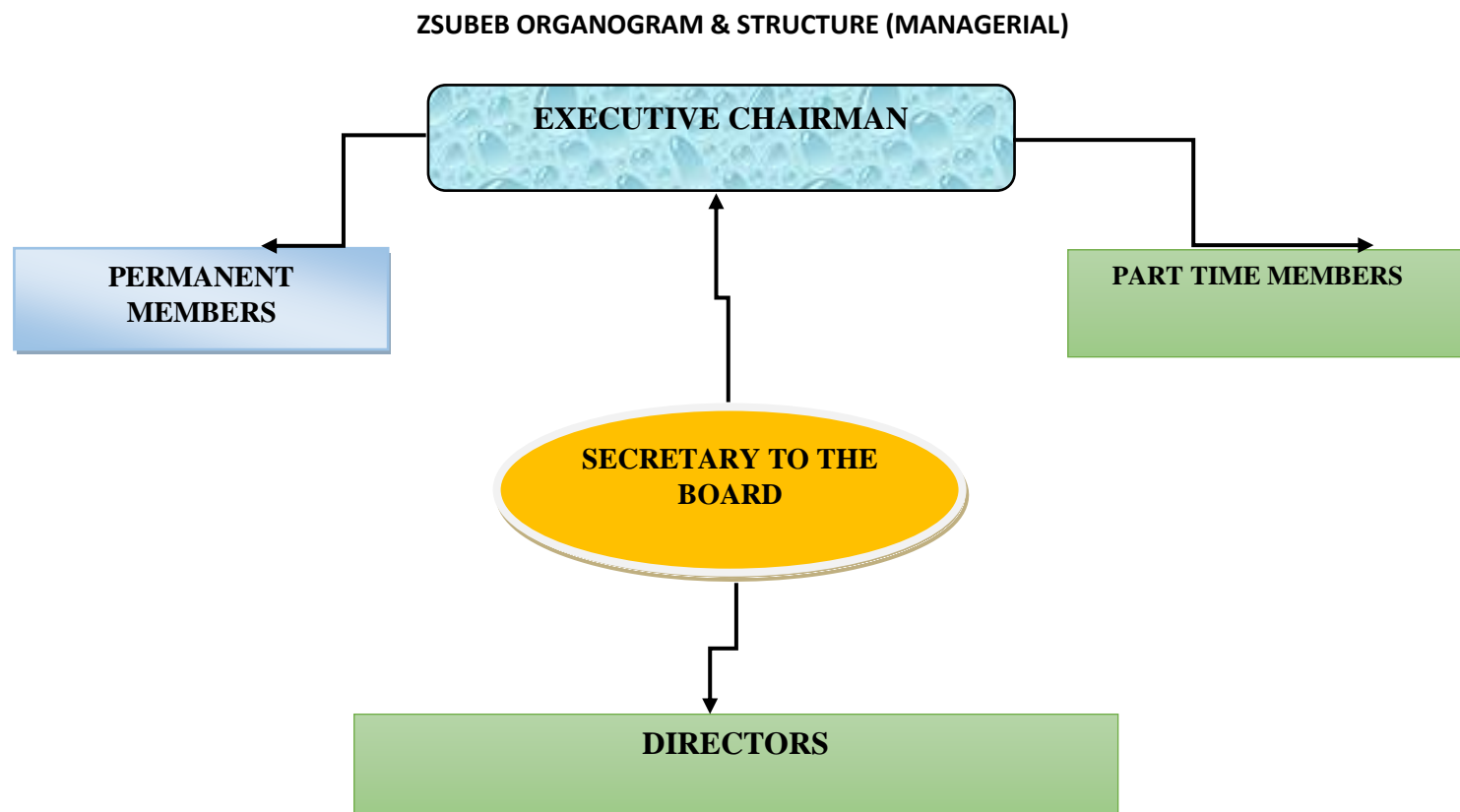
Chapter two provides the situational analysis of the Basic Education Sub- Sector. It gives information on the Policy and Legal backing of the Board, its management structure and diagonals of the Sub -Sector itself; identifying Key issues and challenges of Basic Education in Zamfara Sate.

2.2: Policy and Legal Context

Basic Education is a fundamental right for every child in Nigeria. The Nigerian Government is obliged under Chapter II, Section 18 of the 1999 constitution as amended to strive to eradicate illiteracy. This commitment was reiterated with the enactment of the Universal Basic Education Law (Act 2004) which provides for compulsory nine years of Basic Education in the form of one year Early Child Care Development (ECCD), six years of primary and three years of Junior Secondary Schools, the UBE Roadmap is Nigeria's basic education blueprint that establishes a coordinated and systematic approach to sustainably improve the delivery of basic education within the context of 10 years.

2.3: Governance and Management

In 2005, Zamfara State House of Assembly enacted the UBE Law which established Zamfara State Universal Basic Education Board (ZSUBEB) cited as Zamfara State Universal Basic Education Law, 2005. The organogram below indicates the Board's, management structure with Executive Chairman, Full Time Board Members representing the four senatorial Zones, Board Secretary and 9 Directors.



2.4: Capacity and Diagnosis

The National Personnel Audit 2022 indicates that the total number of Pre-Primary enrolments stood at 52,562 out of which 22,374 are girls.

2.4.1/2.4.2: Access to and Equity in Basic Education (Pre-Primary, Primary and JSS)

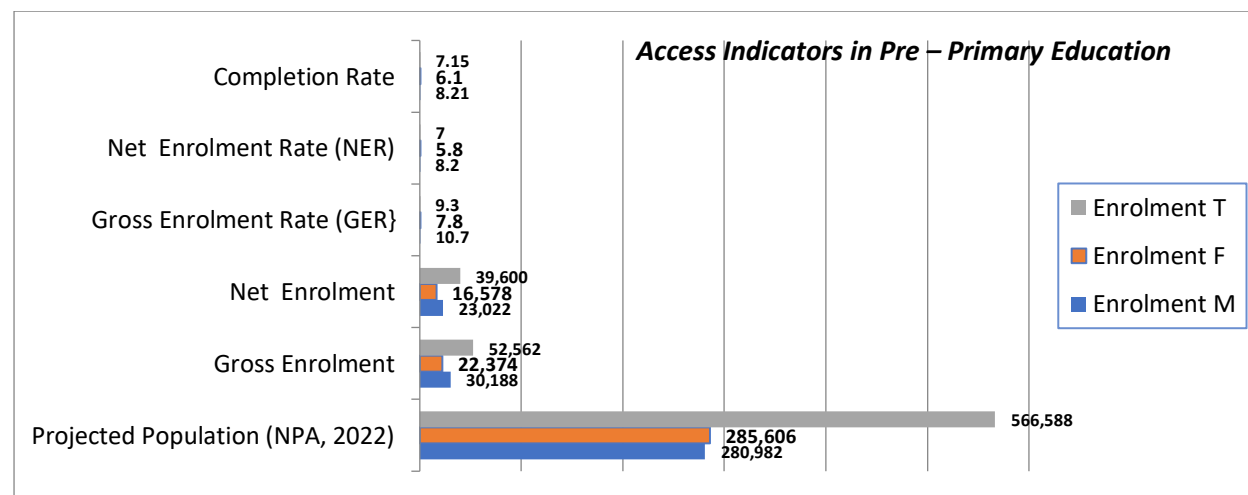
Table 2.4.1.1 Access Indicators in Pre – Primary Education

Indicator	Enrolment		
	M	F	T
Projected Population (NPA, 2022)	280,982	285,606	566,588
Gross Enrolment	30,188	22,374	52,562
Net Enrolment	23,022	16,578	39,600
Gross Enrolment Rate (GER)	10.7	7.8	9.3
Net Enrolment Rate (NER)	8.2	5.8	7.0
Completion Rate	8.21	6.10	7.15

Source: NPA, 2022

Below is the graphic representation to depict pre - Primary schools indicators:

Figure 2.4.1.1 Access Indicators in Pre – Primary Education



Source: NPA 2022

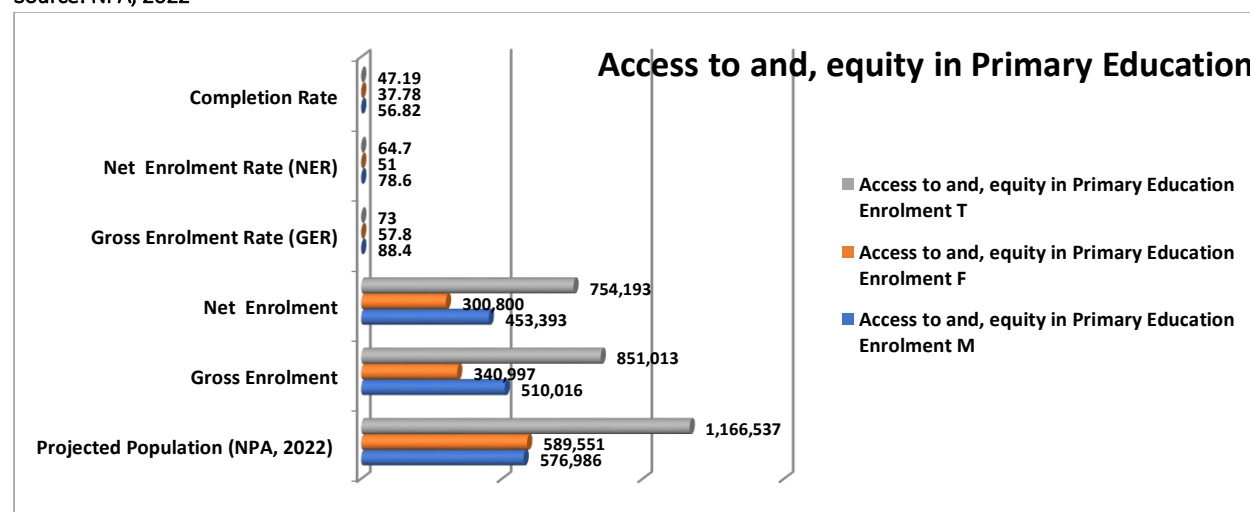
2.4.1/2.4.2: Access to and, equity in Primary Education

The State has 1,166,537 total number of public primary school enrolment, out of which 589,551, were girls. The Primary enrolments of school age (6-11 years) stood at 851,013; out of which 340,997 were girls.

2.4.1.2 Access to and, equity in Primary Education

Levels	Enrolment		
	M	F	T
Projected Population (NPA, 2022)	576,986	589,551	1,166,537
Gross Enrolment	510,016	340,997	851,013
Net Enrolment	453,393	300,800	754,193
Gross Enrolment Rate (GER)	88.4	57.8	73.0
Net Enrolment Rate (NER)	78.6	51.0	64.7
Completion Rate	56.82	37.78	47.19

Source: NPA, 2022



Source: NPA, 2022

2.4.1/2.4.2 Access to and equity in Junior Secondary School

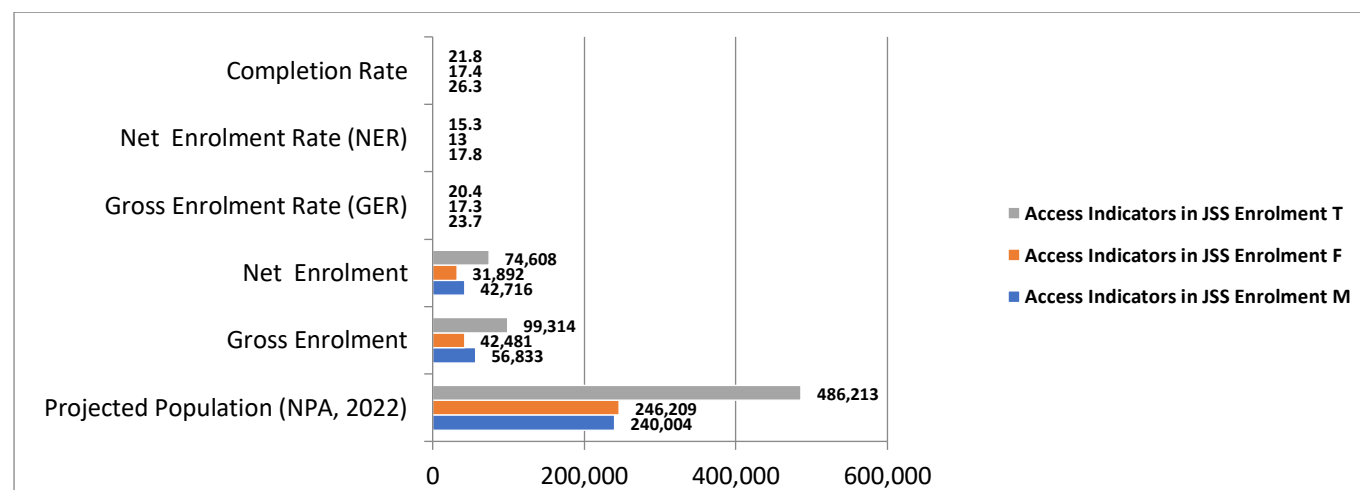
The total number of both public and private JSS enrolment was 486,213; out of which 246,209 were girls of the total enrolment. The public and private JSS enrolments of school age (12-14 years) stood at 99,314; out of which 42,481 were girls of the school age enrolment.

2.4.1.3 Access Indicators in JSS

Levels	Enrolment		
	M	F	T
Projected Population (NPA, 2022)	240,004	246,209	486,213
Gross Enrolment	56,833	42,481	99,314
Net Enrolment	42,716	31,892	74,608
Gross Enrolment Rate (GER)	23.7	17.3	20.4
Net Enrolment Rate (NER)	17.8	13.0	15.3
Completion Rate	26.3	17.4	21.8

Source: NPA, 2022

Access to and equity in Junior Secondary School



Source: NPA, 2022

2.4.3 Retention, Transition, Completion, Repetition and Dropout Rates (Primary and JSS)

Table 2.4.3.I Retention, Transition, Completion, Repetition and Dropout Rates (Primary and JSS).

The table below shows that the number of pupils and students enrolled are less than the number of those that attended the completion rate and it equally indicated that, there is the need to over look the number of drop out in schools.

GRADE	Retention Rate			Transition Rate			Completion Rate			Repetition Rate			Dropout Rate		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Primary	510,016	340,997	851,013				56.82	37.8	47.2	1,677	1,367	3,044	2,759	2,639	5,398
JSS	56,833	42,481	99,314	41.2	50.7	44.9	26.3	17.4	21.8	428	295	723	805	832	1,637

Source: NPA, 2022

2.4.4: Number of Out – Of -School Children (OOSC):

Table 2.4.4: Out of School Children Analysis by LGA Zamfara State, 2021

LGA	No. of Out of School (6- 14)			% of OOSC
	Male	Female	Total	
Anka	25,704	21,775	47,479	6%
Bakura	27,447	28,513	55,960	7%
Birnin Magaji/Kiyawa	35,398	29,798	65,196	8%
Bukkuyum	27,650	22,234	49,884	6%
Bungudu	22,271	20,490	42,760	5%
Tsafe	34,166	34,938	69,104	9%
Gummi	42,484	46,045	88,529	11%
Gusau	17,148	12,411	29,560	4%
Kaura Namoda	29,633	36,004	65,637	8%
Maradun	38,425	41,969	80,394	10%
Maru	26,823	25,759	52,582	6%
Shinkafi	23,960	22,050	46,010	6%
Talata Marafa	42,210	40,098	82,308	10%
Zurmi	17,965	20,397	38,362	5%
14 LGEAs	410,283	400,482	810,765	

Source; Community Mapping, 2021.

This is the proportion of children who have never attended and those that dropout of school. According to the National Personnel Audit 2022, (NPA, 2022), the State has 826,077 of OOSC representing 51% of school age population of children age 6 to 15 years. Out of this number, 381,427 school age children are boys; representing 47% of school age population of 6-15 years boys in the State while 434,650 are girls; representing 53% of the school age population of age 6 -15 years girls in the State. The figure

shows a significant reduction of OOSC by 10% over the baseline percentage of 61% and also indicates that 16,143 are back to school over the plan period of implementation.

For the purpose of planning for strategic interventions, the State in 2021 conducted a community Mapping of OOSC under the BESDA support program with the aim of tracking and identifying the OOSC in the State. The goal of the mapping was to determine the number of out-of-school youths and children including their locations in the State. The result showed the majority of OOSC are indentified in Gummi and T/ Mafara Local governments. The table below shows a representation of OOSC in each of the 14 LGAs

The Community Mapping was also able to categorize the State OOSC as:

1. Children with disabilities,
2. Nomadic children with population
3. Children in mining activities
4. Children engaged in hawking

These reasons given for being Out of school include:

1. Long distance, hawking,
2. Engaging in farming activities, engaging in domestic chores
3. Engaging in mining activities,
4. Child marriage,
5. Lack of awareness,
6. Parents cannot afford to buy uniforms/books
7. Interpretation to western education

2.4.5 Special Education Programmes (Special Needs, Nomadic, Tsangayaetc)

Table 2.4.5 (i): Enrolment of Schools with Inclusive Education

TYPE OF SPECIAL NEEDS	ECCDE			PRIMARY			JSS		
	M	F	T	M	F	T	M	F	T
Visual Impairment	133	135	268	762	733	1495	81	73	154
Hearing Impairment	132	132	264	793	744	1537	94	77	171

Physical Challenged	133	135	268	793	756	1549	117	95	212
Mentally Challenged	130	132	262	702	689	1391	75	65	140
Gifted/Talented	—	—	—	11	19	30	—	—	—
Others	261	260	521	1285	1290	2575	119	106	225
TOTAL	789	794	1583	4335	4212	8547	486	416	902

Source: NPA, 2022

Table 2.4.5 (ii): Enrolment of Schools with Exclusive Education

NO. OF SCHOOLS	ENROLMENT			TEACHER		
	M	F	T	M	F	T
2	3,776	2,604	6,380	15	4	19

Source: NPA, 2022

From the NPA, 2022 2021/2022 Report on inclusiveness in education for special needs, a total number of 534 primary schools have inclusive education for children in pre – primary education, 6,988 primary schools offer inclusive education for children with special needs in primary schools and 1,568 JSS. The State has total enrolment of 9,090 special needs enrolment in public school as indicated in the table below:-

2.4.6: Technical and Vocational Education and Training

Table 2.4.6.1: Technical and Vocational Education

No. of Schools	Enrolment			Teaching Staff		
	M	F	T	M	F	T
6	2784	1394	4178	313	56	369

Source: NPA, 2022

Zamfara State has Ministry of Science and Technology that is charged with the responsibility for Science and Technical Education. There are five (6) Technical and Vocational schools with the enrolment of 4178; out of which 1397 were girls which constitute 29% of the total enrolment. The public Science and Technical junior Secondary School enrolments of school age (12-14 years) stood at 1472; out of which 610 were girls which constitute 32.3% of the school age enrolment.

2.4.7: Adult and Non-Formal Education

Table 2.4.7.1: Adults and Non Formal Education

Category	No. of Centres	M	F	T
Basic Literacy	2,391	137,052	137,399	274,451
Post Basic	38	3,343	2,451	5,794
Post Literacy	38	2,282	3,844	6126
Women empowerment	19	-	4,776	6,126
Vocational	5	1,055	-	1,055

Source of Data Mass Education 2022

Zamfara State Mass Education Board (ZSMEB) was established to handle Adults and Non-Formal Education in the State. It has the following responsibilities:

- Provision of Basic Literacy
- Provision of Post Literacy
- Provision of Continuing Education
- Provision of Vocational Education

Zamfara State has 2,391 Basic Literacy centers with enrolment of 207,837 learners and 38 post literacy centres with enrolment of 5,794 (2,451F) learners. Under vocational/Women empowerment, the State has 24 centres with the enrolment of 6,126 (3,844 F)

2.5: Quality and Efficiency

2.5.1 Number and Proportion of Qualified Teachers by Level

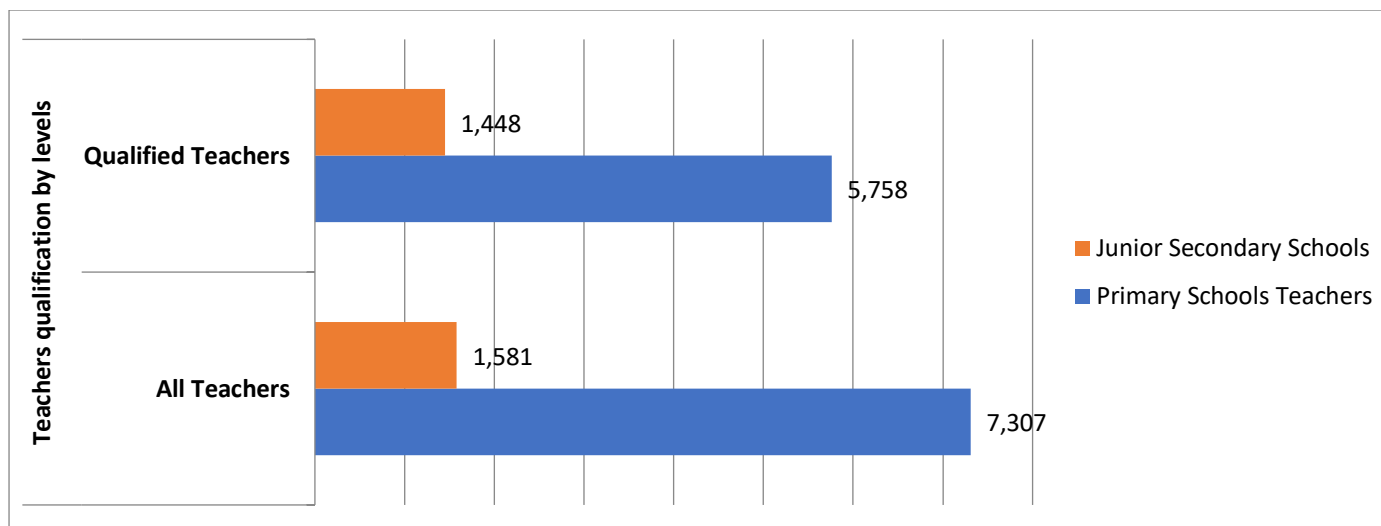
Table 2.5.1.1 Teachers and Teacher qualification by levels: (Qualified & Unqualified)

Levels	Teachers qualification by levels					
	All Teachers	Qualified Teachers	Teacher: Pupils Ratio	% Female Teachers	Qualified Teachers :Pupils Ratio	% Qualified Female Teachers
ECCDE Teachers	880	670	1:65	40%	1:76	45%
Primary Schools Teachers	10,178	6,986	1:61	25%	1:69	21%
Junior Secondary Schools	2,234	1,904	1: 73	27%	1: 85	33%

SOURCE: NPA 2022

According to NPA, 2022. Teacher's Population in Primary School stood at 10,178 of which 6,986 have minimum teaching qualification of NCE; this gives a Teacher-Pupil ratio of 1:61 while, qualified teacher ratio is 1:69. At JSS level, teacher's population stood at 2,234 in which 1,904 are qualified. This gives a Teacher-Pupils ratio of 1: 73. Qualified teacher ratio is 1:85.

Figure 2.5.1.1 Teachers and Teacher qualification by levels:(Qualified & Unqualified)



SOURCE: NPA 2022

Table: 2.5.2 Teachers Deployment and Distribution by LGA, Urban/Rural by level

Percentage of teachers by highest level of education attained:	Primary		Junior secondary	
	Urban %	Rural %	Urban %	Rural %
Below SSCE *	1.70%	3.30%	2.10%	4.70%
SSCE / WASC	12.40%	26.90%	0.80%	3.40%
OND / Diploma	11.50%	9.90%	8.10%	5.60%
NCE	63.00%	54.00%	60.40%	50.10%
Degree / HND / Graduate	11.00%	5.50%	28.40%	36.00%
PhD/Masters degree	0.40%	0.50%	0.20%	0.30%
TOTAL	100%	100%	100%	100%

Source NPA, 2022

The table above shows teachers Deployment and Distribution by LGA, Urban and Rural areas both primary and JSS. THE deployment is based on the highest educational obtained by teachers according to their area of specialization, in the analysis we can observed that, the distribution of teachers are higher in the urban areas than in the rural areas.

2.5.3 Pupil-Teacher Ratio (PTR) by level

Level	Enrolment (Public)	All Teachers (Public)	All Teacher-Ratio	Qualified Teachers	Qualified Teacher- Ratio
ECCDE	52,562	2,286	23	1,620	32
Primary Schools	622,077	7,307	85	5,758	108
Junior Secondary School	78,135	1,581	49	1,448	54

NPA : 2022

The table above it proved enrolment of ECCDE, Primary and JSS schools with indication of all teachers in public schools and their ratio, the qualified teachers are also identified and their qualified teacher ratio respectively.

2.5.4: Pupils Textbooks Ratio (PTXR) by level or Proportion of Learners with Access to Textbooks by Level

Table 2.5.4: Textbooks and pupils textbooks ratio by level

Levels	Textbooks				Ratio			
	English	Mathematics	Basic science & technology	social study	English	Mathematics	Basic science & technology	social study
Pre primary	2694	2107	1240	1206	1:10	1: 9	1.9	1:4
Primary	153703	147241	120293	126053	1:113	1:99	1:105	1:98
JSS	17521	18607	17173	14970	208	211	217	187
TOTAL	173918	167955	138706	142229	1:120	1:111	1:128	1:125

Source NPA 2022

2.5.5 LEARNING OUTCOMES

2.5.5.1: Monitoring of Learning

Achievement/National Assessment of Learning

Source NPA, 2022

The 2022 National Personnel Audit (NPA) proofs a very glaring scenario in terms of core subject text books deficiency in all the components of Basic Education. For pre – primary level an average of one mathematic text book to ten children, one of English and Basic science & technology to nine children and one social study to four children.

For primary school level, an average of over one hundred pupils share each of the core subject text books. JSS condition is worst as the average of over two hundred students are sharing on of each of the core subjects text books. This is presented in the table below:

2.5.5 LEARNING OUTCOMES

Achievement in Basic Education (NALABE)

A current assessment of early grade learning achievement conducted in Zamfara State by Universal Learning Solutions (ULS) assessed Primary 1, 2 and 3 pupils to test their letter sound knowledge and blending skills, which are key initial literacy skills that provide the foundation for the development of further literacy skills, such as fluency and reading comprehension. The pupils were assessed using two distinct tests:

1. Letter Sounds Test
2. The Word Reading Test

2.5.5.1.a.i: Letter Sounds Test

The Letter Sounds Test assessed the pupil's knowledge of the letter sounds of the English language. Within this specific test, pupils were presented with 41 different letters or combination of letters (i.e. diagraphs, such as /ai/) that represent individual sounds. They were asked to say the sound that the letter makes when reading it, and not the name of the letter (how it is said in the alphabet). The test gradually got harder for the pupils, starting from simple to difficult.

Table 2.5.5.1.a.ii: Letter Sounds Test Results:

Test Result	Baseline	End line	Difference
Baseline and end line comparisons	32.6	25.7	6.9
Mean Score	5.8	18.2	12.4
Percentage of learners in each scoring category at baseline stage	16.0%	0	0
	69.6%	1 and 10	59.6
	11.3%	11 and 20	0.3
	1.5%	21 and 30	15
	1.5%	31 and 41	26

Source: RANA, 2020,

Table 2.5.5.1a: Letter Sounds Test Results displays the Letter Sounds Test results for the 326 learners. It shows that they had a mean score of 5.8 at the baseline stage and, by the end line, this had increased by 18.2 score marks with a difference of 12.8 average score. It displays the percentage of learners in each score category at both the baseline and end line stages on the Letter Sounds Test. It shows that, at the baseline stage, 16.0% scored 0, 69.6% scored between 1 and 10, 11.3% scored between 11 and 20, 1.5% scored between 21 and 30, and also just 1.5% of the learners scored between 31 and 41. This suggests that there was only very limited letter sound knowledge amongst the learners at the baseline.

The result shows that the largest percentage of learners (49.0%) at the end line stage were in the top category, scoring between 11 and 20 compare to baseline (11.3%), and that 1.2% scored 0, 16.0 scored between 1 and 10, 21.4% scored between 21 and 30, while 12.5% of the learners scored between 31 and 41. This shows a significant change from the baseline scores/results.

2.5.5.1. b.i: Word Reading Test

The Word Reading Test used was the UK Government's "Phonics Screening Check". This test assessed the pupil's ability to read 40 distinct words. These words contain both made-up decodable words, such as "jub", and common decodable English words, such as "chop". Decodable means that the sounds in the words follow the Standard English sound system, and so do not contain any irregularities in their spelling. If a pupil can read the words, it means that he knows the sounds in them and has the skills of being able to blend sounds together to read words. The test again, starting from simple to difficult.

Table 2.5.5.1.b.ii: Word Reading Test Results:

Test Result	Baseline % of learners	End line % of learners	Difference
Baseline and end line comparisons	321	234	7.0 avg
Mean Score	2.0	10.8	
	48.3%	0	

Percentage of learners in each scoring category at baseline stage	48.3%	1 and 9	
	2.8%	10 and 19,	
	2.8%	20 and 29	
	0.6%	30 and 40.	

Source: RANA 2020

Table 2.5.5.1.b.ii displays the Word Reading Test results for the Learners that shows that they had a mean score of just 2.0 at the baseline stage and, by the end line, this had increased by 9.0 score marks to 10.8. This represents a significant improvement of 700%. The table also shows the percentage of learners in each score category at both the baseline and end line stages on the Word Reading Test. It shows that, at the baseline stage, 48.3% scored 0, 45.5% scored between 1 and 9, 2.8% of the learners scored between 10 and 19, also 2.8% of the learners scored between 20 and 29 and finally 0.6% of the learners only scored between 30 and 40. This suggests that there was only very limited word reading abilities amongst the learners.

Although some of the learners still scored 0, the result is highly impressive, given the fact that the mean score also shows that 40.2% of the learners at the end line stage scored between 1 and 9, 17.3% scored between 10 and 19, 11.8% of the learners scored between 20 and 29, and 7.5% of the learners scored between 30 and 40. This means that up to 76.80% of the learners had moved up at least one scoring category in the 5 weeks and that though 23.20% still had not acquired the abilities to read any words on this test, the Letter Sounds Test results did show us that most of these learners had still developed some useful literacy skills.

The results presented above show that despite the challenges faced by children and parents due to the school closures because of the serious insecurity challenge, the children are generally much further ahead in the development of these important reading and writing skills.

As highlighted above, letter sound knowledge and the ability to blend/run sounds together to read words are key initial literacy skills that provide the foundation for the development of further literacy skills, such as fluency and reading comprehension.

These significant improvements are extremely impressive, given the fact that the assessment was conducted on children to assess the impact of Radio lessons.

2.5.5.2: Basic Education Certificate Examination (BECE)

Table 2.5.5.2: Basic Education Certificate Examination (BECE) This table shows the number of students sat for Basic Education Certificate Examination in state for 2 years and it is indicated that the number increased as a result more committeemen of the present government in basic education.

YEAR	NO.OF STUDENTS				% OF STUDENTS SAT FOR EXAM	
YEAR	NO.OF STUDENTS	MALE	FEMALE	TOTAL	MALE	FEMALE
2023	34,981				56.3%	43.7%
2024	41,234					

The Basic Education Certificate Examination is the main examination to qualify students for admission into secondary and vocational schools in Ghana, and Nigeria. It is written after three years of junior high school education. It is administered by the Ghana Education Service under the Ministry of Education. To transit from the ninth year of the Basic Education class to the senior secondary, the BECE is conducted for candidates in their third year of the Junior Secondary School. While each State of the federation and the FCT conducts the BECE for its candidates, NECO conducts the BECE for Federal Unity Colleges, Armed Forces Secondary Schools and other Federal establishments operating Secondary schools. Private Secondary schools also take part in the NECO BECE provided they are permitted by their State Ministries of Education. Eighteen subjects are administered at the BECE level. A candidate is expected to sit for a maximum of eleven subjects. A candidate is deemed to have passed the BECE if he/she has passes in six subjects including English and Mathematics.

The grading system is as follows:

A - Distinction

B - Upper Credit

C - Lower Credit

P - Pass

F - Fail

Over time, the Nigerian education system has undergone a lot of changes aimed principally at improving educational delivery; in the past two decades was the introduction of the 6-3-3-4 system of education (Federal Republic of Nigeria, 2014). With the introduction of UBE, the 6 3 3 4 system of education became implemented as 9 3 4. According to this new arrangement, the first 9 years are spent in primary school and Junior Secondary School (Primary 1 to JSS 3); the next 3 years are spent in the Senior Secondary School (SSS) and the last 4 years are spent in the university. This new policies initiated under UBE for the attainment of Millennium Development Goals (MDGs)

provided for integration of primary and Junior Secondary Schools into a continuous system of schooling. Although, the curriculum of the Junior Secondary differs a little from that of Senior Secondary in areas of subjects and the numbers of subjects offered, they have in common some basic core subjects like, English Language, Mathematics and one Nigerian language like Igbo, Hausa or Yoruba (NERDC, 2008). Based on the new practice, all forms of examination for entrance or certification prior to the Junior School Certificate Examination (JSCE) were abolished (FGN, 2014). Thus, in April, 2011, the Junior School Certificate Examination (JSCE) was renamed Basic Education Certificate Examination (BECE) (FGN, 2014). The Zamfara State BECE is conducted by the State Examination Board of the Ministry of Education.

According to Examination Board (2023), a total of 34,981 registered and sat for the exams out of which 56.3% are boys and 43.7% are girls.

2.5.6: Basic Education Curriculum

The State is implementing the 9 – year Basic Education curriculum of the National Educational Research and Development Council (NERDC). Most of the curriculum materials were supplied by UBEC to ensure effective teaching and learning. The State complements UBECs efforts in teacher development through specialised and in-service training for teachers. The State has also breakdown the curriculum into scheme of work and distributed to schools, however, the State is making effort in ensuring the use of curriculum materials in teaching and learning in all the various schools in the state. Moreover, there is need for more curriculum materials more especially for special education.

Table 2.5.6.1: Basic Education Curriculum

Primary education	Number of schools	Number of pupils			Number of teachers		
		Male	Female	Total	Male	Female	Total
ECCDE	671	30,188	22,374	52,562	515	365	880
Primary	3009	510,016	340,997	851,013	7,665	2,513	10,178
JSS	324	8,232	8,122	16,354	1,564	670	2,234
Islamiyya Integrated	8	2161	1186	3347	68	25	93
Nomadic	33	4,999	3,441	8,440	77	17	94
Special needs	7	1391	984	2375	32	12	44
Science and Technical College	5	2784	1394	4178	238	55	293

Source: NPA, 2022

2.6. School Infrastructures

School infrastructure includes; classrooms, toilets, furniture, libraries, ICT and laboratories. The availability of adequate school infrastructure is critical to the achievement of Basic Education learning objectives. Towards this end, the State having declared State of emergency on education matched its commitments by release of UBEC-SUBEB counterpart funds to improve infrastructure.

2.6.1: Classroom Environment (PCL, Proportion of Good Classrooms, etc)

Table: 2.6.1.1: Classroom Environment (PCL, Proportion of Good Classrooms, etc)

Component	Total No. of Classrooms	Not in Good Condition	No. of Good Classrooms	Ratio
ECCDE	1434	240	1194	1:19
PRIMARY	11082	4693	6389	1:56
JSS	1599	507	1092	1:52

Source: NPA, 2022

The NPA , 2022 indicates that the State has a total number of 14,115 classrooms out of which 8675 are in good condition while, 5440 needed major repairs. The Pupil-Classroom ratio stood at 1:19 for ECCDE, 1:56 for primary and 1:52 for JSS. The average shows the need for the construction of additional classrooms in order to decongest the classrooms.

2.6.2: Availability of Furniture for Learners

Table: 2.6.2.1: Availability of Furniture for Learners

Component	Number of Furniture	Ratio
ECCDE	6,735	1:8
Primary	87,003	1:10
JSS	19,415	1:5

Source: NPA, 2022

NPA,2022 indicates availability of 87,003 assorted furniture in all primary schools, giving a pupil-furniture ratio of 1:10. In this regards there is need for additional supply of 96,481 seats to serve a minimum of 1:3 pupil-furniture ratio in the State. Available furniture used by 19,415 students of Junior Secondary Schools in the State is 324. Hence, the Student-furniture ratio stood at 1:5. Therefore there is need for an average supply of 32,677 seats to serve a minimum Pupil-Furniture ratio of 1:3

2.6.3 School Safety (Fencing, Security Guard, etc)

Table 2.6.3.1 School Safety (Fencing, Security Guard, etc)

Components	No. Of Schools	Fence/Wall	% Of Schools With Wall/Fencing
ECCDE	670	26	26%
Primary	3009	178	17%
JSS	324	59	5%

Source : NPA, 2022

Training of stakeholders on security and safety issues is part of the majors taken to address the issue of school safety. So also is the provision of school fencing and security guards. Part of UBEC/SUBEB infrastructural intervention fund for the year 2022– 2023 had been attached to school fencing. About 230 metre wall occupying 19% of the total project cost had been provided. Finally, if school is secured this shows education is also secured.

2.6.4 School Health and Hygiene (Sources of water, Toilets, Waste Disposal, Availability of Clinics, First Aid Box, Health Personnel, etc)

Table 2.6.4.1 School Health and Hygiene (Source of water, Toilets, Waste Disposal, Availability of Clinics, First Aid Box, Health Personnel, etc)

Component	No of School	School With Sources of Water	School With Toilets	School With Health Facilities	School With First Aid Box
ECCDE	670	15%	326	210	453
PRIMARY	3009	31%	2572	759	812
JSS	324	66%	530	146	31

Source: NPA, 2022

The table above indicated the total number of schools which stood at four thousand and three (4,003) in the state including the ECCDE, primary and JSS. In view of the above, the schools health and hygiene which include source of water, toilet and waste disposal, availability of clinics, first aid box are figure out in the table. Therefore, there is need for more additional toilet, source of water, health facilities and health personnel.

2.6.5: Other Facilitie(Sources of Power Libraries, Playground and Equipment, Laboratories, Workshops, etc)

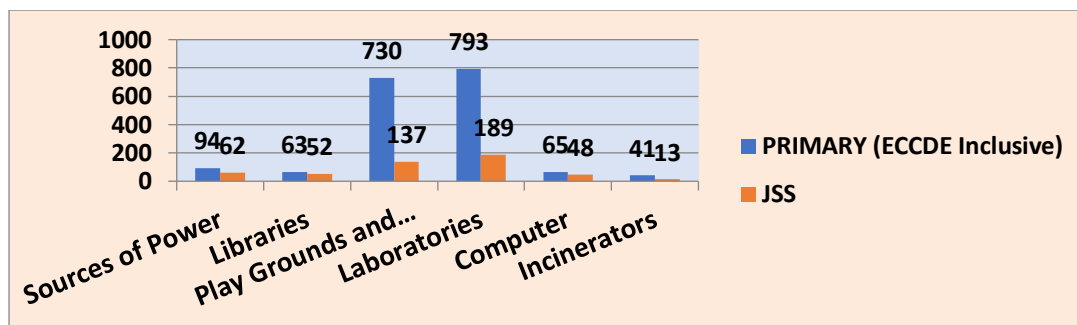
The table below shows the sources of power , libraries, playground, computers and incinerator for primary and jss component respectively.

COMPONENT	Sources of Power	Libraries	Playground and Equipment	Computer	Incinerator
ECCDE	10	5	123	78	5
PRIMARY	94	63	730	1077	41
JSS	62	52	137	48	13

Source: NPA, 2022

The table above shows the sources of power, libraries, playground, computers and incinerator for primary and JSS component respectively. Based on the figures of the facilities inserted on the table above shows that more facilities are needed such as source of water, libraries, playground equipment, computers and incinerators.

Fig: 2.6.5: Other facilities (source of power, libraries, playground and equipment, laboratories, workshops, etc)



2.7 SYSTEM STRENGTHENING AND EFFICIENCY

2.7.1: Education Management Information System

Zamfara State Universal Basic Education Board established functional EMIS center by the year 2004 and domiciled it at the Department of Planning Research and Statistics with key staff and a Desk Officer who managed the activities of the center. The Education Management Information System (EMIS) serves as educational data bank particularly the Annual School Census.

A robust team of data collection for primary, JSS, SSS, TVET and private schools information was set up and chaired by Director Planning Research and Statistics from Ministry of Education with support from the Directors of Planning Research and Statistics from Education Ministerial Department and Agencies (MDAs).

In an attempt to ensure effective data management in the State, Education Management Information System was further extended to local government level. Officials of the EMIS/TMIS units at MoE, SUBEB and local government level were exposed to different types of training and skills in ICT particularly UIS, IT, Excel, Word, Power point. Teacher Management, verification, cleaning and analysis of collected data. The advent training received by EMIS officers in the State is the “Development of Learning Assessment Tools Using Tangerine Software” the training was sponsored by Zamfara State Universal Basic Education and technically supported by Family Health International (FHI) 360. The State EMIS team supported the State to design “Open Data Kit” (ODK) software to register pupils and learners at schools and IQS under BESDA programme. The data collection was done successfully where a result of the collected data was submitted to the customized server and analysis of the uploaded data was prepared and shared with the policy makers for decisions.

EMIS Working Tools at both MoE and SUBEB Centers includes the following:

- Wireless Access Point using Hot Spot Technology
- Network Computers (LAN)
- 20 sets of computers at both centers
- Projectors
- External Hard Drives
- Online Backup storage (Google Drive, Drop box)

Table 2.7.1; table below shows the numbers of centers and the digital infrastructure to enhanced system strengthening.

S/N	CENTRES	NUMBER	ITEMS
1.	SUBEB EMIS	3	50 DESKTOPS AND 35 LAPTOP
2.	SCHOOLS ICT	56	1120 DESKTOP
3.	LGEA	14	28 LAPTOP

The chart above has strategically indicated the need for more digital infrastructure such as desktops, laptops in EMIS, Schools and LGEA. This become necessary considering number of our public primary schools which stood at 1,744 while JSS is 175 compared to the number of digital infrastructure put in place.

2.7.2: Quality Assurance and School Support System at SUBEB and LGEA Levels

In the year 2019, E-Quality Assurance was introduced in Zamfara State in which the State signed an MoU with the National Airspace Development Agency (NARSDA) to develop the State specific and national e- instruments for electronic data collection. NARSDA also trained the Quality Assurance Officers on the electronic collection and management of data. The Quality Assurance Officers monitor schools, served as mentors and coaches for Head-Teachers and teachers, they also conduct cluster meetings, visit schools for lesson observations as well as serve as master trainers during the capacity building of teachers.

The Quality Assurance Department of Zamfara State Universal Basic Education Board is responsible for overall control of quality of teaching and learning in Basic Education. It conducts regular monitoring and supervision of schools, produce quality assurance reports on term basis as well as ensure provision of relevant and adequate supply of instructional materials.

The Quality Assurances activities include:

- Monitoring of resumption in schools
- Daily School Monitoring
- Continuous Quality Assurance (Observing lessons and supporting teachers, etc)
- Capacity development of quality assurance evaluators for Continuous Quality Assurance process

Table 2.7.2.1: Teacher Capacity Development Matrix

Indicators	Component	2022	2023	Source data
Number of teachers Demonstrating Professional Values Attitude and Conduct	Primary	2,509	1,312	Classroom Observation Reports
	JSS	954	1032	Classroom Observation Report
Number of head teacher and teachers trained and supervised	Primary	1873	2052	BESDA, TPD and Quality Assurance Report
Number of mentors and coaches trained and supervised	Primary	171	284	BESDA, TPD and Quality Assurance Report
Number of master trainers trained	Primary	87	148	BESDA, TPD and Quality Assurance Report
Number of literacy facilitators in IQS Centres trained and supervised	IQS centres	276	460	BESDA delivery Report

Source: ZSUBEB Quality Assurance Reports

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

School Based Management Committees (SBMC) exists in all Schools across the State though not all of them are fully functional. The SBMC exists at school, LGEAs and State Levels. They perform various functions ranging from supporting Head Teachers to educate and mobilize parents to enroll their wards in school. Also, the female wing of the committee that is Mother's Association usually conduct House to house visit to educate female parents on the value of education as part of their effort in enrollment drive campaign.

SBMCs and of course Mothers Association works together to ensure children are enrolled, retained and complete Basic Education. They also ensure schools are safe and secured for peaceful learning and pupil's security is guaranteed. In the recent times, SBMCs and Mothers Associations were trained on school safety and security. The training has motivated them to form school, safety and security task teams that seek to provide support to school administrators to make schools safer and school environment more child friendly.

In respect to the SBMCs functionality based on the effectiveness criteria, the result of Term 2 SBMC effectiveness monitoring conducted in 3 LGEAs (Bukkuyum, Maradun and Zurmi) shows that 89% of the SBMCs are functional. This is not surprising as the LGAs are part of the intervention of focused UNICEF LGAs. The result also revealed that, 89% of the SBMCs have whole school development plan (WSDP). The functionality criteria used includes resource mobilization and grant utilization; communication and reporting; Whole school development plan, monitoring, and evidence of communication; community mobilization and participation; participation in the SBMCs activities by vulnerable and excluded groups; access and inclusion. In addition, there were 17 questions in the data collection tools from the community.

More so, for the past two years SBMCs have been participating in the conduct and retrieving of ASC Forms, ensuring the credibility and reliability of school data. In the present 2020/2021 ASC, 1999 SBMC chairmen along the Head Teachers have been signatories of the ASC data. The current verification survey by National Bureau of Statistic (NBS) 2020 identified 1077 Primary Schools with functional SBMCs. All 1077 schools have been supported with school grants and tablets for implementation of School Digital Attendance which will in turn be monitored by SBMCs.

Table 2.7.3 Schools with functional SBMC in the State.

S/N	LGEA	NO. OF SCHOOLS WITH FUNCTIONAL SBMCs
1	ANKA	26
2	BAKURA	64
3	BIRNIN MAGAJI	78
4	BUKKUYUM	65
5	BUNGUDU	124
6	GUMMI	78
7	GUSAU	89
8	KAURA NAMODA	88
9	MARADUN	87
10	MARU	26
11	SHINKAFI	51
12	TALATA MAFARA	109
13	TSAFE	96
14	ZURMI	96
	TOTAL	1077

Source: NBS, 2020.

2.8: Cross Cutting Issues:

2.8.1: Gender and Basic Education:

One of the gender related gaps is the opportunity for boys to continue learning without any socio- cultural barriers. Unlike girls whose learning could be interrupted by teenage marriage or pregnancy. The need to provide an opportunity for their re-entry into learning cannot be over- emphasized.

In view of the above, the Federal Ministry of Education with support of UNICEF/FCDO convened a multi-stakeholder high level workshop and came up with a draft National Re-entry Learning Opportunities Guidelines/Policy and subsequently, requested the States to adopt or adapt the National guidelines to suit their peculiarities. Zamfara State has convened its State level engagement meetings and adapted the State Specific Re-entry Guidelines. The guidelines have provided the teenage and pregnant the opportunity to re-enter into learning in either conventional or second chance centers of their convenience. The guidelines are now ready for publication and implementation.

2.8.1.1 Gender Parity Index (GPI)

Table 2.8.1.1.I Gender Parity Index (GPI)

Level	Girls Enrollment	Enrollment		
		GER	NER	GPI
Pre- primary	22,374	7.8%	5.8%	0.74
Primary	340,997	57.8%	51.0%	0.67
JSS	42,481	17.3%	13.0%	0.75

Source: NPA 2022

The National Personnel Audit (2022) indicated the GER percentage of ECCDE girls enrolment as 7.8% in Pre – primary, 57.8% in Primary and 17.3% in JSS. This means that enrolment rates for girls in Zamfara State are still low thereby hindering the attainment of parity between boys and girls. This is attributed to, among others, the economic conditions, distrust of western education by some northern communities (whereby financial spending on boy-child education is prioritized over that of girl-child coupled with the perception in some quarters that western education leads to immorality and likelihood of unwanted pregnancy) and early marriage and other gender-related discriminatory cultural practices and inhibitions like inadequacy or absence of qualified female teachers to serve as role models to motivate girls to stay in school.

2.8.1.2 Gross and Net Enrolments/Gender by level

Table 2.8.1.2 Gross and Net Enrolments/Gender by level

LEVEL	ENROLMENT			GER			NER		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECCDE	30,188	22,374	52,562	10.7	7.8	9.3	8.2	5.8	7.0
PRIMARY	510,016	340,997	851,013	88.4	57.8	73.0	78.6	51.0	64.7
JSS	56,833	42,481	99,314	23.7	17.3	20.4	17.8	13.0	15.3

Source: NPA 2022

A GEP3 (2016) evaluation study has noted that continued barriers to girls' access to, and retention in, schooling exist. Attitudes towards girls' education are not always supportive, although this appears to be changing. Changing attitudes alone, however, may not be sufficient to bring about change in behavior as poverty is often cited as a critical reason why parents do not send their child to any school, public primary, or IQS. Both boys and girls often engage in some form of income-generating activity, which parents tend to view as a financial and practical necessity. This adversely affects school attendance.

Efforts made to bridge gender gap includes UNICEF GEP3 interventions, EAC conditional cash transfer program, the State's free school feeding program (the feeding of all (non-boarding) day secondary schools with breakfast and all girls focal primary schools with the nutritious meal to encourage students attendance and retention in schools); as well as the sustained grassroots mobilization and awareness through intensive enrolment drive campaigns by the relevant stakeholders, all of which seek to enhance school enrolment and facilitate gender parity in education thereby enhancing girls participation and retention in education. Additionally, under the BESDA intervention, 21,038 girls in 80 selected communities have been registered/ enrolled out of which 10,292 girls receive conditional cash transfer at 3000 Naira per term.

However, going by the table above shows that the male learners enrolment is higher than the female counterpart, this indicated the needs for more sensitization to stakeholders, parents, SBMCS, PTA, Mothers association on the importance of girls education.

2.8.1.3: Gender Distribution of Teachers by levels

Table 2.8.1.3.I: Gender Distribution of Teachers by levels

Levels	No. of Teachers			No. of Qualified Teachers			% Female
	M	F	T	M	F	T	
ECCDE	515	365	880	394	276	670	37%
Primary	7,665	2,513	10,178	4,987	1,999	6,986	25%
JSS	1,564	670	2,234	1,292	612	1,904	33%

Source: NPA: 2022.

Table 2.8.1.4: Gender Distribution of ZSUBEB & LGEA Staff

Levels	Teaching Staff			Proportion (%) of teaching staff		
	M	F	T	M	F	GAP
ECCDE	515	365	880	60%	40%	20%
Primary	7,665	2,513	10,178	70%	30%	40%
JSS	1564	670	2,234	69%	31%	39%

Source: NPA 2022.

The above shows percentages of male and female teaching staff which implies that, there is more male teachers than female teaching staff in state, this indicated the need for more female teachers to bridge the gap that exist to balance the gender

The percentage for primary schools qualified female teachers for public schools is 25% with high concentration of them in Gusau Local Government and least in Bakura Local Government. At JSS the percentage for qualified female teachers for public schools is 33%; with more than 50% concentration in Gusau LGA

.2.8.2 Special Needs and Inclusive Education

Zamfara State has schools with inclusive education for special needs. Out of this, 1,467 are in Pre - Primary, 9,726 in primary and 837 in JSS. The State has total enrolment of 12,030 special needs enrolment in public school as indicated in the table below:-

Table 2.8.2.1 : Special Needs and Inclusive Education

TYPE OF SPECIAL NEEDE	ECCDE			PRIMARY			JSS		
	M	F	T	M	F	T	M	F	T
Visual Impairment	124	125	249	859	835	1694	77	66	143
Hearing Impairment	123	123	246	882	845	1727	87	68	155
Physical Challenged	123	122	245	884	850	1734	108	86	194
Mentally Challenged	121	122	243	797	787	1584	72	61	133
Gifted/Talented	0	0	0	0	0	0	0	0	0
Others	242	242	484	1491	1496	2987	113	100	212
TOTAL	733	734	1467	4913	4813	9726	457	381	837

Source: ASC 2021/2022

There are 2 exclusively special needs schools with a total enrolment of 6,380 of which 3,776 are male while 2,604 are female. Special needs teachers are 19 out of which 15 are Male and 4 are Female (Source: NPA 2022)

2.8.3: Education in Emergencies (IDPS etc)

Many communities in Zamfara State have been affected and displaced by consistent banditry. This has necessitated the establishment of Internally Displaced Persons Camp (IDPs) in various parts of the State. The education of children from these displaced communities has been seriously disrupted exposing them to various social ills. Statistical data shows that a total of 7,319 lost their live including women and children between June 2012 and May 2021 in the State. In the same vein, teachers were also lost. Additionally, an estimated 4,983 women were widowed and 26,050 children orphaned. Similarly, 200,340 others internally displaced between June 2012 and November 2021. The resultant negative effects on education of these occurrences of monumental consequences is the widespread poverty and vulnerability, withdrawal of children from schools, declining socio/economic activities affecting the livelihood of the entire citizenry, cumulatively resulting into a threat to food security, rising cases of Sexual Gender/Based Violence (SGBV), malnutrition amongst children.

Table 2.8.3: Education in Emergencies

VICTIMS OF BANDITRY	AFFECTED
Fatalities	7,319
Children orphaned	26,050
Children displaced out of school	200,340

Source: 2020 Report of the committee set up by Zamfara State Governor to find lasting solutions to Banditry in the State. "Exploring the Potentials of a Multi- Dimensional Conflict Approach (EPMCMA)"

2.9: SUMMARY OF KEY ISSUES FROM THE DIAGNOSIS

POLICY OBJECTIVES	KEY FINDINGS	PRIORITY ISSUES
ACCESS, EQUITY AND INCLUSIVE	<ul style="list-style-type: none"> ➤ Large number of school aged population is still out of school. School age of primary school category indicates 51% of the male population, while 48% of female are out of school ➤ Completion rate for primary school Boys is 61%, while completion rate for girls is 34% for JSS category, boys rate is 73% while girls rate is 29% ➤ Out of the total number of registered 1,165 Qur’anic Schools in the State, 868 are integrated, representing 75%. The number of non integrated centers in State is 297 representing 25%. ➤ Large number of children has been displaced from their communities, A total number of 200, 340 children have been recorded as being displaced from their communities. ➤ As a result of insecurity in many communities, a total of 26,050 are now orphaned and vulnerable. 	<ul style="list-style-type: none"> ➤ Addressing issues of Out of Schools children ➤ Improving Girls Attendance & Retention ➤ Facilitating Integration of Qur’anic schools ➤ Intervention for education in emergency situation
QUALITY	<ul style="list-style-type: none"> ➤ Poor core subjects textbooks ratio which stands at 1:19 at primary level and 1:26 at JSS level ➤ Poor Pupil qualified teacher ratio which stands at 1:237 for ECCDE, 1:67 for primary and 1: 33 for JSS as against the national standards. ➤ The pupil classroom ratio is poor as it stands at 1:55 for ECCDE 1:68 for primary and 1:78 for JSS. ➤ Pupil furniture ratio also needs to be improved at it stands at 1:11 ECCDE, 1:16 for primary and 1:21 for JSS. ➤ Out of the total number of 13,105 primary school teachers only 1,152 representing 9% demonstrated professional value attitude during classroom observation visit. 	<ul style="list-style-type: none"> ➤ Capacity building of teacher ➤ Provision of adequate and relevant teaching and learning materials. ➤ Recruitment of qualified teachers. ➤ Institutionalize early grade reading and numeracy activities in all schools in the State ➤ Construction and renovation of classrooms ➤ Provision of additional furniture to schools. ➤ Intensive school supervision/Classroom observation

SYSTEM STRENGTHENING	<ul style="list-style-type: none"> ➤ Inadequate facilities in the 14 LGEA EMIS centers ➤ Capacity gap of the EMIS personnel at LGEA level ➤ 79% primary schools in the State have School Based Management Committee structures (SBMC) out of which 77.1% are functional (based on the 17 functionally criteria) ➤ SBMCs only contributed a negligible 10 % of the total resources required for school improvement. 	<ul style="list-style-type: none"> ➤ Upgrading of LGEA EMIS ➤ Capacity building for LGEA EMIS personnel ➤ Encourage community participation ➤ Strengthening administrative processes of the Basic Education sub-sector ➤ Mobilization of resources from federal, State and local governments to meet the funding needs of Basic Education ➤ Mobilization of parents and communities to support Basic Education programme
SUSTENABLE FUNDING	<ul style="list-style-type: none"> ➤ Strengthening resource mobilization system in SUBEB 	<ul style="list-style-type: none"> ➤ Advocacy visit to National Assembly and Donor agencies in Abuja for increased funding support to Basic Education ➤ Advocacy visit to donor agencies in zonal offices for increased funding support to Basic Education ➤ Advocacy visit to Emirate council for increased funding support to Basic Education

3.0 CHAPTER THREE: STRATEGIC PROGRAMMES

Chapter three focuses at the priority issues on each of the four pillars; derived from the Key findings of the diagnosis in chapter two.

The chapter outlined the strategies and activities to address the issues. The identified activities are also costed, source of fund and the responsible organization for the implementation/ provision of funding the activities.

3.1 PRIORITY PROGRAMMES

The policy provisions in this document are in line with EFA goals, Sustainable Development Goals (SDGs); The UBE Law; the Federal Ministerial Strategic Plan (MSP)., State Development Plan (SDP) and State Medium Term Education Sector Strategy, (MTSS) all of which informed the development of the Basic Education Medium Term Basic Education Strategic Plan (MTBESPS). The ZSMTBESP has four policy objectives as identified in the Ministerial Plans.

Table 3.1.1: ACCESS, EQUITY AND INCLUSIVENESS

PILLAR	KEY PRIORITY
ACCESS, EQUITY AND INCLUSIVENESS	<ul style="list-style-type: none"> ➤ Addressing issues of Out of Schools children ➤ Improving Girls Attendance & Retention ➤ Facilitating Integration of Quranic Schools ➤ Intervention for education in Emergency Situation ➤ Mobilization of parents and communities to support Basic Education programmers

Table 3.1.2: QUALITY AND EFFICIENCY

QUALITY AND EFFICIENCY	<ul style="list-style-type: none"> ➤ Capacity building for teachers ➤ Provision of adequate textbooks on core subjects. ➤ Recruitment of qualified teachers. ➤ Institutionalize early grade reading and numeracy activities in all schools in the State ➤ Construction and renovation of classrooms ➤ Provision of additional furniture to schools. ➤ Improved Continuous Quality Assurance process in schools ➤ Improved in STEAM Education
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Table 3.1.3: SYSTEM STRENGTHENING AND EFFICIENCY

POLICY: SYSTEM STRENGTHENING AND EFFICIENCY	<ul style="list-style-type: none"> ➤ Establishment of LGEAs EMIS ➤ Capacity building for SUBEB/LGEA Planning/EMIS personnel ➤ Strengthening the effectiveness of School ICT Centres ➤ Upgrading of SUBEB EMIS ➤ Strengthening administrative processes of the Basic Education subsector ➤ Capacity building for SBMCs/CBMCs
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Table 3.1.4: SUSTAINABLE FUNDING

SUSTAINABLE FUNDING	<ul style="list-style-type: none"> ➤ Strengthening resource mobilization system in SUBEB ➤ Advocacy visit to National Assembly and Donor agencies in Abuja for increased funding support to Basic Education ➤ Advocacy visit to donor agencies in zonal offices for increased funding support to Basic Education ➤ Advocacy visit to Emirate council for increased funding support to Basic Education
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3.2 SMTBESP Result Frame Work

Table: 3.2 SMTBESP Result Frame Work

Policy / Policy Objectives	Strategies	Output Indicators	Outcomes	Outcome indicators	
Policy Objectives: Access, Equity & Inclusiveness				Baseline	End line Targets
Policy Objective 1: Reduce the number of out of school children	☑ Promote electronic registration of OOSC	16,143	3% annually	51%	12%
	☑ Provide adequate funding and decentralized enrolment drive campaign	At 3 Level, State, LGEA and Community	4% annually	61%	16%
	☑ Build the capacity of head teachers and SBMCs/CBMCs to monitor enrolment and attendance.	1552	5% annually	65%	20%
	☑ Provision of capacity building for education stakeholders under emergency.	1200	4% annually	49%	16%
	☑ Provision of education in emergencies	1200	4% annually	49%	16%
Policy Objective 2: Enhance girl child enrolment and completion	☑ Introduce vocational skills to selected schools/Centers in the State	135,935	10% annually	64%	40%
	☑ Provide separate toilet facilities to girls	513	7% annually	27%	28%
	☑ Provide school fencing to selected schools	412	3% annually	31%	12%
	☑ Provide more Girl Child Schools in the State.	210,702	5% annually	41%	20%
Policy Objective 3: Increase Almajiri children's access to integrated education	☑ Request for the Provision of an enabling law to regulate the practice of Almajiri Education	75,412	2% annually	91%	8%
	☑ Sensitized and Mobilized parents on the importance of integrating Basic Education with Almajiri education	2500	3% annually	39%	12%

	❑ Establish data collection system	BAMIS APP	Frequently	0%	30%
	❑ Provide learning materials	262,360	4%annually	61%	16%
	❑ Provide effective facilitators	3000	10%annually	45%	40%
	❑ Develop capacity of facilitators	3000	10%annually	45%	40%
	❑ Provision of financial Support to the Proprietors of Almajiri Centres	1087	2%annually	52%	8%
	❑ Establish community reading hubs	1087	1%annually	46%	4%
	❑ Provide Conducive Learning Environment in Almajiri Centres	300	3%annually	37%	12%
Policy Objective 4: Intervention for education in emergency situation	❑ Sensitization and mobilization of stakeholders	10%	4% annually	14%	16%
	❑ Establishment of Safe School Committees (school, ADC, LGEA and State levels)	4 level of school safe committees established	monthly	20%	40%
Policy Objective 5: Mobilization of parents and communities to support Basic Education programme	❑ Community engagement	1077 functional SBMC	10% increase	67%	40%
	❑ Advocacy and sensitization	1009 communities	5% annually	51%	20%
	❑ Compound meetings	1009 communities	5% annually	51%	20%
	❑ Media campaigns	1000 earing	3%annually	40%	12%
	❑ House to house campaign				
Policy / Policy Objectives	Strategies	Output Indicators	Outcomes	Outcome indicators	
Policy Quality and Efficiency				Baseline	End line Targets
Policy Objective: 1 Improve capacity of teachers	❑ Provide effective and regular training and retraining of teachers	9,311	ECCDE: 15% annually	ECCDE: 36%	60%
	❑ Provide constant and effective monitoring and mentoring to teachers	300 mentors and coaches	PRIMARY: 20% annually	PRIMARY: 35%	80%
	❑ Strengthen the State and Local Government cadre of trainers (master trainers)	50 master trainers	JSS: 5% annually	JSS: 0%	20%

Policy Objective 2: Provision of adequate text books on core subjects.	☑ Procurement of core subject text books, teachers guides and curriculum	262,360	ECCDE: 20%	ECCDE: 1:8	1:1
	☑ Ensure timely distribution of text books	annually	annually	annually	annually
	☑ Monitor effective utilization of text books in school	1552 schools	quarterly	PRIMARY: 20%	40%
	☑ Improved teacher capacity building on core subject	739 teachers	5% annually	65%	20%
	☑ Train teachers on the effective use of instructional materials in the classroom	634 teachers	4% annually	54%	16%
	☑ Improve the reading culture of the pupils through reading corner and spelling bee	1,132 pupils	3% annually	36%	12%
	☑ Improve effective use of ICT by the teachers and the pupils	60 ICT constructed in schools	3% annually	20%	12%
Policy Objective 3: Increase the proportion of qualified teachers from ECCDE, primary & JSS	☑ Recruit additional qualified teachers	250 Teachers	5%annually	65%	20%
	☑ Provide in-service training opportunities	300 teachers	2% Annually	5%	8%
	☑ Strengthen SUBEB - Teacher Training Institutions and Schools Linkages	2 Institutions	1% annually	2%	4%
	☑ Conduct NEEDs assessment survey	1599	annually	Annually	annually
	☑ Develop State Teacher Education Policy on recruitment and deployment processes	10 Series of meeting and workshops conducted	3%annually	35%	12%
	☑ Decongest overcrowded classrooms through construction of more classrooms and establishment of new schools.	6,237 classrooms	4%annually	71%	16%
Policy Objective 4: Institutionalize Early Grade Reading and Numeracy Activities in selected Schools.	☑ Maintain RANA and Jolly Phonics Literacy packages in schools	1599 schools	4% annually	31%	16%
	☑ Strengthen the Monitoring and Evaluation System in the State	2 functional EMIS Centres	1% annually	65%	4%

	☑ Maintain training and Re-training to early grade literacy teachers	293 teachers	2%annually	64%	8%
	☑ Improve on the quality of teaching and learning	9311 Teachers Trained	5% annually	70%	20%
	☑ Provide and distribute National Curriculum to schools	3198 curriculums	2% annually	60%	8%
	☑ Establish school libraries	60 schools	2% annually	2%	8%
	☑ Improve Vocational studies in school	30 Schools	2%annually	0%	8%
	☑ Organize school competitions and award presentations	263 schools	1%annually	10%	4%
Policy Objective 5 : provide conducive classrooms for effective teaching and learning	☑ Engage school communities for the maintenance of existing structures	1552 SBMC Trained	2% annually	70%	8%
	☑ Renovate existing classrooms	1361 classrooms	3%annually	30%	12%
	☑ Demolish and reconstruct damaged classrooms	1842 Classrooms	4%annually	25%	16%
	☑ Expansion of schools (Horizontal or Vertical)	70 Schools	5%annually	70%	20%
	☑ Establishment of new schools	140 schools	3%annually	40%	12%
	☑ Fencing of existing schools	45 schools	2%annually	15%	8%
	☑ Tree planting in schools.	512 schools	4%annually	51%	16%
Policy Objective 6: Provide adequate furniture to schools	☑ Encourage minimum maintenance by schools, communities and LGEAs	512 schools sensitized	5%annually	70%	20%
	☑ Regular repairs of broken furniture	1065 furniture repaired	5%annually	40%	20%
	☑ Adequate supply of furniture to schools	1229 furniture	5% annually	60%	20%
	☑ Establish committee for the supervision of furniture distribution.	1599 Schools Committee established	2%annually	80%	8%
	☑ Involve LGEA store officers in the distribution of furniture to schools	14 LGEA Store Officers Involved	14	14	14

Policy Objective 7: Improved Continuous Quality Assurance process in schools	☑ Improved quantity Quality Assurance Officers in SUBEB and LGEAs	270 QA	2%annually	85%	8
	☑ Training of Quality Assurance Officers in SUBEB and LGEAs on electronic Q.A activities	270 QA	2%annually	85%	8
	☑ Ensure continuous provision of efficient motilities	156 Motalities	2%annually	75%	8%
	☑ Continuous Quality Assurance, resumption monitoring and Follow-Up School Visit	151 schools	3% quarterly	68%	12%
	☑ Conduct of Daily School Monitoring by LGEA Quality Assurance Officers	1552 schools	4%annually	80%	16%
	☑ Harmonization and production of Q.A report	Termly	Termly	Termly	Termly
	☑ Payment of unlimited server space with NASRDA	annually	Annually	Annually	annually
	☑ Procurement of additional tablets	1077 tablet procured	3%annually	80%	12%
	☑ Monitoring of sport, Exams and Agric Education Programmes	Termly	Termly	Termly	Termly
	☑ Monitoring of Learning Achievement (MLA)	Annually	Annually	Annually	Annually
Policy / Policy Objectives	Strategies	Output Indicators	Outcomes	Outcome indicators	
Policy Objectives: System Management Efficiency				Baseline	End line Targets
Policy Objective 1: Establishment of LGEAs EMI	☑ Procurement and installation of desktop computers, printers, scanner, generator, server, modern, flash drive, UPS and solar power source	987 Desktops	Annually	0	12
	☑ Identification and training of EMIS personnel	25 EMIS	Annually	16	12
	☑ Provision of security for the centres	48 Centres Secured	Annually	Annually	Annually

	☑ Provision of tablets for LGEAs EMIS	14 Tablets	14	14	14
Policy Objective 2: Capacity building for SUBEB/LGEA Planning/EMIS personnel	☑ Training of EMIS on tangerine, BAMIS, NEMIS, ICOLLECT and ODK application	25 Emis	25 Emis	0	25
	☑ Capacity building of networking	39 Emis	39 Emis	0	39
Policy Objective 3: Strengthening the effectiveness of School ICT Centres	☑ Conduct assessment of School ICT facilities	48 ICT assessment conducted	Quarterly	48	48
	☑ Refurbishing of school ICT equipment	0	0	0	0
	☑ Capacity building of school ICT facilitators	60 schools ICT Facilitators	Annually	30	60
Policy Objective 4: Upgrading of SUBEB EMIS	☑ Provision of additional desktop computers	25	9	14	25
	☑ Renovation of SUBEB EMIS Centre	1	1	1	1
Policy Objective 5: Strengthening administrative processes of the Basic Education sub-sector	☑ Training educational managers on ICT appreciation	25	10	15	25
	☑ Training of SUBEB and LGEAs on civil service rules and regulation	550	5%annually	30%	20%
	☑ Training of management staff on transparency and accountability	35	35 annually	0	35
Policy Objective 6: Strengthening resource mobilization system in SUBEB	☑ Engage with State and Local Government on compliance with State laws on Basic Education provision	40 Personnel	1%	3%	6%
	☑ Enhance transparency and efficiency of planning, monitoring and budgeting system	20 Personnel	2%	0	8%
	☑ Improve record keeping and accountability systems	25 Personnel	2%	46%	8%
	☑ Adherence to Financial Reforms	15 Personnel	3%	50%	12%
	☑ Timely preparation of financial reports	Quarterly	Quarterly	Quarterly	Quarterly

	☑ Engage State and local governments to commit to development partners initiatives	15	Quarterly	60%	75%
	☑ Improve coordination, collaboration and synergy between SUBEB, Ministry for Local Government and cooperate bodies.	4 Series of Meeting conducted	Quarterly	70%	80%
Policy Objective 7: Capacity building for SBMCs/CBMCs	☑ Training of SBMC/CBMC on their roles and responsibilities	1081 SBMC/CBMC Trained	5 LGEAs	9 LGEAs	14 LGEAs
	☑ Training of SBMC/CBMC on resource mobilization and financial management	1081 SBMC/CBMC Trained	5%annually	60%	20%
	☑ Encourage school ownership by communities	1081 Schools	5%annually	60%	20%
Policy / Policy Objectives Policy Objectives 8: Sustainable Funding	Advocacy visit to National Assembly and Donor agencies in Abuja for increased funding support to Basic Education	5 Personnel	Quarterly	2%	3%
	Advocacy visit to donor agencies in zonal offices for increased funding support to Basic Education	5 Personnel	Quarterly	2%	3%
	Advocacy visit to Emirate council for increased funding support to Basic Education	5 Personnel	Quarterly	2%	3%

3.3 COSTED PRIORITY PROGRAMME PLAN

POLICY 1: ACCESS, EQUITY AND INCLUSIVENESS

SN	ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGET				COST (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBLE ORGANIZATION
				2024	2025	2026	2027	2024	2025	2026	2027			
1	Commissioning of the (3) Vocational schools in the state	For the smooth take up for Schools To- Work - Scheme (STWS) in the state	3 Vocational schools Commissioning	3	3	3	3	5,700,000.00	6,270,000.00	6,897,000.00	7,586,700.00	26,453,700.00	UBEC/ SUBEB	SUBEB
2	State level and LGA level sensitization meetings involving key stakeholders for (School - To - Work Scheme)	To get more knowledge on Technical, Vocational Education and Training (TVET)	Sensitization meetings involving key stakeholders conducted	50	50	50	50	2,450,000.00	2,695,000.00	2,964,000.00	3,260,450.00	11,369,450.00	UBEC/ SUBEB	SUBEB
3	Sensitization of stakeholders & assessment of school WASH facilities across 14 LGAs of the state	To ensure the number of functional and non-functional facilities for onward rehabilitation.	Sensitization of stakeholders & assessment of school WASH facilities Conducted	14	14	14	14	7,000,000.00	7,700,000.00	8,470,000.00	9,317,000.00	32,487,000.00	SUBEB	SUBEB
4	Monitoring visit to 14 LGA on 48 Newly constructed Hand Pump or Motorize borehole in 48	To monitor the condition of the water to selected 48 schools in the state	48 Newly Hand Pump or Motorize borehole constructed	48 Schools	48 Schools	48 Schools	48 Schools	4,800,000.00	5,280,000.00	5,808,000.00	6,388,800.00	16,468,800.00	SUBEB	SUBEB

	selected 5schools for water sanitation and hygiene activities in the state													
5	Rehabilitation of previous 2023 monitoring of non functional facilities in collaboration with Directorate for Rural Water Supply & Sanitation. RUWASA	To rehabilitating the non functional facilities, to reduce the number of non functional	Monitoring of non functional facilities conducted	14 LGEAS	14 LGEAS	14 LGEAS	14 LGEAS	20,000,000.00	22,000,000.00	24,200,000.00	26,620,000.00	920,820,000.00	SUBEB	SUBEB
6	Sensitization of major stakeholders across the state, by Her Excellency Dr, Hurriya Dauda Lawal	For Out - of Schools Girls to be enrolled back to school	Sensitization of major stakeholders conducted	14 LGEAS	14 LGEAS	14 LGEAS	14 LGEAS	6,400,000.00	7,040,000.00	7,744,000.00	8,518,400.00	29,702,400.00	SUBEB	SUBEB
7	Engagement with local communities to raise awareness about the important of girl child education	To create awareness to 14 LGAs traditional & religious leaders	Engagement with local communities conducted	17 Emirate	17 Emirate	17 Emirate	17 Emirate	5,300,000.00	5,830,000.00	6,413,000.00	7,054,300.00	24,597,000.00	SUBEB	SUBEB
8	Celebration of international day of people living with Disability	National Day Love and care for people with special needs	International day of people living with Disability celebrates.	100	100	100	100	4,600,000.00	5,060,000.00	5,566,000.00	6,122,600.00	21,348,000	SUBEB	SUBEB
9	Monitoring of 14	To monitor the IQTE	14 LGEA IQS Schools	14	14 LGEA	14 LGEA	14 LGEA	4,800,000.00	5,280,000	5,808,000.00	6,388,800.00	22,276,800	SUBEB	SUBEB

	LGEA IQS Schools	Centers with their situational report	monitor	LGEA					.00					
10	Tracking of out of school children for an increase enrolment drive campaign across the state	To encourage parents and guardian send their children to school	out of school children tracker	14 LGEAS	14 LGEAS	14 LGEAS	14 LGEAS	7,000,000.00	7,700,000.00	8,470,000.00	9,317,000.00	32,487,000.00	UBEC/ SUBEB	SUBEB
11	SBMC Training	To build capacity of SBMC members in carrying out their responsibility.	SBMC Training conducted	140 MEMBERS	140 MEMBERS	140 MEMBERS	140 MEMBERS	2,185,000.00	2,403,500.00	2,643,850.00	2,908,235.00	10,140,585.00	UBEC/ SUBEB	SUBEB
12	Take up Grant for one Vocational school selected by UBEC as Pilot Testing Center for School - To - Work Scheme, In December 2024	To provide al Smooth take up before the commencement of the center activities in December 2024	Grant for vocational school provided	1	1	1	1	5,000,000.00	5,500,000.00	6,050,000.00	6,655,000.00	23,205,000.00	UBEC/ SUBEB	SUBEB
13	CONSTRUCTION OF 3 CLASSROOMS, OFFICE AND STORE	TO improved access to quality Education	16 Blocks of CLASSROOMS, OFFICE AND STORE constructed	16	-	-	-	310,048,953.62	-	-	-	310,048,953.62	BESDA	SUBEB
14	CONSTRUCTION OF 8 CLASSROOMS VERTICAL EXPANSION (TO improved access to quality Education	1 STOREY HEIGHT OF 8 CLASSROOMS VERTICAL	1	-	-	-	55,985,362.03	-	-	-	55,985,362.03	BESDA	SUBEB

	STOREY HEIGHT)		EXPANSION CONSTRUCT ED											
15	CONSTRUCTION OF 2 CLASSROOMS, OFFICE AND STORE	TO improved access to quality Education	14 B	14	–	–	–	241,155,360. 60	–	–	–	241,155,360.60	BESDA	SUBEB
16	CONSTRUCTION OF DRAINAGE AND LITRITE FILLING	TO improved access to quality Education		1	–	–	–	16,550,000.0 0	–	–	–	16,550,000.00	BESDA	SUBEB
17	CONSTRUCTION OF 4PITS VIP TOILETS	TO improved access to quality Education	19 4PITS VIP TOILETS constructed .	19	–	–	–	49,892,387.4 7	–	–	–	49,892,387.47	BESDA	SUBEB
18	CONSTRUCTION OF PERIMETER WALL FENCE (4,147M) 9 SCHOOLS	TO improved access to quality Education	PERIMETER WALL FENCE (4,147M) 9 SCHOOLS constructed	9	–	–	–	218,349,820. 01	–	–	–	218,349,820.01	BESDA	SUBEB
19	CONSTRUCTION OF 3 TSANGAYA SCHOOLS, (1 RECITATION HALL, 2 BLOCK OF 3 CLASSROOMS, HEAD TEACHERS OFFICE AND STORE , WALL FENCING . FURNITURE AND TOILET AT GUSAU, K. NAMODA AND	TO improved access to quality Education	3 TSANGAYA SCHOOLS, (1 RECITATION HALL, 2 BLOCK OF 3 CLASSROO MS, HEAD TEACHERS OFFICE AND STORE , WALL FENCING . FURNITURE AND TOILET	3	–	–	–	900,000,000. 00	–	–	–	900,000,000.00	BESDA	SUBEB

	GUMMI		constructed											
20	CONSTRUCTION LEARNING SHADE IN 14NR. 1QS	TO improved access to quality Education	14 LEARNING SHADE IN 1QS constructed	14				88,535,880.72				88,535,880.72	BESDA	SUBEB
21	JUNIOR SECONDARYNSC HOOLS CONSTRUCTION OF 3 CLASSROOMS, OFFICE AND STORE	TO improved access to quality Education	3 CLASSROOMS, OFFICE AND STORE Constructed	3	-	-	-	44,292,707.72	-	-	-	44,292,707.72	BESDA	SUBEB
22	RENOVATION OF 4BLOCKS OF 32 CLASSROOMS (STOREY HEIGHT).	TO improved access to quality Education	5 4BLOCKS OF 32 CLASSROOMS (STOREY HEIGHT). renovated	5	-	-	-	164,725,945.34	-	-	-	164,725,945.34	BESDA	SUBEB
23	RENOVATION OF 10 BLOCKS OF 4 CLASSROOMS ,OFFICE AND STORE	TO improved access to quality Education	10 BLOCKS OF 4 CLASSROOMS ,OFFICE AND STORE	10	-	-	-	149,367,960.50	-	-	-	149,367,960.50	BESDA	SUBEB
24	RENOVATION OF 28 BLOCKS OF 3 CLASSROOMS AND OFFICE WITH EXISTING VARANDAH	TO improved access to quality Education	28 BLOCKS OF 3 CLASSROOMS AND OFFICE WITH EXISTING VARANDAH renovated	28	-	-	-	334,967,248.00	-	-	-	334,967,248.00	BESDA	SUBEB

25	RENOVATION OF 19 BLOCKS OF 2 CLASSROOMS, OFFICE AND STORE WITH NEW VERANDAH.	TO improved access to quality Education	OF 19 BLOCKS OF 2 CLASSROOMS ,OFFICE AND STORE WITH NEW VERANDAH. renovated	19	-	-	-	212,476,495.55	-	-	-	212,476,495.55	BESDA	SUBEB
26	RENOVATION OF 3BLOCKS OF 3CLASSROOMS ONLY WITH EXISTING VARANDAH	TO improved access to quality Education	3BLOCKS OF 3CLASSROOMS ONLY WITH EXISTING VARANDA renovated	3	-	-	-	34,256,485.71	-	-	-	34,256,485.71	BESDA	SUBEB
27	RENOVATION OF 39 BLOCKS OF 2CLASSROOMS ,OFFICE AND STORE WITH EXISTING VARANDAH	TO improved access to quality Education	39 BLOCKS OF 2CLASSROOMS ,OFFICE AND STORE WITH EXISTING VARANDAH renovated	39	-	-	-	373,939,137.00	-	-	-	373,939,137.00	BESDA	SUBEB

28	RENOVATION OF 4BLOCKS OF 3CLASSROOMS, OFFICE AND STORE WITH EXISTING VERANDAH.	TO improved access to quality Education	4BLOCKS OF 3CLASSROOMS, OFFICE AND STORE renovated	4	-	-	-	47,924,464.00	-	-	-	47,924,464.00	BESDA	SUBEB
29	RENOVATION OF 6BLOCKS OF 3CLASSROOMS, OFFICE AND STORE WITH EXISTING VERANDAH.	TO improved access to quality Education	6BLOCKS OF 3CLASSROOMS, OFFICE AND STORE WITH EXISTING VERANDAH. renovated	6	-	-	-	42,689,070.00	-	-	-	42,689,070.00	BESDA	SUBEB
30	RENOVATION OF 3BLOCKS OF 3CLASSROOMS ONLY WITH EXISTING VERANDAH.	TO improved access to quality Education	3BLOCKS OF 3CLASSROOMS ONLY WITH EXISTING VERANDAH. renovated	3	-	-	-	20,237,611.08	-	-	-	20,237,611.08	BESDA	SUBEB
31	RENOVATION OF 2BLOCKS OF 2CLASSROOMS ONLY WITH EXISTING VERANDAH.	TO improved access to quality Education	2BLOCKS OF 2CLASSROOMS ONLY WITH EXISTING VERANDAH. RENOVATED	2	-	-	-	17,976,366.00	-	-	-	17,976,366.00	BESDA	SUBEB

32	RENOVATION OF 5BLOCKS OF 2CLASSROOMS, OFFICE AND STORE WITH EXISTING VERANDAH.	TO improved access to quality Education	5BLOCKS OF 2CLASSROOMS ,OFFICE AND STORE WITH EXISTING VERANDAH. renovated	5	-	-	-	28,355,640.50	-	-	-	28,355,640.50	BESDA	SUBEB
33	RENOVATION OF 2BLOCKS OF 3CLASSROOMS, OFFICE AND STORE WITH EXISTING VERANDAH.	TO improved access to quality Education	2BLOCKS OF 3CLASSROOMS , OFFICE AND STORE WITH EXISTING VERANDAH renovated	2	-	-	-	17,300,000.00	-	-	-	17,300,000.00	BESDA	SUBEB
34	RENOVATION OF 7CLASSROOMS, 4C/RS, 3C/RS, 2C/RS, LABORATORY, ADMIN BLOCK, QURÁNIC RECITATION, 4PIT, 6PITS WALL FENCE AND LIBRARY.	TO improved access to quality Education		35	-	-	-	248,140,605.68	-	-	-	248,140,605.68	BESDA	SUBEB

35	2SEATER FOR PUPILS	TO improved access to quality Education	2 SEATER FOR 9,420 PUPILS Produced	9,420	-	-	-	565,200,000.00	-	-	-	565,200,000.00	BESDA	SUBEB
36	TEACHER TABLES	TO improved access to quality Education	619 TEACHER TABLES Produced	619	-	-	-	24,760,000.00	-	-	-	24,760,000.00	BESDA	SUBEB
37	TEACHER CHAIRS	TO improved access to quality Education	926 TEACHER CHAIRS Produced	926	-	-	-	27,780,000.00	-	-	-	27,780,000.00	BESDA	SUBEB

38	Training of Desk Officers, SBMC, SMOs, their roles and responsibilities	Training of SBMC Resource Mobilization and Financial management	how to rise fund for grants DO=14 SBMC=14x3 SMOs=14	70 participants	70 participants	70 participants	70 participants	980,000.00	1,029,000.00	1,080,450.00	1,134,450.00	4,223,900.00	UBEC/SUBEB	DSM/SUBEB
39	capacity building for SBMC 1572 primary schools on their roles and responsibilities	conducting the capacity building in primary schools		1572 participants	1572 participants	1572 participants	1572 participants	15,720,000.00	16,506,000.00	17,331,300.00	18,197,865.00	67,755,195.00	UBEC/SUBEB	DSM/SUBEB
40	To segregate community mapping data on out of school	identify children with special needs	14 coordinators. 70 supervisors 700 enumerators.					8,330,000.00	8,746,500.00	9,183,825.00	9,643,016.25	35,903,341.25	UBEC/SUBEB	DSM/SUBEB

41	To segregate Communities mapping data on out of School Children to identify number of Girls Child	Identify number of Girls Child using Tracking	using tracking					9,114,000.00	9,569,700.00	10,048,185.00	10,550,594.25	39,282,479.25	UBEC/ SUBEB	DSM/SUBEB
42	State level planning meeting on 2024			17 stakeholders	17 stakeholders		17 stakeholders	956,000.00	1,003,800.00	1,053,990.00	1,106,689.00	4,120,479.50	UBEC/ SUBEB	DSM/SUBEB
43	Sensitization meeting with State council of chiefs			17 Emirate and their Secretaries, 255 District Head, 16 SUBEB Management	17 Emirate and their Secretaries, 255 District Head, 16 SUBEB Management		17 Emirate and their Secretaries, 255 District Head, 16 SUBEB Management	18,405,000.00	19,325,250.00	20,291,512.50	21,306,088.13	79,327,850.60	UBEC/ SUBEB	DSM/SUBEB

44	Community level sensitization meeting on the conduct of 2024 enrolment drive campaign			Hall Hire @50,000, Stationeries for 77 person , @38,500, Photocopy of Agenda 20,000	Hall Hire @50,000, Stationeries for 77 person, @38,500, Photocopy of Agenda 20,000	agenda 15400	Hall Hire @50,000, Stationeries for 77 person, @38,500, Photocopy of Agenda 20,000	108,500.00	113,925.00	119,621.25	125,602.30	467,648.60	UBEC/SUBEB	DSM/SUBEB
45	Monitoring and Mentoring of Enrolment drive			E.S 14, SMOs 14, information officer @ LGA 14, finance officers 14 & SUBEB 9 Directors and 4 PMs	E.S 14, SMOs 14, information officer @ LGA 14, finance officers 14 & SUBEB 9 Directors and 4 PMs		E.S 14, SMOs 14, information officer @ LGA 14, finance officers 14 & SUBEB 9 Directors and 4 PMs	1,540,000.00	1,617,000.00	1,697,850.00	1,782,742.50	6,637,592.50	UBEC/SUBEB	DSM/SUBEB

46	State SBMC Policy Review			Printing	0		0	1,500,000.00	1,575,000.00	1,653,750.00	1,736,437.50	6,465,187.50	UBEC/SUBEB	DSM/SUBEB
47	Production of State SBMC policy for the training			32 pages & 150 copies				96,000.00	100,800.00	105,840.00	111,132.00	413,772.00	UBEC/SUBEB	DSM/SUBEB
48	Translation of the State SBMC Policy into local language	5000 pages x N 400		Printing & Editing	0		0	2,000,000.00	2,100,000.00	2,205,000.00	2,315,250.00	8,620,250.00	UBEC/SUBEB	DSM/SUBEB

49	Training of SBMC on their roles and responsibility ,Resource Mobilization and Whole School development plan (WSDP)			700 participants, 28 Facilitator and 3 Resources Person	700 participants, 28 Facilitator and 3 Resources Person		700 participants, 28 Facilitator and 3 Resources Person	17,100,000.00	17,955,000.00	18,852,750.00	19,795,387.50	73,703,137.00	UBEC/SUBEB	DSM/SUBEB
50	Monitoring and Mentoring of UBEC SBMC-SIP Project			7 Executive Members and 23 SUBEB Staff	7 Executive Members and 23 SUBEB Staff		7 Executive Members and 23 SUBEB Staff	1,500,000.00	1,575,000.00	1,653,750.00	1,736,437.50	6,465,187.50	UBEC/SUBEB	DSM/SUBEB
51	Monitoring for the conduct of national school survey on Environmental and social safeguard in Zamfara state	20 schools Across The 14 L.G.E.As	Conduct of A National wide school survey To Assess the current status of the social environment safeguard concern & priorities within the school communities	12 Participant	12 Participant	12 Participant	12 Participant	11,840,000.00	13,260,800.00	14,852,000.00	15,822,515.00	55,775,315.00	UBEC/SUBEB	DSM/SUBEB

52	Establishment of School Safe Committees & Desk At School, Wars, Area Development Council L/G And State Level		Standing					3,00,0000.00	3,300,000.000	3,630,000.00	4,230,000.00	11,160,000.00	SUBEB	DSM
53	Community Engagement:	Engagement with local communities to raise awareness about the importance of girls' schooling.	Dialogue with 14 LGA Emirs, head of villages and the religious leaders.	Compounds with meetings with the Emirs	Meetings with the village heads	Meetings with the religious leaders.	Radio jingles for a period of 3 months	467,000.00	398,000.00	497,000.00	490,000.00	1,852,000.00	ZSUBEB	DSP
54	Promoting Enrolment for Girls Child Education.	Organizing campaigns and sensitization initiative to encourage parents to enrol their daughter in schools.	Enabling their wards especially Girl Child to be enrolled, retained, completed and transited at school.	7LGA sensitization meeting with Emirs, Village Heads and Religious leaders.	7LGA sensitization meeting with Emirs, Village Heads and Religious leaders.	7LGA sensitization meeting with Emirs, Village Heads and Religious leaders.	7LGA sensitization meeting with Emirs, Village Heads and Religious leaders.	4,500,000.00	4,500,000.00	4,500,000.00	4,500,000.00	18,000,000.00	UBEC/ZSUBEB	DSP

55	Train State and LGA Officers on safe school implementation	TO IMPROVE SAFE IN SCHOOLS	STATE AND LGA OFFICERS TRAINED ON SAFE SCHOOLS	10 LGAs	10 LGAs	10 LGAs	10 LGAs	3,250,500.00	3,900,600.00	4,680,720.00	5,616,864.00	17,448,684.00	UNICEF	
56	Train SBMCs/CBMCs On grant utilization and conflict-sensitive Disaster risk reduction and enhance children skills and knowledge on safe school practices through school-based initiatives	TO IMPROVE THE CAPACITY OF SBMC/CBMC ON GRANT UTILISATION	SBMC/CBMC TRAINED ON GRANT UTILISATION,	10 LGAs	10 LGAs	10 LGAs	10 LGAs	42,384,000.00	50,860,800.00	61,032,960.00	73,239,552.00	227,517,312.00	UNICEF	
57	Disbursement of 1st and Second Tranches of cash assistance to beneficiaries	TO ENHANCE CONTINUING EDUCATION	1 ST AND 2 ND TRANCHES OF CASH PROVIDED TO 10 LGAs	10 LGAs	10 LGAs	10 LGAs	10 LGAs	402,153,000.00	482,583,600.00	579,100,320.00	694,920,384.00	2,158,757,304.00	UNICEF	

58	Monitoring of cash transfer assistance	TO ENSURE CASH ADEQUATELY DISBURSED	200 SCHOOLS PROVIDED WITH CASH	200 schools	200 schools	200 schools	200 schools	15,000,000.00	18,000,000.00	21,600,000.00	25,920,000.00	80,520,000.00	UNICEF	
59	Provide school materials packages and school grant to support learning.	TO IMPROVE ACCESS TO BASIC EDUCATION	200 SCHOOLS PROVIDED WITH SCHOOL MATERIALS AND SCHOOL GRANT	200 schools	200 schools	200 schools	200 schools	67,500,000.00	81,000,000.00	97,200,000.00	116,640,000.00	362,340,000.00	UNICEF	
60	Disbursement of grant to SBMCs /CBMCs in support of learning in formal schools	TO IMPROVE ACCESS TO BASIC EDUCATION	200 SCHOOLS PROVIDED WITH GRANTS	200 schools	200 schools	200 schools	200 schools	52,500,000.00	63,000,000.00	75,600,000.00	90,720,000.00	281,820,000.00	UNICEF	

61	Provision of first installment of grant to the remaining 458 primary schools in the state (SEE APPENDIX 1)	Increase daily attendance	Grant provided to 458 primary schools	458 schools	-	-	-	22,900,000.00	-	-	-	22,900,000.00	BESDA	DSM
62	Procurement of Power Bank for the Head Teachers of 458 for digital attendance @ 15,000.00 (Oraimomah 3 byte)	Increase daily attendance	458 power banks procured	458	-	-	-	6,870,000.00	-	-	-	6,870,000.00	BESDA	DPRS
63	Procurement of tablets (Samsung Galaxy Tab for Head Teachers of 458 schools for daily monitoring of digital attendance	458 Samsung Galaxy Tab procured	Store ledger, Distribution list	-	-	-	-	82,440,000.00	-	-	-	82,440,000.00	DPRS	
64	Payment of balance of GEDU Technology consultants for digital attendance	Payment done	Bank statement	-	-	-	-	7,975,000.00	-	-	-	7,975,000.00	DPRS	

65	Regular monitoring of daily attendance by SUBEB and LGEA (14 ES'S , 14 EMIS, 2 Desk officers of Planning	458 schools monitored	Attendance list, Payment Voucher	850	1200	1450	1450	3,600,000.00	7,200,000,000.00	10,400,000,000.00	12,000,000.00	17,615,600,000.00	DPRS	
66	Monthly allowances / data for digital monitoring visits by 240 Mentors and Coaches	240 Mentors and Couches paid	Payment voucher, Bank statement	240	240	240	240	14,400,000.00	15,840,000.00	16,632,000.00	17,463,000.00	64,335,000.00	DSS	
67	5 days Training of 34 SUBEB and LGEAs BAMIS Supervisors on Insulation, Report Generation and dissemination of school attendance	34 BAMIS supervisors trained	Attendance list	34	34	34	34	3,400,000.00	3,570,000.00	3,748,500.00	3,935,925.00	14,654,425.00	DPRS	

68	3 days Training of Head Teachers of 458 schools , SUBEB and EMIS LGEA officials on BAMIS APPLICATION . Total - 458 participant	458 participants trained	Attendance list	-	-	-		29,250,000.00	-	-	-	29,250,000.00	DPRS	
69	6 Months Allowances for Learning Facilitators of Post Literacy programme. @ 20, 000.00 / months for 6 months	1000 learning facilitators paid	Payment voucher and Bank statement	-	-	-		120,000,000.00	-	-	-	120,000,000.00	DSS	
70	2 Weeks exercise of Identification, selection and registration of 50,000 learners for post literacy programme in 17 learning centers	2weeks identification exercise of 50,000 learners conducted	List of selected learners	-	-	-		16,100,000.00	-	-	-	16,100,000.00	DSS	

71	Provision of Mats to 17 centers (3 Tsangaya and 14 Post literacy centers (20 per center)	Mats procured and distributed	Store ledger and distribution list	-	-	-		7,200,000.00	-	-	-	7,200,000.00	DSM	
72	Enrolment drive campaign	Enrolment drive campaign conducted	Improved enrolment, retention and completion	17 Emirates	17 Emirates	17 Emirates	17 Emirates	26,750,824,000.00 -	28,158,763.00-	29,640,804.23	31,122,844.44	60,763,648.67	SUBEB	SUBEB
73	Continuous Advocacy and Sensitization to Emirates and Communities on termly basis	17 Emirate were sensitized	Improved enrolment retention, completion and community participation	17 Emirates	17 Emirates	17 Emirates	17 Emirates	16,889,706-	17,778,638.00	18,714,356.78	19,650,074.62	38,364,431.40	SUBEB	SUBEB

74	media Enlighten on BESDA activities	BESDA activities enlighten	Improved awareness	Radio, Television & Print and media	Radio, Television & Print and media	Radio, Television & Print and media	Radio, Television & Print and media	6,000,000.00	6,300,000.00	6,615,000.00	6,945,750.00	25,860,750.00	SUBEB	SUBEB
75	Provision of first installment of grant to the remaining 458 primary schools in the state (SEE APPENDIX 1)	Increase daily attendance	Grant provided to 458 primary schools	458 schools	-	-	-	22,900,000.00	-	-	-	22,900,000.00	BESDA	DSM
76	Procurement of Power Bank for the Head Teachers of 458 for digital attendance @ 15,000.00 (Oraimomah 3 byte)	Increase daily attendance	458 power banks procured	458	-	-	-	6,870,000.00	-	-	-	6,870,000.00	BESDA	DPRS

77	Procurement of tablets (Samsung Galaxy Tab for Head Teachers of 458 schools for daily monitoring of digital attendance	Increase daily attendance	458 Samsung Galaxy Tab procured	458	-	-	-	82,440,000.00	-	-	-	82,440,000.00	BESDA	DPRS
78	Payment of balance of GEDU Technology consultants for digital attendance	Increase daily attendance	Payment done	GEDU	-	-	-	7,975,000.00	-	-	-	7,975,000.00	BESDA	DPRS
79	Regular monitoring of daily attendance by SUBEB and LGEA (14 ES'S , 14 EMIS, 2 Desk officers of Planning	Increase daily attendance	458 schools monitored	458	850	1200	1450	3,600,000.00	7,200,000,000.00	10,400,000,000.00	12,000,000.00	17,615,600,000.00	BESDA /SUBEB	DPRS
80	Monthly allowances / data for digital monitoring visits by 240 Mentors and Coaches	Increase daily attendance	240 Mentors and Couches paid	240	240	240	240	14,400,000.00	15,840,000.00	16,632,000.00	17,463,000.00	64,335,000.00	BESDA /SUBEB	DSS

81	5 days Training of 34 SUBEB and LGEAs BAMIS Supervisors on Insulation, Report Generation and dissemination of school attendance	Access to daily attendance	34 BAMIS supervisors trained	34	34	34	34	3,400,000.00	3,570,000.00	3,748,500.00	3,935,925.00	14,654,425.00	BESDA /SUBEB	DPRS
82	3 days Training of Head Teachers of 458 schools, SUBEB and EMIS LGEA officials on BAMIS APPLICATION . Total - 458 participant	Increase daily attendance	458 participants trained	458	-	-	-	29,250,000.00	-	-	-	29,250,000.00	BESDA	DPRS
83	6 Months Allowances for Learning Facilitators of Post Literacy programme. @ 20, 000.00 / months for 6 months	Increase learning achievement	1000 learning facilitators paid	1000	-	-	-	120,000,000.00	-	-	-	120,000,000.00	BESDA	DSS

84	2 Weeks exercise of Identification, selection and registration of 50,000 learners for post literacy programme in 17 learning centers	Increase access to post literacy	2weeks identification exercise of 50,000 learners conducted	50,000	-	-	-	16,100,000.00	-	-	-	16,100,000.00	BESDA	DSS
85	Provision of Mats to 17 centers (3 Tsangaya and 14 Post literacy centers (20 per center)	Increase access to post literacy	Mats procured and distributed	800 mats	-	-	-	7,200,000.00	-	-	-	7,200,000.00	BESDA	DSM
86	Train Teachers and SBMCs/CBMCs on early warning system data collection, analysis, reporting and utilization	Provide policy level coordination to support implementation and monitoring of SSD	Increase the number of children safely accessing formal or non-formal education	200 schools	200 schools	200 schools	200 schools	6,750,000.00	8,100,000.00	9,720,000.00	11,664,000.00	36,234,000.00	UNICEF	SUBEB

87	Procurement and distribution of safety kits for schools and policy documents for operationalizing safe school minimum package	Support state, local governments and schools in operationalizing safe school minimum package	Increase the number of children safely accessing formal or non-formal education	30000	30000	30000	30000	60,000,000.00	72,000,000.00	86,400,000.00	103,680,000.00	322,080,000.00	UNICEF	SUBEB
88	Training of beneficiaries on life skills and financial management at LGA level/allowance for trainees and consumables for artisans and printing of logbook	Support life, transferable and job-specific skills development for children and adolescents, especially girls and Almajiri	Increase the number of children, especially girls, Almajiri, and children with disabilities	200 schools	200 schools	200 schools	200 schools	9,000,000.00	10,800,000.00	12,960,000.00	15,552,000.00	48,312,000.00	UNICEF	SUBEB
TOTAL								11,439,564,651.06	2,596,990,826.00	3,619,370,669.52	4,543,534,471.98	22,199,460,618.56		

POLICY 2: QUALITY AND EFFICIENCY
POLICY OBJECTIVES: QUALITY AND EFFICIENCY

SN	ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGET				COST (NGN ‘000’)					SOURCE OF FUNDS	RESPONSIBILITY
				2024	2025	2026	2027	2024	2025	2026	2027	TOTAL COST		
1	Procurement of 16 super Hero motorcycles	To provide mobility for effective school visit	16 super Hero motorcycles Procure	14 SSOs	14 SSOs	14 SSOs	14 SSOs	18,400,000.00	20,240,000.00	22,264,000.00	24,490,400.00	85,394,400.00	UBEC/SUBEB	SUBEB
2	Procurement of 2 HP laptop	To generate and harmonize CQA report	2 HP laptop procured	2	2	2	2	1,600,00.00				7,425,000.00	UBEC/SUBEB	
3	CQA approval for first term	To have resources for CQA activities of the term	CQA approval for first term conducted	200 Schools	200 Schools	200 Schools	200 Schools	5,000,000.00	5,500,000.00	6,050,000.00	6,655,000.00	23,205,000.00	UBEC/SUBEB	
4	Submission of nominated schools for CQA by LGEA to SUBEB	To identify schools for the conduct of the CQA	nominated schools for CQA by LGEA to SUBEB submitted	14 LGEAS	14 LGEAS	14 LGEAS	14 LGEAS	–	–	–	–	–	–	
5	Design of CQA itinerary for the first term 2024	To have effective schedule	CQA itinerary for the first term 2024 designed	14 LGEAS	14 LGEAS	14 LGEAS	14 LGEAS	–	–	–	–	–	–	
6	Conduct of CQA for 3 weeks in 6 LGEA’s from 4 zones	To systematically monitor, evaluate and report schools, based on the attainment of National Educational Standard	CQA for 3 weeks in 6 LGEA’s from 4 zones conducted	6 LGEAS	6 LGEAS	6 LGEAS	6 LGEAS	–	–	–	–	–	–	
7	Daily School Monitoring by LGEAs	To evaluate 336 schools in the LGEAs	Daily School Monitoring by LGEAs CONDUCTED	336 Schools	336 Schools	336 Schools	336 Schools	7,270,079.00	7,997,000.00	8,796,700.00	9,676,370.00	33,740,149.00	UBEC/SUBEB	SUBEB

8	Follow up visit to schools	To ensure compliance of CQA report	Follow up visit to schools conducted	336 Schools	336 Schools	336 Schools	336 Schools	600,000.00	660,000.00	726,000.00	798,000.00	2,784,000.00	UBEC/S	SUBEB
9	Harmonization of report	To provide feedback to policy, planning, training and intervention for schools improvements	Harmonization of report conducted	14 LGEAS	14 LGEAS	14 LGEAS	14 LGEAS	300,000.00	330,000.00	363,000.00	399,300.00	1,392,300.00	UBEC/S	SUBEB
10	Verification of Mobility and Equipment Procured using 2% CQA Funds, from 2018 to 2023	To ascertain the availability and utilization of the approved mobility and equipmentprocured	Verification of Mobility and Equipment conducted					599,200.00	659,120.00	725,032.00	797,535.20	2,780,887.20	UBEC/S	SUBEB
11	Conduct of First Term 2024/2025 academic session General Quality Assurance Evaluation by UBEC/SUBEB	To monitor and evaluate the performance of schools in accordance with set standards and global best practices	First Term 2024/2025 academic session General Quality Assurance Evaluation by UBEC/SUBEB conducted	336 Schools	336 Schools	336 Schools	336 Schools	566,200.00	622,820.00	685,102.00	753,680.00	2,627,802.00	UBEC/S	SUBEB
12	Training of 1,200 Teachers on Record keeping on use Agricultural Education Training Programme guidelines.	To Equiped Teachers the importance of record keeping and to kept record up-to-date	1,200 Teachers on Record keeping on use Agricultural Education Training Programme guidelines trained.	1,200 Teachers	1,200 Teachers	1,200 Teachers	1,200 Teachers	25,000,000.00	27,500,000.00	30,250,000.00	33,275,000.00	116,025,000.00	UBEC/S	SUBEB
13	Excursion and Study Tour for Learners	To introduce Learners with knowledge and practical skills on enterprises.	Excursion and Study Tour for Learners conducted	50 Students	50 Students	50 Students	50 Students	15,000,000.00	16,500,000.00	18,150,000.00	19,965,000.00	69,615,000.00	UBEC/S	SUBEB
14	Agric-Show	Explore Learners with biological process of	Agric-Show conducted	4 zones	4 zones	4 zones	4 zones	16,000,000.00	17,600,000.00	19,360,000.00	21,296,000.00	74,256,000.00	UBEC/S	SUBEB

		Agriculture												
15	Advocacy and Sensitization for stakeholders on AETP guidelines.	Creates awareness and understanding among the stakeholders on Agric Education Training Programme	700 stakeholders sensitized.	700 Stakeholders	700 Stakeholders	700 Stakeholders	700 Stakeholders	10,000,000.00	11,000,000.00	12,100,000.00	13,310,000.00	46,410,000.00	UBEC/S	SUBEB
16	Livestock/Poultry farming/ fishing	Introduce Learners on practical skills of rearing animal and poultry	Livestock/Poultry farming/ fishing rearing conducted	70 learners	70 learners	70 learners	70 learners	30,000,000.00	33,000,000.00	36,300,000.00	39,930,000.00	139,230,000.00	UBEC/S	SUBEB
17	Crop farming	introduce Learners with practical skills of different crop farming	Crop farming	1,400 learners	1,400 learners	1,400 learners	1,400 learners	25,000,000.00	27,500,000.00	30,250,000.00	33,275,000.00	116,025,000.00	UBEC/S	SUBEB
18	Training of 30 SSOs on strengthen Mathematics and Science Education (SMASE)	I-recognize SMASE INSET for building teacher's capacity II- Groom SSOs on SMASE knowledge for effective monitoring	Training of 30 SSOs on strengthen Mathematics and Science Education (SMASE) conducted	30 SSOs	30 SSOs	30 SSOs	30 SSOs	9,000,000.00	9,900,000.00	10,890,000.00	11,979,000.00	41,769,000.00	UBEC/S	SUBEB
19	Training of 500 Teachers on SMASE cycle II local INSET	To realize positive change among class room teachers base on ASEI principles & PDSI approaches i.e make participants plan ASEI lesson plan.	Training of 500 Teachers on SMASE cycle II local INSET conducted	500 Teachers	500 Teachers	500 Teachers	500 Teachers	26,000,000.00	28,600,000.00	31,460,000.00	34,606,000.00	120,666,000.00	UBEC/S	SUBEB
20	Training of 200 Core Teachers on SMASE	-To utilize learning	Training of 200 Core Teachers on	200 Core Teachers	200 Core Teachers	200 Core Teachers	200 Core Teachers		18,700,000.00	20,570,000.00	22,627,000.00	78,897,000.00	UBEC/S	SUBEB

	cycle III State INSET	activities and help Learners to bridge the concepts to doing life situation -To plan and teach different concepts in math and science.	SMASE cycle III State INSET conducted		Teachers			17,000,000.00							
21	Training of 500 Teachers on SMASE cycle IV local INSET	To improve content mastery through Learning activities -To employ pupils centered approaches to enhance classroom interaction.	Training of 500 Teachers on SMASE cycle IV local INSET conducted	500 Teachers	500 Teachers	500 Teachers	500 Teachers	27,000,000.00	29,700,000.00	32,670,000.00	35,937,000.00	125,307,000.00	UBEC/S	SUBEB	
22	Training of 200 Core Teachers on SMASE cycle IV state INSET	To accept lesson study as effective ways for practicing ASEI/PDSI approaches in the classroom.	200 Core Teachers on SMASE cycle IV state INSET trained	200 Teachers	200 Teachers	200 Teachers	200 Teachers	18,000,000.00	19,800,000.00	21,780,000.00	23,958,000.00	83,538,000.00			
23	Tree planting to 100 selected schools across the 4 Educational zones	To provides good vegetations cover to our schools vegetations To prevent erosion	Tree planted to 100 selected schools across the 4 Educational zones	1000 Schools	1000 Schools	1000 Schools	1000 Schools	8,000,000.00	8,800,000.00	9,680,000.00	10,648,000.00	37,128,000.00	UBEC/S	SUBEB	
24	Sensitization of stakeholders of good vegetations cover	To creates awareness among stakeholders on environmental impacts and promote	2000 stakeholders Sensitized on good vegetations cover,	4 zones	4 zones	4 zones	4 zones	10,000,000.00	11,000,000.00	12,100,000.00	13,310,000.00	46,410,000.00	UBEC/S	SUBEB	

		sustainability												
25	JEST Pre-competition workshop	To Appreciate and work towards the achievement of the aim of jets	JEST Pre-competition workshop conducted	50 Schools	50 Schools	50 Schools	50 Schools	1,500,000.00	1,650,000.00	1,815,000.00	1,996,500	6,961,500.00	UBEC/S	SUBEB
26	Annual State and LGEAs Stakeholders meeting	. To Apprise the past National JETS competition and consequently prepare adequately for the next competition and other JETS activities.	Annual State and LGEAs Stakeholders meeting conducted	80 Stakeholders	80 Stakeholders	80 Stakeholders	80 Stakeholders	8,000,000.00	8,800,000.00	9,680,000.00	10,648,000	37,128,000.00	UBEC/S	SUBEB
27	Advocacy to encourage our school for STEM/STEAM inclusion in the school timetable	. To instill the skills of JETS to pupils/students for minds-on and hands-on activities.	Encourage our school for STEM/STEAM inclusion in the school timetable Advocacy conducted	1000 Schools	1000 Schools	1000 Schools	1000 Schools	5,000,000.00	5,500,000.00	6,050,000.00	6,655,000.00	23,205,000.00	UBEC/S	SUBEB
28	Zonal Quiz Competitions	To create added interest in science basically in the minds and hands-on skills by pupils/students.	Zonal Quiz Competitions conducted	4 zones	4 zones	4 zones	4 zones	5,000,000.00	5,500,000.00	6,050,000.00	6,655,000.00	23,205,000.00	UBEC/S	SUBEB
29	STATE final Quiz Competitions	. To Promote understanding and academic cooperation in STEM among different LGEAs of the state.	Final Quiz Competitions in the State conducted	14 LGEAs	14 LGEAs	14 LGEAs	14 LGEAs	8,000,000.00	8,800,000.00	9,680,000.00	10,648,000	37,128,000.00	UBEC/S	SUBEB

30	Camping for minimum of Months in preparation for National Quiz	TO guide pupils/students how to master their subjects questions and answers.	Minimum of Months in preparation for National Quiz camping conducted	30 participants	30 participants	30 participants	30 participants	2,000,000.00	2,200,000.00	2,420,000.00	2,662,000.00	9,282,000.00	UBEC/S	SUBEB
31	National Quiz competitions	.Pupils/student will seat for write quiz and oral quiz	National Quiz competitions conducted	30 participants	30 participants	30 participants	30 participants	8,000,000.00	8,800,000.00	9,680,000.00	10,648,000.00	37,128,000.00	UBEC/S	SUBEB
32	JETS Transmission of Episodes	To Publicize JETS Episode activities in any National news or dailies	JETS Transmission of Episodes Publicized	4 National News PAPER	4 National News PAPER	4 National News PAPER	4 National News PAPER	20,000,000.00	2,200,000.0	2,420,000.00	2,662,000.00	27,282,000.00	UBEC/S	SUBEB
33	Termly Monitoring of JETS activities	To ensure the functionality of JETS club at school level	Termly Monitoring of JETS activities conducted	3 Terms	3 Terms	3 Terms	3 Terms	10,000,000.00	11,000,000.00	12,100,000.00	13,310,000.00	46,410,000.00	UBEC/S	SUBEB
34	Provision laptop to 14 Igea jets coordinators, subeb coordinator and head of the department for keeping jets episodes	To Provided of laptop to 14LGEAs JETS coordinator, SUBEB Coordinator and Head of the Department	laptop to 14 Igea jets coordinators, subeb coordinator and head of the department provided	25 Laptop	25 Laptop	25 Laptop	25 Laptop	16,000,000.00	17,600,000.00	19,360,000.00	21,296,000.00	74,256,000.00	UBEC/S	SUBEB
35	Instructional materials	To improved teaching and learning						20,000,000.00	22,000,000.00	24,200,000.00	26,620,000.00	92,820,000.00	UBEC/S	SUBEB
36	Advocacy visit to the Seventeenth Emirates in the State	To create awareness among the relevant stakeholders.	Advocacy to the Seventeenth Emirates in the State conducted	17 Emirate	17 Emirate	17 Emirate	17 Emirate	1,500,000.00	1,650,000.00	1,815,000.00	1,996,500.00	6,961,500.00	UBEC/S	SUBEB

37	Training of the fourteen LGEAs Desk officers on Safe Schools on Early warning signs.	The objective s is to protect our children's banditry attack	Fourteen LGEAs Desk officers on Safe Schools on Early warning signs trained	14 Desk officers	14 Desk officers	14 Desk officers	14 Desk officers	1,300,000.00	1,430,000.00	1,573,000.00	1,730,000.00	6,033,000.00	UBEC/S	SUBEB
38	Training of Teachers and SBMC members at LGEA level	To create a safe learning environment for Schools user's .	Teachers and SBMC members at LGEA level on safe learning environment conducted.	200	200	200	200	2,500,000.00	2,750,000.00	3,025,000.00	3,327,500.00	11,602,500.00	UBEC/S	SUBEB
39	Radio Jingle	To set a radio jingle Drama on just to enlighten people to become more aware of bandit plans on attacking or kidnapping	Radio Jingle awareness conducted	Radio Jingle	Radio Jingle	Radio Jingle	Radio Jingle	12,000,000.00	13,200,000.00	14,520,000.00	15,972,000.00	55,692,000.00	UBEC/S	SUBEB
40	Monitoring and Mentoring of reachable yellow and red Schools	To support teachers and learner's on how to have a violence free Schools	Monitoring and Mentoring of schools conducted	300 Schools	300 Schools	300 Schools	300 Schools	3,000,000.00	3,300,000.00	3,900,000.00	4,200,000.00	14,400,000.00	UBEC/S	SUBEB
41	Desk officer safe Schools	To provide laptop and other storage facilities means for monitoring and supervisions to all 14LGEAs.	Desk officer safe Schools provided with	Desk officer	Desk officer	Desk officer	Desk officer	5,000,000.00	5,500,000.00	6,050,000.00	6,655,000.00	23,205,000.00	UBEC/S	SUBEB
42	Purchase of Football Equipment/Facilities to Primary and JSS	23 Football Equipment/Facilities to Primary and JSS	Improve sport activity	23 Schools	23 schools	23 schools	23 schools	6,577,200,000	8,431,166,.48	10,639,188.55	10,639,188.55	36,286,743.59	UBEC/S UBEB	SUBEB

43	Purchase of Volleyball Equipment/Facilities to Primary and JSS	12 Volleyball Equipment/Facilities to Primary and JSS	Improve sport activity	12 Schools	12 schools	12 schools	12 schools	2,760,000.00	3,613,357.00	4,539,652.24	4,539,652.24	15,452,661.54	UBEC/S UBEB	SUBEB
44	Purchase of Table Tennis Equipment/Facilities to Primary and JSS	5 TABLE Tennis Equipment/Facilities to Primary and JSS	Improve sport activity	5 Schools	5 schools	5 schools	5 schools	6,577,200,000	8,431,166.48	10,639,188.55	10,639,188.55	36,286,743.59	UBEC/S UBEB	SUBEB
45	Purchase of Handball Equipment/Facilities to Primary and JSS	4 Handball Equipment/Facilities to Primary and JSS	Improve sport activity	4 Schools	4 schools	4 schools	4 schools	1,040,000	1,445,342.82	1,823,860.00	1,823,860.89	6,133,064.60	UBEC/S UBEB	SUBEB
46	Purchase of Badminton Equipment/Facilities to Primary and JSS	11 Badminton Equipment/Facilities to Primary and JSS	Improve sport activity	11 Schools	11 schools	11 schools	11 schools	1,919,000	2,408,904.71	3,039,768.16	3,039,768.71	10,407,441.03	UBEC/S UBEB	SUBEB
47	Purchase of Athletic Equipment/Facilities to Primary and JSS	5 Athletic Equipment/Facilities to Primary and JSS	Improve sport activity	5 Schools	5 schools	5 schools	5 schools	1,475,000	1,927,123.77	2,431,414.63	2,431,414.53	8,264,952.83	UBEC/S UBEB	SUBEB
48	Purchase of Basketball Equipment/Facilities to Primary and JSS	4 Basketball Equipment/Facilities to Primary and JSS	Improve sport activity	4 Schools	4 schools	4 schools	4 schools	882,000,00	1,204,452.35	1,519,884.04	1,519,884.04	5,126,220.43	UBEC/S UBEB	SUBEB
49	Monitoring of sport activities	64 schools monitored	Improve sport activity	64 schools	64 schools	64 schools	64 schools	1,475,000.00	2,645,795.18	3,343,744.97	3,343,744.97	10,812,285.12	UBEC/S UBEB	SUBEB
50	Sport Competitions	LGEAs, Zonal and State	Improve sport activity	LGEAs, Zonal and State	LGEAs, Zonal and State	LGEAs, Zonal and State	LGEAs, Zonal and State	8,500,000.00	9,500,000.00	10,800,000.00	11,700,000.00	40,500,000.00	UBEC/S UBEB	SUBEB
51	Development of curricula for all languages of instruction	Commitments of reading frame work	To ensure that minimum reading skills are outlined in the National evaluation framework for reading	Desk officer	Desk officer	Desk officer	Desk officer	700,000	735,000	771,750	810,337.5	3,017,087.5	UBEC/Z SUBEB	ZSUBEB

52	School based Reading programs	quiz debates and effective use of library by pupils	To increase the amount of time pupils spend reading independently	PUPILS	PUPILS	PUPILS	PUPILS	2,800,000	2,940,000	3,087,000	3,241,350	12,068,350	SUBEB	SUBEB
53	Training of teachers on reading instruction practices	Implementing evidence based instructional practices in their school	To provide teachers with outgoing support to implement reading instructional practices	150	150	150	150	13,500000	14,175000	14,883,750	15,627,937.5	58,186,687.5	SUBEB	ZSUBEB
54	Monitoring and Mentoring of trained teachers on reading skills	Use of school support officers	To monitor and Mentor the extent to which teachers facilitates the skills to pupils	84	84	84	84	504000	529,200	555,660	583,443	2,173,303	SUBEB	ZSUBEB
55	Advocacy Visit and sensitizations	all stakeholders policy makers, SBMC, PTA, Head teachers and civil society organization	To encourage parents, head teachers and teachers to support pupils reading development	communi ty	commu nity	community	commun ity	4920000	49,446,000	51,918,300	54,514,215	160,798,515	SUBEB	ZSUBEB
56	Leadership programmes	Head teachers and educational officers	To equip Head teachers and Educational officers with the knowledge and skills to implements evidence based practices	50	50	50	50	450,000	472,500	496,125	520,931.25	1,939,556.25	SUBEB	ZSUBEB
57	Five (5) days Selection of reading materials	5 types of reading books	To inculcate reading habit	14 LGEA	14 LGEA	14 LGEA	14 LGEA	1,250000	1,312,500	1,378,125	1,447,031.25	5,387,656.25	SUBEB	ZSUBEB
58	procurement of reading materials	28000 series of reading books	To Ensure that all pupils have access to high-quality reading material in adequate quantities	14 LGEA	14 LGEA	14 LGEA	14 LGEA	78,400,000	82,320,000	86,436,000	90,757,800	337,913,800	SUBEB	ZSUBEB
59	Distribution of reading materials	education secretaries	To Ensure effective distribution of reading materials to schools	14 LGEA	14 LGEA	14 LGEA	14 LGEA	485,000	509,250	534712.5	561,448.125	2,090,410.625	SUBEB	SUBEB

60	School Supervision	Lesson observation form	Effective teaching and learning	24 primary schools	36 primary schools	48 primary schools	54 primary schools	672000	1008000	1344000	1512000	456000	State Government	ZSUBEB
61	Fueling	Mobility	Transportation	4 LGEA	6 LGEA	8 LGEA	12 LGEA	204000	612000	816000	918000	2550000	State Government	ZSUBEB
62	QUIZ COMPETITIONS	(I) To improve the academic standard of students and improve communication skills of the learners	(I) To organize the quiz and debate competitions at local, zonal and State levels	90 Schools ,270 Students	95 Schools, 285 Students	100 Schools, 300 Teachers	105 Schools 315 Teachers	945000	991750	1072037.5	1125639.3	4134426.8	ZSUBEB	DJSS
63	(6) CONDUCT OF JLC EXAMINATIONS	To prepare and conduct the JLC Examinations across the 217 Schools.	To prepare students for the conduct of JLC Examinations	78 Schools	78 Schools	78 Schools	78 Schools	817000	857850	900742.5	945779.5	3021372	ZSUBEB	DJSS
64	Training of JSS vocational teachers on vocational courses	To provide a special skills that will promote self employment	The skills and trades acquired will help students with different opportunities to work in different places.	2 School 45 Teachers	3 Schools 45 Teachers	3 Schools 45 Teachers	3 Schools 45 Teachers	1,807,500	1,897,875	1,992,768	2,092,407	7,990,550.90	ZSUBEB	DJSS
65	Training of JSS teachers on effective teaching of other subjects	To provides teachers worth new skills and methodologist of teaching other subjects at upper basic education	Students were equipped with innovative ways of teaching them to work in different ways	108 Schools, 324 Teachers	113 Schools 340 Teachers	118 Schools 357 Teachers	124 Schools 375 Teachers	9,556,000	10,033,800	10,535,490	11,062,265	41,187,554.5	ZSUBEB	DJSS
66	Training of JSS Teacher on improvisation of implementation of instructional materials in the four	To have and enclosure and interactive classroom on the lesson delivery for the	Lessons delivered using the relevant and adequate instructional material make lessons child	108 Schools 324 teachers	113 Schools 340 teacher	118 Schools 357 Teachers	124 Schools 375 Teachers	9,471,000	9,944,550	10,441,777.5	10,963,886.3	40,821,213.8	ZSUBEB	DJSS

	core subjects	state objectives	central and activity based											
67	Training of JSS computer operators and teachers in ICT Skills	To provide JSS teachers and students an endless career opportunities	The ICT helps students to acquired the practical and theoretical knowledge necessary to work as an expert in the field	100 Teachers	100 Teachers	100 Teachers	100 Teachers	3,500,000	3,675,000	3,858,750	4,085,437.5	15,085,437.5	ZSUBEB	DJSS
68	Debate competitions	(I) To improve the academic standard of students and improve communication skills of the learners	(I) To organize the quiz and debate competitions at local, zonal and State levels	90 Schools ,270 Students	95 Schools, 285 Students	100 Schools, 300 Teachers	105 Schools 315 Teachers	945000	991750	1072037.5	1125639.3	4134426.8	ZSUBEB	DJSS
69	Games competitions for male and female students	To promote physical and mental development of students	To improve physical fitness, mental and health of students	40 Students	40 Students	40 Students	40 Students	2,209,000	2,319,500	2,435,472.5	2,557,246.1	9,521,218.6	ZSUBEB	DJSS
70	(2)REGULAR MONITORING AND MENTORING OF TEACHERS	(I) To ensure learners achievements are consistent, improve their personal skills and support teachers to deliver an effective lessons and helps schools managers.	To provide all relevant documents for external and internal examinations in all subjects, keep relevant records and encourage learner's involvement in the lessons.	144 Schools	144 Schools	144 Schools	144 Schools	13428000	14099400	14808870	15549313.5	57885583.5	ZSUBEB	DJSS
71	(3) TRAINING OF TEACHERS ON GENERAL PEDAGOGY AND CORE SUBJECTS	To improve the Basic Education sector by making teaching and learning	The skills acquired promote teaching and learning which helps in delivering	108 Schools. 324 Teachers	113 Schools 340 Teachers	118 Schools 357 Teachers	124 Schools 375 Teachers	8292690	8554072	9225846	9862855.8	35935463.8	ZSUBEB	DJSS

		more effective and efficient and to update the knowledge and skills of JSS Teachers and select students that meet the requirement and who passed written test	competent lessons		rs									
72	(4) TAKE OFF ACTIVITIES OF VOCATIONAL SCHOOLS OF GUMMI, GUSAU AND KAURA NAMODA	To deploy best teachers and schools managers through test and oral interview and select student that meet admission requirement and who passed the written test	(I) Students, Teachers and Schools' managers were selected through the written test and oral interview	40 TEACHER S , 240 Students	–	–	–	494000	–	–	–	494000	ZSUBEB	DJSS
73	Monitoring of master craftsmen/women and trainees	Support life, transferable and job-specific skills development for children and adolescents, especially girls and Almajiri	Increase the number of children, especially girls, Almajiri, and children with disabilities	200 schools	200 schools	200 schools	200 schools	3,666,000.00	4,399,200.00	5,279,040.00	6,334,848.00	19,679,088.00	UNICEF	
74	Training of Teachers and IQS Facilitators on the digital Literacy	Strengthen monitoring of learning outcomes,	Increase the number of children, especially girls, Almajiri, and children with disabilities	200 schools	200 schools	200 schools	200 schools	9,000,000.00	10,800,000.00	12,960,000.00	15,552,000.00	48,312,000.00	UNICEF	
75	Formative Assessment training for teachers	Strengthen monitoring of learning outcomes,	Increase the number of children, especially girls, Almajiri, and children with disabilities	200 schools	200 schools	200 schools	200 schools	9,000,000.00	10,800,000.00	12,960,000.00	15,552,000.00	48,312,000.00	UNICEF	

76	3.2.3 TaRL training for teachers	Support state and local authorities to improve teaching practices and teacher workforce management.	Increase the number of children, especially girls, Almajiri, and children with disabilities	200 schools	200 schools	200 schools	200 schools	76,690,500.00	92,028,600.00	110,434,320.00	132,521,184.00	411,674,604.00	UNICEF	
77														
78	3.2.1 TMIS implementation	Support state and local authorities to improve teaching practices and teacher workforce management.	Increase the number of children, especially girls, Almajiri, and children with disabilities	200 schools	200 schools	200 schools	200 schools	6,000,000.00	7,200,000.00	8,640,000.00	10,368,000.00	32,208,000.00	UNICEF	
79	3.2.2 Training pre-primary teachers/caregivers on play-based teaching methods	Support state and local authorities to improve teaching practices and teacher workforce management.	Increase the number of children, especially girls, Almajiri, and children with disabilities	1,200 children	1,200 children	1,200 children	1,200 children	6,705,000.00	8,046,000.00	9,655,200.00	11,586,240.00	35,992,440.00	UNICEF	
80	3.2.3 TaRL training for teachers	Support state and local authorities to improve teaching practices and teacher workforce management.	Increase the number of children, especially girls, Almajiri, and children with disabilities	200 schools	200 schools	200 schools	200 schools	76,690,500.00	92,028,600.00	110,434,320.00	132,521,184.00	411,674,604.00	UNICEF	SUBEB
81	Conduct of Examination and Certification of learners	Improve quality of learning	50,000 learners sat for the exams	50,000 LEARNERS	-	-	-	41,000,000.00	-	-	-	41,000,000.00	BESDA	SUBEB
82	Invigilation/ Supervision of examination	Improve quality of learning	Invigilation and supervision conducted	42 officials	-	-	-	210,000.00	-	-	-	210,000.00	BESDA	SUBEB

83	Allowances and Transport for 28 SUBEB & MOE officials for Monitoring the Conduct of Examination	Improve quality of learning	Invigilation and supervision conducted	28 officials	-	-	-	420,000.00	-	-	-	420,000.00	BESDA	SUBEB
84	Compilation and Printing of examination	Improve quality of learning	Compilation and Printing of examination conducted	50,000 learners	-	-	-	1,500,000.00	-	-	-	1,500,000.00	BESDA	SUBEB
85	3 days Training of 50 IQS Master trainers on Post Literacy Package	Improve teaching and learning	Training conducted	50 IQS master trainers	-	-	-	2,250,000.00	-	-	-	2,250,000.00	BESDA	SUBEB
86	3 days Step-down training of IQS facilitators on Post Literacy package	Improve teaching and learning	Training conducted	3000 facilitators	-	-	-	45,000,000.00	-	-	-	45,000,000.00	BESDA	SUBEB
87	Monthly Mentoring and Coaching of teaching and learning at schools and learning centre's	Improve teaching and learning	Monthly Mentoring and Coaching conducted	24	-	-	-	21,600,000.00	-	-	-	21,600,000.00	BESDA	SUBEB
88	2 days Refresher Training of P1 Teachers and Head Teachers on Jolly Phonic and RANA	Improve teaching and learning	2 days Refresher Training of P1 Teachers and Head Teachers on Jolly Phonic and RANA conducted	1745	-	-	-	34,900,000.00	-	-	-	34,900,000.00	BESDA	SUBEB
89	2 days refresher Training of P2 Teachers and Head Teachers on Jolly Phonic and RANA	Improve teaching and learning	2 days refresher Training of P2 Teachers and Head Teachers on Jolly Phonic and RANA conducted	1492	-	-	-	29,840,000.00	-	-	-	29,840,000.00	BESDA	SUBEB

90	2 days refresher Training of P3 Teachers and Head Teachers on Jolly Phonic and RANA	Improve teaching and learning	2 days refresher Training of P3 Teachers and Head Teachers on Jolly Phonic and RANA conducted	1671	-	-	-	33,420,000.00	-	-	-	33,420,000.00	BESDA	SUBEB
91	Flagg off and closing ceremonies for Skills development of 1,840 Selected Almajiri	Improve access to Basic Education	Flagg off and closing ceremonies for Skills development of Selected Almajiri conducted	1800	-	-	-	5,309,706.66	-	-	-	5,309,706.66	BESDA	SUBEB
92	Distribution of BESDA Materials to schools and learning centre's	Improve teaching and learning	BESDA Materials distributed	1695 schools/c enters	-	-	-	3,500,000.00	-	-	-	3,500,000.00	BESDA	SUBEB
93	Procurement of butterfly sewing machine for 18 centre's (3 Tsangaya, 14 Post literacy centers and 1 special need centers (14 /centre)		butterfly sewing machine procured		-	-	-	53,970,000.00	-	-	-	53,970,000.00	BESDA	SUEB
94	Procurement of Industrial machine for 18 centre's (3 Tsangaya, 14 Post literacy centers and 1 special need centers (16 /centre)		of Industrial machine procured		-	-	-	115,197,500.00	-	-	-	115,197,500.00	BESDA	SUBEB
95	Provision of input for tailoring to for 18 centre's (3Tsangaya, 14 Post literacy centers and 1 special need centers (200,000.00 per		input for tailoring provided	-	-	-	-	1,200,000.00	-	-	-	1,200,000.00	BESDA	SUBEB

	month per centre)													
96	Provision of input for Shoe and bag for 18 centre's (3Tsangaya, 14 Post literacy centers and 1 special need centers (200,000.00 per month per centre)		input for Shoe and bag provided		-	-	-	1,800,000.00	-	-	-	1,800,000.00	BESDA	SUBEB
97	36 instructors allowance for skill acquisition (2 assorted trades centre) x 18 centers	Improve teaching and learning	Allowances for 36 instructors paid	36 instructors	-	-	-	4,320,000.00	-	-	-	4,320,000.00	BESDA	SUBEB
98	Monitoring of skill acquisition centre's by LGEA & SUBEB BESDA Team	Improve teaching and learning	Skill acquisition centres monitored	30 officials	-	-	-	4,800,000.00	-	-	-	4,800,000.00	BESDA	SUBEB
99	PROVISION OF STARTUP KITS FOR 919 Almajiri for Tailoring	Improve access to Basic education	START UP KITS for Tailoring procured	919 Almajiris	-	-	-	284,890,000.00	-	-	-	284,890,000.00	BESDA	SUBEB
100	PROVISION OF STARTUP KITS FOR 600 Almajirai for Shoe and Bag making	Improve access to Basic education	START UP KITS for Shoe and Bags procured	600 Almajiris	-	-	-	294,000,000.00	-	-	-	294,000,000.00	BESDA	SUBEB
101	Procurement of Braille machines for special school, Gusau	Improve access and Quality of learning	Braille machines procured	150	-	-	-	4,900,000.00	-	-	-	4,900,000.00	BESDA	SUBEB
102	Procurement of rims of Braille paper for special school, Gusau	Improve access and Quality of learning	Rims of Braille paper procured	150	-	-	-	700,000.00	-	-	-	700,000.00	BESDA	SUBEB

103	Procurement of collapsible mobility canes for special school, Gusau	Improve access and Quality of learning	Collapsible mobility canes procured	150	-	-	-	1,400,000.00	-	-	-	1,400,000.00	BESDA	SUBEB
104	Procurement of attendance register for 17 quranic schools	Improve daily attendance	Attendance register for quranic schools procured	1700	-	-	-	3,287,500.00	-	-	-	3,287,500.00	BESDA	SUBEB
105	6 months allowances for proprietors of 18 Quranic centre's @20,000.00 for 6months	Improve quality of teaching	Proprietors allowances for 6 months paid	18	-	-	-	2,160,000.00	-	-	-	2,160,000.00	BESDA	SUBEB
106	Procurement of Post Literacy English Studies	Improve teaching and learning	English post literacy textbooks procured	50,000	-	-	-	68,850,000.00	-	-	-	68,850,000.00	BESDA	SUBEB
107	Procurement of Post Literacy Mathematics	Improve teaching and learning	Mathematics post literacy textbooks procured	50,000	-	-	-	71,400,000.00	-	-	-	71,400,000.00	BESDA	SUBEB
108	Procurement of Post Literacy Basic Science & Technology	Improve teaching and learning	Science post literacy textbooks procured	50,000	-	-	-	67,320,000.00	-	-	-	67,320,000.00	BESDA	SUBEB
109	Procurement of Post Literacy Bayajida Series Hausa	Improve teaching and learning	Bayajida post literacy textbooks procured	50,000	-	-	-	63,750,000.00	-	-	-	63,750,000.00	BESDA	SUBEB
110	Procurement of Post Literacy Civic Education	Improve teaching and learning	Civic Education post literacy textbooks procured	50,000	-	-	-	64,770,000.00	-	-	-	64,770,000.00	BESDA	SUBE

111	Procurement of writing materials	Improve teaching and learning	writing materials procured	50,000 learners	-	-	-	43,000,000.00	-	-	-	43,000,000.00	BESDA	SUBEB
112	Construction of new classrooms	Improve teaching and learning	74 new classrooms constructed	74	74	74	74	1,031,239,610.46	1,134,363,571.51	1,247,799,928.66	1,372,579,921.53	4,785,983,032.16	UBEC/S UBEB	SUBEB
113	Constructions of 15 blocks of 4 pit latrine	Improve teaching and learning	15 blocks of pit latrine constructed	15	15	15	15	51,418,089.90	56,559,898.89	62,215,888.78	68,437,477.66	238,631,355.23	UBEC/S UBEB	SUBEB
114	Construction of wall fence (5279.60m)	Improve safety in schools	5279.60m wall fence constructed	5279.60 m	5279.60m	5279.60m	5279.60 m	405,807,380.06	446,388,118.07	491,026,929.88	540,129,622.87	1,883,352,050.88	UBEC/S UBEB	SUBEB
115	Renovations of 91 classrooms	Improve teaching and learning	91 classrooms and offices renovated	91	91	91	91	665,217,203.09	731,738,923.39	804,912,815.73	885,404,097.30	3,087,273,039.51	UBEC/S UBEB	SUBEB
116	Renovation of 4pits latrines	Improve teaching and learning	4 pit latrine renovated	4	4	4	4	3,427,872.66	3,770,659.93	4,147,725.92	4,562,498.51	15,908,757.02	UBEC/S UBEB	SUBEB
117	Renovation of wall fence and additional high of 387.99m	Improve safety in schools	387.99m wall fence renovated	387.99m	387.99 m	387.99m	387.99m	16,964,496.17	18,660,945.79	20,527,040.37	22,579,744.41	78,732,226.74	UBEC/S UBEB	SUBEB
118	Provision of 4612 pupils furniture's	Improve teaching and learning	4612 pupils furniture's provided	4612	4612	4612	4612	299,780,000.00	329,578,000.00	362,733,800.00	399,007,180.00	1,391,098,980.00	UBEC/S UBEB	SUBEB
119	Provision of 242 teachers tables	Improve teaching and learning	242 teachers tables provided	242	242	242	242	12,100,000.00	13,310,000.00	14,641,000.00	16,105,100.00	56,156,100.00	UBEC/S UBEB	SUBEB
120	Provision of 364 teachers chairs	Improve teaching and learning	364 teachers chairs provided	364	364	364	364	14,560,000.00	16,016,000.00	17,617,600.00	19,379,360.00	67,572,960.00	UBEC/S UBEB	SUBEB
121	Provision of 72 ECCDE Pupils furnitures	Improve teaching and learning	72 ECCDE pupils furniture procured	72	72	72	72	10,471,411.33	11,518,552.45	12,670,407.69	13,937,448.46	48,597,819.93	UBEC/S UBEB	SUBEB
122	Provision of 2set of office furniture's to JSS	Improve teaching and learning	2 set of office furniture's to JSS provided	2	2	2	2	1,426,862.77	1,569,549.05	1,726,503.95	1,899,154.35	6,622,070.12	UBEC/S UBEB	SUBEB

123	Drilling of 38 motorized and Hand Pump boreholes	Improve teaching and learning	38 motorized and hand pump boreholes drilled	38	38	38	38	83,747,097.55	92,121,807.31	101,333,988.04	111,467,386.84	388,670,279.74	UBEC/S UBEB	SUBEB
TOTAL								1,513,502,323.63	1,964,672,555.99	2,331,337,811.58	2,514,471,592.74	8,323,984,283.94		

POLICY 3: SYSTEM STRENGTHENING AND EFFICIENCY

POLICY OBJECTIVE 3: SYSTEM STRENGTHENING AND EFFICIENCY

SN	ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGET				COSTS('000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
				2024	2025	2026	2027	2024	2025	2026	2027			
1	(1) VALIDATION OF JSS DATA	To have a comprehensive staff and students data, school's achievements and challenges and to check schools infrastructural facilities for effective planning	(i)To use the data as a basis for effective planning and implementation of JSS program	163 Schools	174 Schools	185 Schools	195 Schools	967,000.00	1,267,350.00	1,354,500.00	1,585,500.00	5,174,350.00	ZSUBEB	DJSS
2	Leadership training of principals	To produce competent and transactional leaders that will effectively manage their schools for the attainment of the set goals	Training of principals in leadership will equip them with different styles of administration and how to go about in addressing school's challenges	80 Principals	80 Principals	80 Principals	80 Principals	4255000	4467750	4691137,5	4925694,3	18339581,8	SUBEB	DJSS
3	Training of para-counsellors in guidance and counselling skills	Para counsellor/career master	To help students to learn how to adjust to change resulting from maturation.	100 Para counsellors	100 Para counsellors	100 Para counsellors	100 Para counsellors	3,500,000	3,675,000	3,858,750	4,051,687.5	15,085,437.5	ZSUBEB	DJSS
4	Training of education partners on results-based budgeting, expenditure tracking and reporting	Training of education partners on results-based budgeting, expenditure tracking and reporting	Training of education partners on results-based budgeting, expenditure tracking and reporting	45 persons	45 persons	45 persons	45 persons	13,500,000.00	16,200,000.00	19,440,000.00	23,328,000.00	72,468,000.00	UNICEF	SUBEB

5	Train State & LGA EMIS officers on use of digital ASC data collection tools	To improved education system	State & LGA EMIS officers on use of digital ASC data collection tools trained	200 schools	200 schools	200 schools	200 schools	34,491,000.00	41,389,200.00	49,667,040.00	59,600,448.00	185,147,688.00	UNICEF	SUBEB
6	Support EMIS digitalisation	To improved education system	EMI S digitalization supported	10 LGAs	10 LGAs	10 LGAs	10 LGAs	15,000,000.00	18,000,000.00	21,600,000.00	25,920,000.00	80,520,000.00	UNICEF	SUBEB
7	3-days Training of EMIS /Education Managers at LGA on evidence-based , gender transformative equity/disability inclusive and crisis /climate change resilient ESPAT and LESOP	To improved education system	Training of EMIS /Education Managers at LGA on evidence-based , gender conducted	45 persons	45 persons	45 persons	45 persons	9,000,000.00	10,800,000.00	12,960,000.00	15,552,000.00	48,312,000.00	UNICEF	SUBEB
8	10-days Development of Local Education Sector Oprational Plan (LESOP)	To improved education system	Local Education Sector Oprational Plan (LESOP) developed	200 schools	200 schools	200 schools	200 schools	15,000,000.00	18,000,000.00	21,600,000.00	25,920,000.00	80,520,000.00	UNICEF	SUBEB
9	5-days Conduct of Annual Education Sector Performance Assesment (AESPA)	To improved education system	5-days Conduct of Annual Education Sector Performance Assesment (AESPA)	10 LGAs	10 LGAs	10 LGAs	10 LGAs	6,000,000.00	7,200,000.00	8,640,000.00	10,368,000.00	32,208,000.00	UNICEF	SUBEB
10	Train SBMCs/CBMCs On grant utilisation	To improved education system	Train SBMCs/CBMCs On grant utilization Conducted	10 LGAs	10 LGAs	10 LGAs	10 LGAs	42,384,000.00	50,860,800.00	61,032,960.00	73,239,552.00	227,517,312.00	UNICEF	SUBEB

11	Conduct monitoring and evaluation of schools to assess if the meet safe school standard	To improved education system	monitoring and evaluation of schools to assess if the meet safe school standard CONDUCTED	200 schools	200 schools	200 schools	200 schools	7,116,000.00	8,539,200.00	10,247,040.00	12,296,448.00	38,198,688.00	UNICEF	SUBEB
12	Capacity Building of PIU Members	To improved education system	Capacity Building of PIU Members conducted	30000	30000	30000	30000	9,000,000.00	10,800,000.00	12,960,000.00	15,552,000.00	48,312,000.00	UNICEF	SUBEB
13	Disbursement of 1st and Second Tranches of cash assistance to beneficiaries	TO increased access to Education	1st and Second Tranches of cash assistance to beneficiaries disbursed	10 LGAs	10 LGAs	10 LGAs	10 LGAs	402,153,000.00	482,583,600.00	579,100,320.00	694,920,384.00	2,158,757,304.00	UNICEF	SUBEB
14	3.4.1 Flagoff/graduation ceremony and interactive/orientation of master craftsmen			1,200 children	1,200 children	1,200 children	1,200 children	5,421,795.00	6,506,154.00	7,807,384.80	9,368,861.76	29,104,195.56	UNICEF	SUBEB
30	2 Years Conduct of digital Annual school Census	To improved education system	Digital Annual school Census conducted	2 years	–	–	–	20,000,000.00	–	–	–	20,000,000.00	BESDA	SUBEB
31	Printing Materials (stationaries,, memos, Anti virus, system soft wares, files, Catridge and tuners	To improved education system	Printing Materials (stationaries,, memos, Anti virus, system soft wares, files, Catridge and tuners purchased	1	–	–	–	4,500,000.00	–	–	–	4,500,000.00	BESDA	SUBEB
32	Report writing on Sustainability Activities	To improved education system	Report writing on Sustainability Activities	3	–	–	–	3,000,000.00	–	–	–	3,000,000.00	BESDA	SUBEB

33	3 days training for 50 school ICT instructors	To improved education system		50 instructors	–	–	–	1,500,000.00	–	–	–	1,500,000.00	BESDA	SUBEB
34	Monitoring of 50 schools ICT centres	To improved education system	50 schools ICT centres monitored	50 schools	–	–	–	1,000,000.00	–	–	–	1,000,000.00	BESDA	SUBEB
35	Review and Development of Medium Term Basic Education Strategic Plan (MTBESP)	To improved education system	Medium Term Basic Education Strategic Plan (MTBESP) cycle 4 Developed	25 staff	–	–	–	7,500,000.00	–	–	–	7,500,000.00	BESDA	SUBEB
36	Publication of Medium Term Basic Education Strategic Plan (MTBESP)	To improved education system	Medium Term Basic Education Strategic Plan (MTBESP) Published	200 copies	–	–	–	1,000,000.00	–	–	–	1,000,000.00	BESDA	SUBEB
37	Implementation Completion Reports	To improved education system	Completion Reports conducted	1	–	–	–	25,000,000.00	–	–	–	25,000,000.00	BESDA	SUBEB
38	Computerization of the Financial Reports	To improved education system	Financial Reports Computerized	20 staff	–	–	–	20,000,000.00	–	–	–	20,000,000.00	BESDA	SUBEB
39	Participation for International Education Summit / Conference•	To improved education system	Participated for International Education Summit / Conference	2 times	–	–	–	32,000,000.00	–	–	–	32,000,000.00	BESDA	SUBEB
40	Quarterly Experience sharing and Review of head teachers performance on the use of BAMIS application.	To improved pupils daily attendances	Quarterly Experience sharing conducted.	4 times	–	–	–	7,840,000.00	–	–	–	7,840,000.00	BESDA	SUBEB

41	7 days Management International Education Tour to Rwanda.	To improved education system	International Education Tour to Rwandaconducted	17 STAFF	–	–	–	128,000,000.00	–	–	–	128,000,000.00	BESDA	SUBEB
42	BESDA monthly Coordination committee meetings	To improved education system	Monthly meeting conducted	6	–	–	–	6,000,000.00	–	–	–	6,000,000.00	BESDA	SUBEB
43	Monitoring & Evaluation	To improved education system	Monitoring & Evaluation conducted	6	–	–	–	8,000,000.00	–	–	–	8,000,000.00	BESDA	SUBEB
44	State Participation in National meetings and travels	To improved education system	Participated in National meetings and travels	6	–	–	–	9,000,000.00	–	–	–	9,000,000.00	BESDA	SUBEB
TOTAL								1,142,127,795.00	810,289,054.00	980,267,994.80	1,276,628,575.26	4,209,313,419.06		

POLICY 4: SUSTENABLE FUNDING

POLICY OBJECTIVES: SUSTENABLE FUNDING

SN	ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGET				COSTS (NGN '000')				TOTAL COST	SOURC E OF FUNDS	RESPONS IBILITY
				2024	2025	2026	2027	2024	2025	2026	2027			
1	Advocacy visit to National Assembly and Donor agencies in Abuja for increased funding support to Basic Education	Advocacy visit to National Assembly and Donor agencies i	Increase budgetary allocation	National assembly, FCDO,UNICEF ,UNESCO, FHI 360, World Bank, , Qatar Foundation	National assembly, FCDO,UNICEF,UNESCO, FHI 360, World Bank, , Qatar Foundation	National assembly, FCDO,UNICEF,UNESCO, FHI 360, World Bank, , Qatar Foundation	National assembly, FCDO,UNICEF ,UNESCO, FHI 360, World Bank, , Qatar Foundation	1,360,000.00	1,428,000.00	1,500,000.00	1,575,000.00	5,863,000.00	SUBEB	SUBEB
2	Advocacy visit to donor agencies in zonal offices for increased funding support to Basic Education	Advocacy visit to National Assembly and Donor agencies	Increase support to Basic Education	FCDO,UNICEF ,UNESCO, FHI 360, World Ban k, Qatar Foundation	FCDO,UNICEF,UNESCO, FHI 360, World Ban k, Qatar Foundation	FCDO,UNICEF,UNESCO, FHI 360, World Ban k, Qatar Foundation	FCDO,UNICEF ,UNESCO, FHI 360, World Ban k, Qatar Foundation	900,000.00	950,000.00	1,100,000.00	1,250,000.00	4,200,000.00	SUBEB	SUBEB
3	Advocacy visit to Emirate council for increased funding support to Basic Education	Advocacy visit to National Assembly and Donor agencies	Increase enrolment to schools	17 Emirate councils	17 Emirate councils	17 Emirate council	17 Emirate council	800,000.00	850,000.00	900,000.00	950,000.00	3,500,000.00	SUBEB	SUBEB
TOTAL								3,060,000.00	3,228,000.00	3,500,000.00	3,775,000.00	13,563,000.00		

SUMMARY OF ACTIVITIES COSTING					
POLICY OBJECTIVES	COST (NGN '000')				
	2024	2025	2026	2027	TOTAL COST
POLICY 1: ACCESS, EQUITABLE AND INCLUSIVENESS	11,439,564,651.06	2,596,990,826.00	3,619,370,669.52	4,543,534,471.98	22,199,460,618.56
POLICY 2: QUALITY AND EFFICIENCY	1,513,502,323.63	1,964,672,555.99	2,331,337,811.58	2,514,471,592.74	8,323,984,283.94
POLICY 3: SYSTEM STRENGTHENING AND EFFICIENCY	1,142,127,795.00	810,289,054.00	980,267,994.80	1,276,628,575.26	4,209,313,419.06
POLICY 4: SUSTAINABLE FUNDING	3,060,000.00	3,228,000.00	3,500,000.00	3,775,000.00	13,563,000.00
GRAND TOTAL	14,098,254,769.69	5,375,180,435.99	6,934,476,475.90	8,338,409,639.98	34,746,321,321.56

4.0 CHAPTER FOUR: BASIC EDUCATION FINANCING

4.1 Introduction:

Chapter four look at the total Education and its financial contribution to Basic Education Sub- Sector. It also identified the various sources of fund for the execution of Basic Education plan activities. The plan for Basic Education was funded from three major sources; UBEC, State Government Allocation and Local Government funding. Other sources are in form of support and partnership with International development partners and private sector Organizations. As a result of continuous awareness campaign, the period recorded financial contributions from various stakeholders. The community contributions were realized as a result of recognition given to School Based Management Committee (SBMC) in our schools.

Table 4.2 State Public Education Expenditure by Level (2024-2027)

State Budget									
MDA	2024			2025			2026		
	RECURRENT	CAPITAL	TOTAL	RECURRENT	CAPITAL	TOTAL	RECURRENT	CAPITAL	TOTAL
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY	3,130,196,582	8,637,000,000	11,767,196,582	12,682,302,552	9,827,000,000	22,509,302,552	440,601,600	3,680,000,000	4,120,601,600
NOMADIC EDUCATION BOARD	72,900,000		72,900,000	63,871,356		63,871,356	63,421,356		63,421,356
ARABIC AND ISLAMIC	708,980,168		708,980,168	662,443,040		662,443,040	683,040,000		683,040,000

EDUCATION BOARD									
STATE LIBRARY BOARD	19,301,000		19,301,000	17,800,000		17,800,000	12,500,000		12,500,000
MASS EDUCATION BOARD	159,700,000		159,700,000	142,800,000		142,800,000	126,000,000		126,000,000
TEACHERS SERVICE BOARD	2,004,500,000		2,004,500,000	1,705,500,000		1,705,500,000	1,707,700,000		1,707,700,000
SENIOR SEC. SCH. BOARD	2,004,500,000		2,004,500,000	1,705,500,000		1,705,500,000	1,707,700,000		1,707,700,000
Abdu Gusau Poly	469,863,130		469,863,130	681,713,113		681,713,113	651,250,000		651,250,000
Scholarship	1,720,150,000		1,720,150,000	666,223,744		666,223,744	671,254,000		671,254,000
ZACAS	305,200,000		305,200,000	425,462,936		425,462,936	390,000,000		390,000,000
COE	633,500,000		633,500,000	551,592,010		551,592,010	527,740,000		527,740,000
ZAMFARA STATE UNIVERSITY, TALATA MAFARA	15,000,000		15,000,000	464,450,000		464,450,000	450,000,000		450,000,000
SUBEB	412,000,000	2,700,000,000	3,112,000,000	336,000,000	3,000,000,000	3,336,000,000	413,700,000	1,800,000,000	2,213,700,000
TOTAL EDUCATION SECTOR BUDGET	14,140,093,538	19,097,000,000	33,237,093,538	21,915,725,872	17,272,000,000	39,187,725,872	9,717,301,773	9,070,000,000	18,787,301,773
TOTAL STATE BUDGET	25,795,884,418	30,434,000,000	56,229,884,418	42,021,384,623	30,099,000,000	72,120,384,623	17,562,208,729	14,550,000,000	32,112,208,729
% OF EDUCATION SECTOR BUDGET TO STATE BUDGET	19.9	16.2	17.6	34.7	21.7	27.4	13.2	10.5	11.8

Source: Zamfara State Ministry of Budget and Economic Planning

Table 4.2 shows how the Education Budget paired against the State Budget over 3- Year Period (2020-2022). The Education Sector recorded 17.6% in 2020, 27.4% in 2021 and dropped to 11.8 % in 2022.

Table 4.3 State Basic Education Expenditure (from all sources – Federal (UBE) – IF, State Govt, LGEAs etc) (2024-2027)

STATE EDUCATION BUDGET BY LEVEL									
MDA	2024			2025			2026		
	RECURRENT	CAPITAL	TOTAL	RECURRENT	CAPITAL	TOTAL	RECURRENT	CAPITAL	TOTAL
NOMADIC EDUCATION	72,900,000		72,900,000	63,871,356		63,871,356	63,421,356		63,421,356
MASS EDUCATION BOARD	159,700,000		159,700,000	142,800,000		142,800,000	126,000,000		126,000,000
SUBEB	412,000,000	2,700,000,000	3,112,000,000	336,000,000	3,000,000,000	3,336,000,000	413,700,000	1,800,000,000	2,213,700,000
TOTAL BASIC EDUCATION	644,600,000	2,700,000,000	3,344,600,000	542,671,356	3,000,000,000	3,542,671,356	603,121,356	1,800,000,000	2,403,121,356
TOTAL EDUCATION SECTOR BUDGET	14,140,093,538	19,097,000,000	33,237,093,538	21,915,725,872	17,272,000,000	39,187,725,872	9,717,301,773	9,070,000,000	18,787,301,773
% OF EDUCATION SECTOR BUDGET TO STATE BUDGET	4.558668571	14.13834634	10.06285341	2.476173316	17.36915239	9.040257573	6.206675167	19.84564498	12.79120006

Source: Zamfara State Ministry of Budget and Economic Planning

Basic Education received 10.06% of the State Education Budget in 2020, 9.04% in 2021 and 12.80% in 2022.

4.4 State Basic Education Public Recurrent and Capital Expenditure

Government expenditure on Basic Education in State is primarily from three major sources; the Local Governments pay teachers salaries and in-service trainings; The State Government in collaboration with Universal Basic Education Commission (UBEC) pays annual Matching Grant as Counterpart Funding at 50:50 basis in line with UBEC Act of 2004. The Matching Grant is meant for provision of Infrastructure, Monitoring and Supervision, Agricultural Education and Sports development in our schools. UBEC also provide Instructional Materials for distribution to schools and also provide support to SBMCs in all schools, as well as Grant for Teacher Development Programme. Other sources of funding for Basic Education includes Donor Agencies support such as FCDO; UNICEF; Qatar Foundation, and World Bank P4R. Allocations to the Basic Education sub-sector have not been meeting up with the Global Policy Benchmark rate of 28% due to inability of the State to generate sufficient revenues locally and from the Federation Account. The State annual budgets have almost been in deficit thereby, making sectoral allocations very limited.

Funding of Basic Education for the Year (2019-2021) recorded total sum of Thirty-Two Billion Eight Hundred and Four Million, Four Hundred and Eleven Thousand, Fifty-One Naira, Sixty-Two Kobo (32,804,411,051.62) Only, as per Table 4.1.3 Below:-

Table 4.4a: State , Basic Education Public Recurrent and Development Expenditure

Years	2024	2025	2026	2027	TOTAL
	Actual (N)	Actual (N)	Actual (N)	Actual (N)	
State Counterpart fund (Matching Grant)	1,395,784,959.14	1,619,880,078.86	1,719,884,078.86	1,819,884,078.86	6,679,532,315.44
UBEC Counter Part fund (Matching Grant)	1,395,784,959.14	1,569,884,079.86	1,619,884,078.86	1,669,884,078.86	6,379,536,316.44
UBEC Grant (Teacher Professional Development)	220,000,000.00	244,000,000.00	264,000,000.00	285,000,000.00	1,013,000,000.00
UBEC Instructional Materials	662,677,972.50	662,677,972.50	277,711,499.64	662,677,972.50	2,265,745,417.14
State Government Contribution (Overhead Cost)	345,150,000	355,150,000	360,183,743.08	370,183,743.08	1,430,667,486
LGA funding	360,000,000	380,000,000	390,000,000	410,000,000	1,540,000,000
UNICEF	1,038,097,319.00	1,245,716,379.00	1,494,859,250.00	1,793,830,696.76	5,572,503,644.76
BESDA (World Bank)	6,888,874,360.00	0	0	0	6,888,874,360.00
SUBEB UNICEF(COUNTERPART)	119,638,118.00	179,457,177.00	233,294,330.10	279,953,196.12	812,342,821.22
UBEC COUNTER PART (SBMC SIP INTERVENTION)	54,500,000.00	54,500,000.00	54,500,000.00	54,500,000.00	218,000,000.00
SBMC SIP (COMMUNITY CONTRIBUTION)	4,950,000.00	4,950,000.00	4,950,000.00	4,950,000.00	19,800,000.00
Total Basic Education Funding	14,418,192,563.08	8,468,294,922.86	9,917,923,565.68		32,804,411,051.62

Source: SUBEB financial reports 2019– 2021

The Table Above 4.4a indicates that the Sum of **Nineteen Billion, Five Hundred and Twenty Nine Million, Nine Hundred and One Thousand, One Hundred and Fifty-Two Naira, Thirty-Eight Kobo, Only (19,529,901,152.38)** representing 60% of funds available for Basic Education (2022-2024) were utilized for the provision of infrastructure in schools, funding of components of agricultural and sports school activities, all aimed at achieving policies of ensuring Access to Basic Education, quality of Basic Education delivery, as well as system strengthening.

Distribution of Matching Grant for Basic Education Fund across components

In order to ensure proper utilization of Matching Grant, guidelines were issued and were adhered to as follows:

- Infrastructural Development - 90%
- Water and Sanitation – 3%
- Project Monitoring and Supervision 2%

- Agricultural Education 2%
- Quality Assurance 2%
- Sports 1%

The following achievements were recorded during the period

➤ **New Construction**

- 1,145 Classroom Constructed

➤ **Wall Fence**

- 19,787 Meters Wall Fenced Constructed in 36 Schools

➤ **Renovations**

- 644 Classroom renovated

➤ **3/4 Unit VIP Latrine, Bore Holes & Over Head Tanks**

- 327 Cell VIP constructed
- 107 Number Boreholes
- 93 Number OF Over Head Water Tanks

➤ **Construction of ICT Centres**

- 11 Number blocks constructed
- 34,304 Double-Sitter (Students Furniture)

- 3,433 Teachers Table and Chairs

4.4 b Table Distribution of Matching Grant for Basic Education Fund across components

Year	UBEC/SUBEB Matching Grant	Infrastructural Development (90%)	Water and Sanitation (3%)	Project Monitoring and Supervision (2%)	Agricultural Education (2%)	Quality Assurances (2%)	Sports (1%)	Total
2024	5,520,352,057.50	4,968,316,851.75	165,610,561.73	110,407,041.15	110,407,041.15	110,407,041.15	55,203,520.58	5,520,352,057.50
2025	1,430,148,270.28	1,287,133,443.25	42,904,448.11	28,602,965.41	28,602,965.41	28,602,965.41	14,301,482.70	1,430,148,270.28
2026	1,893,293,328.96	1,703,963,996.06	56,798,799.87	37,865,866.58	37,865,866.58	37,865,866.58	18,932,933.29	1,893,293,328.96
2027								
TOTAL	8,843,793,656.74	7,959,414,291.07	265,313,809.70	176,875,873.13	176,875,873.13	176,875,873.13	88,437,936.57	8,843,793,656.74

Source: SUBEB financial reports 2024– 2027

4.5 Basic Education Recurrent Expenditure (Teachers and LGEAs staff salaries, Running costs, etc (2024-2027)

Local Government Councils pay Teacher salary and in – service trainings. The period (2019-2021) recorded total sum of **Twelve Billion, Four Hundred and Sixty-Six Million Nine Hundred and fifty Eight Thousand, Six Hundred and Seventy Naira (N12,466,958,670.00) Only**, for the payment of Teachers Salary, representing 94% of the total Recurrent Expenditure incurred. Running Cost which includes transport, travelling, workshops and seminars, maintenance of capital assets, monitoring activities of LGEAs etc recorded expenditure the sum of **Eight Hundred and seven Million, five Hundred and Fifty One Thousand, Two Hundred And Twenty Nine Naira, Twenty Four Kobo (N807,551,229.24) Only**, representing 6% of the total recurrent expenditure.

Table 4.5: Basic Education Recurrent Expenditure (teachers and LGEAs staff salaries, running costs, etc_ 2024-2027)

Years	2024	2025	2026	2027
	Actual (N)	Actual (N)	Actual (N)	Actual (N)
State Government Contribution (Overhead Cost)	345,150,000	355,150,000	360,183,743.08	370,183,743.08
LGA funding	360,000,000	380,000,000	390,000,000	410,000,000
Total Basic Education Funding	705,150,000	735,150,000	750,183,743.08	780,183,743.08

Source: SUBEB financial reports 2019– 2021

4.6: Support from Development Partners During the period, the Basic Education Sub sector received the blessings of UNICEF and World Bank. The sum of **Eleven-Billion, Eight Hundred and Seventy-Eight Million, Ninety-Three Thousand, Five Hundred and Sixty Naira (N11,878,093,560.11) only** was supported by the two partners in Basic Education delivery.

Table 4.6: Support from Development Partners (2024 – 2027)

Years	2024	2025	2026	2027	TOTAL
	Actual (N)	Actual (N)	Actual (N)	Actual (N)	
UNICEF	1,038,097,319.00	1,245,716,379.00	1,494,859,250.00	1,793,830,696.76	5,572,503,644.76
BESDA (World Bank)	6,305,589,915.35	0	0	0	6,305,589,915.35
TOTAL	7,343,687,234.35	1,245,716,379.00	1,494,859,250.00	1,793,830,696.76	11,878,093,560.11

Source: SUBEB financial reports 2022– 2024

UNICEF supported the sum of **Five-Billion, Five Hundred and Seventy Two Million, Five Hundred and Three Thousand, Six Hundred and Fourty Four Naira (N 5,572,503,644.76)** representing 62% support from International Development partners. Funding from UNICEF was in form of Cash Transfer to implementing partners no three modalities: Direct, Re-imbursement of Direct Cash Transfers. The funding support was on strengthening education management information system (EMIS)/Annual School Census; improving school infrastructures through school grants, Cash Transfer to vulnerable children to attend schools as well as teachers training and mentoring.

World Bank support was through P for R programme totaling the sum of **Six-Billion, Three Hundred and Five Million, Five Hundred and Eighty Nine Thousand, Nine Hundred and Fifteen Naira (N=6,305,589,915.35) Only** representing 38% of the total support from International Development Partners. World Bank support through Better Education Service Delivery for All (BESDA) addressed the lingering issue of out of school children. The programme was able to incorporate Almajiri schools into non formal centres through the creation of Quranic Integrated Centers (IQS). BESDA activities resulted to 12% increment of literacy rate in the State from 2022 baseline data to 2024 data and 10% reduction of out of school children from 61% to 51%.

4.7 Cost and Financial Implication of the Plan

4.7.1 Macroeconomic Assumption and Cost Projections

Expenditure projections for the plan period: Costing of the activities contained in this strategic plan was carried out using the least possible cost method. Given the State government's commitments to quality and accessible education, the sub-sector assumes that the current pattern of funding/budgetary allocation will not change over the plan period.

The plan considered the following assumptions:

- That current pattern of funding/budgetary allocation of the Basic Education sub sector will have a positive change in view in the State's ability to receive more rewards from BESDA Programme for Result (P4R).
- Apart from the support being received from International Development partners almost all other sources are largely dependent on Nigeria's foreign earnings, therefore funding of the plan assumes that the current Global Political turmoil arising from Russia-Ukraine war does not extend the current financial year.
- With the current spate of enforcement of laws governing operation of business activities in the country, the plan assumes that cooperate organizations will live up to their responsibility in discharging the cooperate social responsibility in funding Basic Education.
- The plan assumes that current contribution by communities will be sustained in the plan period.
- The State Government, through the State Budget will meet up with its commitment in evolving ways of sustaining the programmes of Basic Education in the event of partial/total withdrawal of Donor Agencies.

4.7.2 Financing the Plan

The sub-sector is funded from three major sources (UBE-IF, State allocation and LGA financing). Other sources are in the form of support and partnerships from International Development Partners and the private sector. In making projections for available funds to finance this strategic plan, the sub-sector assumes that the current pattern of funding will not change significantly. Considering the pattern of financial resources for the past 3-Years (Table 4.1.3), revenue projections for the plan period (2024-2027) was carefully determined as follows

Table 4.7.2a: Revenue projections for the plan period

Revenue Sources	Base Line		Projection				TOTAL
			NAIRA				
	2022	2023	2024	2025	2026	2027	
State Matching Grant Contribution	1,204,452,353.76	1,519,884,078.86	1,395,784,959.14	1,619,880,078.86	1,719,884,078.86	1,819,884,078.86	6,679,532,315.44
UBEC Matching Grant Contribution	1,204,452,353.76	1,519,884,078.86	1,395,784,959.14	1,569,884,079.86	1,619,884,078.86	1,669,884,078.86	6,379,536,316.44
State Government Contribution (Overhead Cost)	269,183,743.08	300,000,000.00	345,150,000	355,150,000	360,183,743.08	370,183,743.08	1,430,667,486
Local Governments	3,990,866,244.00	4,155,652,890.00	360,000,000	380,000,000	390,000,000	410,000,000	1,540,000,000
BESDA (P4R)	1,334,135,750.00	2,075,000,000.00	6,888,874,360.00	0	0	0	6,888,874,360.00
UBEC INSTRUCTIONAL MATERIALS	550,000,000.00	660,500,000.00	660,500,000.00	670,500,000.00	680,500,000.00	680,500,000.00	2,692,000,000.00
UBEC TEACHER PROFESSIONAL DEVELOPMENT (GRANT)	400,000,000.00	200,000,000.00	200,000,000.00	250,000,000.00	260,000,000.00	270,000,000.00	980,000,000.00
STATE CONTRIBUTION TPD	300,000,000.00	400,000,000.00	500,000,000.00	550,000,000.00	560,000,000.00	570,000,000.00	2,180,000,000.00
UBEC SBMC SIP INTERVENTION	8,000,000.00	49,500,000.00	43,000,000	53,000,000	62,000,000	70,000,000	228,000,000
SBMC COMMUNITY CONTRIBUTION	0	6,600,000.00	4,300,000	5,300,000	6,200,000	7,000,000	22,800,000
UNICEF CONTRIBUTION	1,042,185,708.00	0	1,038,097,319.00	1,245,716,379.00	1,494,859,250.00	1,793,830,696.76	5,572,503,644.76
SUBEB UNICEF COUNTERPART	112,423,408.00	0	119,638,118.00	179,457,177.00	233,294,330.10	279,953,196.12	812,342,821.22
Agency for Nomadic Education	78,871,356.00	90,000,000.00	95,000,000.00	100,000,000	110,000,000	120,000,000	425,000,000.00
Agency for Mass Education	156,000,000.00	165,000,000.00	180,000,000.00	185,000,000	190,000,000	200,000,000	755,000,000.00
MOE Education in Emergency	40,000,000.00	60,000,000.00	50,000,000.00	55,000,000	60,000,000	70,000,000	235,000,000.00
MOE GPE Programme	9,748,520.00	0	0	0	0	0	0.00
TOTAL	10,700,319,436.60	11,202,021,047.72	13,276,129,715.28	7,218,887,714.72	7,746,805,480.90	8,331,235,793.68	36,573,058,704.58
AVAILABLE FUNDS FOR THE PLAN	10,700,319,436.60	11,202,021,047.72	13,276,129,715.28	7,218,887,714.72	7,746,805,480.90	8,331,235,793.68	36,573,058,704.58

Source: SUBEB financial reports 2022– 2024

4.7.3 Cost of Sub Sector Plan

Table: 4.7.3 Cost of Sub Sector. The table below shows the policy objectives of the budgetary provision and projection which indicated directions on issues of access, equity and inclusiveness, quality and efficiency, system strengthening and sustainable funding. In this direction, the plan has streamlined very effective strategies for implementing series of activities aimed at achieving the desired goals. A total of 22,199,460,618.56 were planned for the period of four years, on access and inclusiveness. While in quality and efficiency a total of 8,323,984,283.94 was planned for the period of four years, in System strengthening and efficiency a total of 4,209,313,419.06 was planned for the period of four years and for the Sustainable funding a total of 13,563,000.00 was planned for the period of four years respectively. While the revenue projection stood at **36,573,058,704.58** and finally the expenditure projection is stand at **34,746,321,321.56**

<i>POLICY OBJECTIVES</i>	<i>2024</i>	<i>2025</i>	<i>2026</i>	<i>2027</i>	<i>TOTAL</i>
<i>ACCESS AND INCLUSIVENESS</i>	11,439,564,651.06	2,596,990,826.00	3,619,370,669.52	4,543,534,471.98	22,199,460,618.56
<i>QUALITY AND EFFICIENCY</i>	1,513,502,323.63	1,964,672,555.99	2,331,337,811.58	2,514,471,592.74	8,323,984,283.94
<i>SYSTEM STRENGTHENING AND EFFICIENCY</i>	1,142,127,795.00	810,289,054.00	980,267,994.80	1,276,628,575.26	4,209,313,419.06
<i>SUSTAINABLE FUNDING</i>	3,060,000.00	3,228,000.00	3,500,000.00	3,775,000.00	13,563,000.00
<i>TOTAL</i>	14,098,254,769.69	5,375,180,435.99	6,934,476,475.90	8,338,409,639.98	34,746,321,321.56
<i>REVENUE PROJECTION FOR THE PLAN PERIOD</i>	13,276,129,715.28	7,218,887,714.72	7,746,805,480.90	8,331,235,793.68	36,573,058,704.58
<i>EXPENDITURE PROJECTION FOR THE PLAN PERIOD</i>	14,098,254,769.69	5,375,180,435.99	6,934,476,475.90	8,338,409,639.98	34,746,321,321.56

4.8: Risks and Mitigation Measures:

The sub-sector considered some risks that can affect the delivery of results outlined in this plan as well as suggested measures for mitigation.

Table: 4.8 Risks and Mitigation

S/N	Risk	Probability	Impact	Mitigation strategies
1	Political risk	Interference with plan activities will affect implementation of the plan.	Medium	<ul style="list-style-type: none"> Continued sensitization of political leadership In the State on the importance of strict implementation of the strategic plan Involvement of all relevant stakeholders in the development and execution of the plan Involvement of community through SBMC and CBMC in the implementation of the plan
2	Economic risk	The State derives over 90% of its funding through federal allocation. Similarly the sub-sector fund is largely dependent on Federal and State economic situation. The country depends largely on global economy. Any global economic recession will affect negatively the resources accruable to the Federal Government which will in turn adversely affect funding to the sub-sector. Reference to COVID 19 Pandemic and Russia/Ukraine Conflict which affects global economy.	High	<ul style="list-style-type: none"> Prioritization of essential projects, programmes and activities to cut cost improve partnership agreements with development partners, NGOs and private sectors to fund critical aspects of the plan Embark on resource mobilization from all sources to facilitate plan implementation Improve ways of sourcing fund from philanthropist and corporate social responsibility bodies
3	Security risk	Possible spread of activities of insurgency/banditry in the rural areas of the State may disrupt implementation of educational programmes in some communities	High	<ul style="list-style-type: none"> Regular and continuous engagements with local leaders with a view to providing security to the Basic Education institutions , facilities, teachers and learners Continuous contact with State security agencies with a view to providing adequate security to all schools in the State Providing adequate security fencing to all schools Train teachers and pupils on safety measures. Strengthening the Security and Safety Committee in the schools
4	Delay in project completion risk	Political influence in the process of awarding contracts affect timely completion, quality and outcome of service delivery.	Low	<ul style="list-style-type: none"> Ensure strict adherence to due process in contract awards Strengthen project monitoring unit to provide early warning signs and apply sanctions to erring contractors.
5	High Inflation risk	Inflation caused by economic downturn and recession may affect the contract costs, such that estimates contained in the plan become unrealistic and may require variation.	High	<ul style="list-style-type: none"> Strengthen Value for Money strategy and focus more on procurement process Strict adherence to procurement process, procedures and guidelines to ensure cost effectiveness of contracts
6	Agricultural Insurance	Banditry menace is a threat to the communities that affect farming activities resulting to food insecurity	High	<ul style="list-style-type: none"> Promotion of young farmers club, school agricultural programmes etc
7	Climate change	In a situation of drought and flooding agricultural products will be affected	Low	<ul style="list-style-type: none"> Encourage tree planting in affected communities and schools

5.0: CHAPTER FIVE: MONITORING AND EVALUATION

5.0: INTRODUCTION

The M&E process describes how data will be collected to track progress of implementation of the strategic plan. This will include the roles and responsibilities at each level of the institutions involved, how data will be collected and the reporting requirements – including the use of ICT. This will also include how monitoring of planned activities are to be synchronized between different agencies and at different levels.

5.1: MONITORING AND EVALUATION MECHANISMS

M&E process needs to articulate on who uses the data produced and what it is used for. The lessons learnt from the monitoring and evaluation progress report can provide feedback for the level of improvement of the education system. Similarly, the monitoring process shows what worked well in delivering effective teaching and learning, what does not work and what needs to be corrected. The approach of the M & E processes is to ensure that all stakeholders' interest is represented.

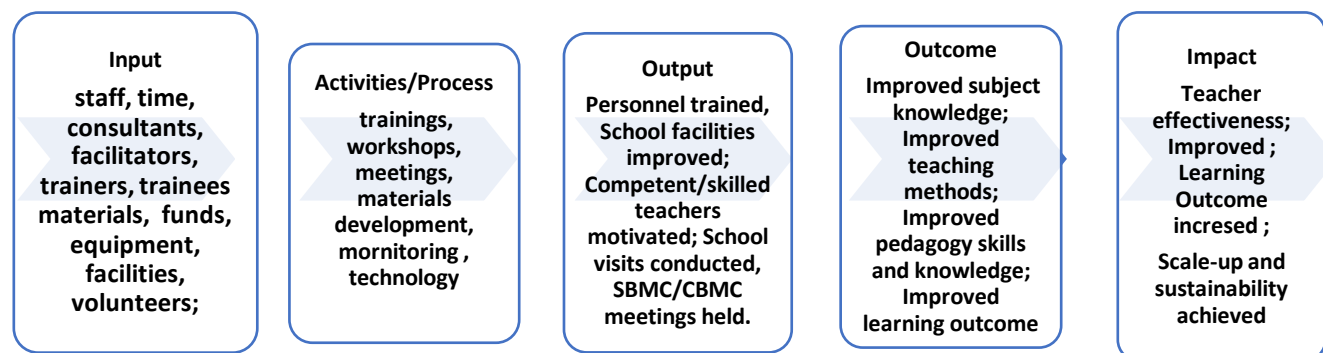
5.2.1 PLAN PROGRESS REPORTING

The Department of Planning, Research and Statistics at the State and LGA levels have EMIS units who are responsible for data collection, storage, and analysis. The EMIS units analyze data and share the results with Management Staff and Policy Makers to enable them use Evidence-based informed decisions. The ability of the EMIS units to turn out good quality data would determine the usability of the evidence generated data. To ensure the quality of data and reporting, the requisite competence and skills of the staff area priorities, while the use of technology for data capturing and analysis cannot be over emphasized. Data reporting shall adopt bottom-up approach (Schools-LGEAs-State-Federal), while feedback would be from top to bottom. At the State level, the system provides for trained individuals who are responsible for data collection and reporting. Reporting Frequency, Timelines and Responsibilities can be found in the M&E framework.

5.2.2 Plan Implementation Progress Reviews

The process of monitoring and evaluation of the Basic Education sub-sector will be guided by the logical framework below:

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



5.2.3: Surveys and Studies

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

The methods of data collection will include both quantitative and qualitative using EGRA and EGMA. The quantitative methods will include the Annual School Census, school mapping, community mapping, training and capacity building records, school support visits, quality assurance visits, teacher supervision and periodic surveys. Qualitative data will be collected through feedback from teachers and pupils/students using EGRA and EGMA, Supervisors, cluster meetings, SBMC activities, meetings and conferences.

Data collection is the responsibility of the following organizations:

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

5.3: Monitoring and Evaluation Systems

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

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

Use of technology for monitoring: The use of low-cost technology has been introduced and to facilitate real time and quality data collection and reporting at all levels of implementation. To strengthen the system, the LGEAs will be equipped with appropriate database software to facilitate timely accurate data capturing and reporting. The availability of the database would also provide an opportunity to harmonize data collection tools, as well as incorporate partners' M & E efforts into the State M & E process.

5.3.1: The Monitoring and Evaluation Framework

Monitoring & Evaluation Framework

ACTIVITES	OUTPUTS	OUTPUT INDICATORS					OUTCOMES	OUTCOME INDICATORS					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY
		Baseline (2020)	2021	2022	2023	2024		Baseline (2020)	2021	2022	2023	2024			
Reduced the number of out of school children	155,471 registered in schools	16,143	155,471	155,471	155,471	155,471	Number out of school children reduced	51%	3%	3%	3%	3%	Annually	ASC 2020 data source, NBS report and SUBEB monitoring report	SUBEB
Enhance Girls child enrolment and completion	ECCDE: 214 Primary: 7,262 JSS: 864 Girls child enrolled	ECCDE: 21,402 Primary: 242,063 JSS: 43,190	ECCDE: 21,616 Primary: 249,325 JSS: 44,054	ECCDE: 21,616 Primary: 249,325 JSS: 44,054	ECCDE: 21,616 Primary: 249,325 JSS: 44,054	ECCDE : 21,616 Primary : 249,325 JSS: 44,054	Gender Parity Index (GPI) increased	ECCDE: GER 4.3% NER 1.4% GPI 0.8% Primary: GER58% NER 51% GPI 0.6% JSS: GER 20% NER 21% GPI 0.7%	ECCDE: GER 5.3% NER 2.4% GPI 0.9% Primary: GER63% NER 56% GPI 0.9% JSS: GER 22% NER 23%	ECCDE: GER 5.3% NER 2.4% GPI 0.9% Primary: GER63% NER 56% GPI 0.9% JSS: GER 22% NER 23%	ECCDE: 5.3% NER 2.4% GPI 0.9% Primary: 0.9% Primary: GER 63% NER 56% GPI 0.9% JSS: GER 22% NER 23%	ECCDE: 5.3% NER 2.4% GPI 0.9% Primary: 0.9% Primary: GER 63% NER 56% GPI 0.9% JSS: GER 22% NER 23%	Annually	ASC 2020 data source and SUBEB monitoring report	SUBEB

									GPI 0.9%	GPI 0.9%	22% NER 23% GPI 0.9%	22% NER 23% GPI 0.9%			
Increase Almajiri children access to integrated education	75,069 Almajiri children enrolled into integrated education	75,412	150,481	150,481	150,481	150,481	Almajiri children access to integrated education	91%	2%	2%	2%	2%	Annually	ASC 2020 data source, NBS report and SUBEB monitoring report	SUBEB
Enhance intervention for education in emergency	2,000 IDPs children enrolled	1,261	1,761	1,761	1,761	1,761	intervention for education in emergency enhanced	14%	4%	4%	4%	4%	Annually	ASC 2020 data source, NBS report and SUBEB monitoring report	SUBEB
Mobilization of parent and communities to support Basic Education programmes	800 Schools has communities	1,077 (functional SBMC)	1,277	1,277	1,277	1,277	Number of functional SBMC increased	67%	8%	8%	8%	8%	Annually	ASC 2020 data source, NBS report and SUBEB monitoring report	SUBEB

POLICY 2: QUALITY AND EFFICIENCY

ACTIVITES	OUTPUTS	OUTPUT INDICATORS					OUTCOMES	OUTCOME INDICATORS					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY
		Baseline (2020)	2021	2022	2023	2024		Baseline (2020)	2021	2022	2023	2024			
Improve the capacity teachers	2,340 Teachers trained	ECCDE: 110 Primary: 3,897 JSS: 187	ECCDE: 200 Primary: 4,397 JSS: 237	ECCDE: 200 Primary: 4,397 JSS: 237	ECCDE: 200 Primary: 4,397 JSS: 237	ECCDE: 200 Primary: 4,397 JSS: 237	Teachers capacity improved	ECCDE: 36% Primary: 35% JSS: 5%	ECCDE: 15% Primary: 20% JSS: 5%	ECCDE: 15% Primary: 20% JSS: 5%	ECCDE: 15% Primary: 20% JSS: 5%	ECCDE: 15% Primary: 20% JSS: 5%	Annually	ASC 2020, monitoring report and activity report	SUBEB
Provision of adequate text books on core subjects	Core text books procured and distributed	ECCDE: 14,020 Primary: 397,477 JSS: 115,390	ECCDE: 15,020 Primary: 497,477 JSS: 215,390	ECCDE: 15,020 Primary: 497,477 JSS: 215,390	ECCDE: 15,020 Primary: 497,477 JSS: 215,390	ECCDE: 15,020 Primary: 497,477 JSS: 215,390	Pupils core text books ratio reduced	ECCDE: 1:8 Primary: 1:20 JSS: 1:25	ECCDE: 1:4 Primary: 1:5 JSS: 1:17	ECCDE: 1:4 Primary: 1:5 JSS: 1:17	ECCDE: 1:4 Primary: 1:5 JSS: 1:17	ECCDE: 1:4 Primary: 1:5 JSS: 1:17	Annually	ASC 2020, monitoring report and activity report	SUBEB
Increase the proportion of qualified teachers from ECCDE, Primary and JSS	1,500 Qualified teachers recruited	ECCDE: 269 Primary: 8,844 JSS: 2,581	ECCDE: 300 Primary: 9,244 JSS: 2,781	ECCDE: 300 Primary: 9,244 JSS: 2,781	ECCDE: 300 Primary: 9,244 JSS: 2,781	ECCDE: 300 Primary: 9,244 JSS: 2,781	Pupil qualified teachers ratio reduced	ECCDE: 1:165 Primary: 1:105 JSS: 1:43	ECCDE: 1:145 Primary: 1:90 JSS: 1:41	ECCDE: 1:125 Primary: 1:70 JSS: 1:39	ECCDE: 1:105 Primary: 1:55 JSS: 1:37	ECCDE: 1:85 Primary: 1:40 JSS: 1:35	Annually	ASC 2020, monitoring report and activity report	SUBEB
Provide conducive classrooms for effective teaching and learning	1,200 new classrooms constructed	ECCDE: 0 Primary: 6,985 JSS: 1,245	ECCDE: 122 Primary: 7,135 JSS: 1,295	ECCDE: 122 Primary: 7,135 JSS: 1,295	ECCDE: 122 Primary: 7,135 JSS: 1,295	ECCDE: 122 Primary: 7,135 JSS: 1,295	Conducive classrooms for effective teaching and learning provided	ECCDE: 1:37 Primary: 1:95 JSS: 1:76	ECCDE: 1:35 Primary: 1:80 JSS: 1:71	ECCDE: 1:33 Primary: 1:65 JSS: 1:66	ECCDE: 1:31 Primary: 1:50 JSS: 1:61	ECCDE: 1:30 Primary: 1:40 JSS: 1:56	Annually	ASC 2020, monitoring report, activity report and notification of contract award	SUBEB
Provide adequate furniture to school	3,000 Pupils furniture procured and distributed	ECCDE: 0 Primary: 22,685 JSS: 2,561	ECCDE: 0 Primary: 23,685 JSS: 2,861	ECCDE: 0 Primary: 23,685 JSS: 2,861	ECCDE: 0 Primary: 23,685 JSS: 2,861	ECCDE: 0 Primary: 23,685 JSS: 2,861	pupils furniture ratio reduced	ECCDE: 1:8 Primary: 1:6 JSS: 1:6	ECCDE: 1:6 Primary: 1:5 JSS: 1:5	ECCDE: 1:4 Primary: 1:4 JSS: 1:4	ECCDE: 1:2 Primary: 1:2 JSS: 1:2	ECCDE: 1:2 Primary: 1:2 JSS: 1:2	Annually	ASC 2020, activity report, notification of contract award and distribution list	SUBEB

POLICY 3: STRENGTHENING SYSTEM AND EFFICIENCY

ACTIVITES	OUTPUTS	OUTPUT INDICATORS					OUTCOMES	OUTCOME INDICATORS					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY
		Base line (2020)	2021	2022	2023	2024		Base line (2020)	2021	2022	2023	2024			
Establishment of LGEAs EMIS	14 EMIS Established and equipped	0	14	14	14	14	LGEAs EMIS established	0%	21%	21%	21%	21%	Annually	Activity report and monitoring report	SUBEB
Capacity building for SUBEB/LGEA Planning/EMIS personnel	SUBEB/LGEA Planning/EMIS personnel capacity developed	240	390	390	390	390	Capacity building for SUBEB/LGEA Planning/EMIS personnel improved	62%	8%	8%	8%	8%	Annually	Activity report and monitoring report	SUBEB
Strengthening the effectiveness of school ICT centres	44 ICT centres refurbished	44	10	10	10	10	Strengthening the effectiveness of school ICT centres facilitators improved	3%	1%	1%	1%	1%	Annually	Activity report and monitoring report	SUBEB
Strengthening resource mobilization system in SUBEB	Resource mobilization system in SUBEB established	3,344,600,000	3,411,492,000	3,411,492,000	3,411,492,000	3,411,492,000	Percentage of education funding improved	10%	2%	2%	2%	2%	Annually	Activity report and monitoring report	SUBEB
Capacity building for SBMC and CBMC	SBMC/CBMC Capacity developed	1,077	1,177	1,177	1,177	1,177		67%	6%	6%	6%	6%	Annually	Activity report and monitoring report	SUBEB

POLICY 4: SUSTAINABLE FUNDING

ACTIVITES	OUTPUTS	OUTPUT INDICATORS					OUTCOMES	OUTCOME INDICATORS					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY
		Baseline	2020	2021	2022	2023		Baseline	2020	2021	2022	2023			
Advocacy visit to 8 National Assembly and Donor Agencies in Abuja for increased funding support to Basic Education	Advocacy visit to National Assembly and Donor agencies in Abuja for increased funding support to Basic Education conducted	0	National assembly, FCDO, UNICEF, UNECO, FHI 360, World Bank, GF Kennedy New York, World Education Relief Washington, Qatar Foundation	National assembly, FCDO, UNICEF, UNECO, FHI 360, World Bank, GF Kennedy New York, World Education Relief Washington, Qatar Foundation	National assembly, FCDO, UNICEF, UNECO, FHI 360, World Bank, GF Kennedy New York, World Education Relief Washington, Qatar Foundation	National assembly, FCDO, UNICEF, UNECO, FHI 360, World Bank, GF Kennedy New York, World Education Relief Washington, Qatar Foundation	Increases source of fund to basic education.	0	8	8	8	8	Annually	Activity Report	SUBEB
Advocacy visit to 8 Donor Agencies in zonal offices for increased funding support to Basic Education	Advocacy visit to 8 Donor Agencies in zonal offices for increased funding	0	FCDO, UNICEF, UNECO, FHI 360, World Bank, GF Kennedy New York, World Education Relief	FCDO, UNICEF, UNECO, FHI 360, World Bank, GF Kennedy New York, World	FCDO, UNICEF, UNECO, FHI 360, World Bank, GF Kennedy New York, World Education Relief	FCDO, UNICEF, UNECO, FHI 360, World Bank, GF Kennedy New York, World Education Relief	The source of fund to basic education increased	0	8	8	8	8	Annually	Activity Report	SUBEB

	support to Basic Education CONDUCTED.		Washington, Qatar Foundation	Education Relief Washington, Qatar Foundation	Washington, Qatar Foundation	GF Kennedy New York, World Education Relief Washington, Qatar Foundation									
Advocacy visit to Emirate council for increased funding support to Basic Education	Advocacy visit to Emirate council for increased funding support to Basic Education conducted.	0	17 Emirate councils	17 Emirate councils	17 Emirate councils	17 Emirats councils	The source of fund to basic education increased	0	17	17	17	17	Annually	Activity Report	SUBEB
Computer training for 25 SUBEB finance officers	Training for 25 SUBEB finance officers on computer application conducted	0	25 staff	25 staff	25 staff	25 staff	The capacity of 25 SUBEB finance officers on computer application Improved	0	25	25	25	25	Annually	Activity Report	SUBEB
Computer training for 42 LGEA finance officers	Training for 42 LGEA finance officers on computer application conducted	0	42	42	42	42	The capacity of 42 LGE finance officers on computer application improved.	0	42	42	42	42	Annually	Activity Report	SUBEB
Computer training for 88 finance officers from 44 ADCS	Training for 88 ADC finance officers on computer application conducted	0	88	88	88	88	The capacity of 88 ADC finance officers on computer application. Improved.	0	88	88	88	88	Annually	Activity Report	SUBEB

Up- grading of a financial Data Bank to computerized accounting system.	Up- grading of a financial Data Bank to computerized accounting system.	0	1	1	1	1	Improved financial Data bank to computerized accounting system .	0	1	1	1	1	Annually	Activity Report	SUBEB
Establish 14 computerized accounting system at LGEAs.	Establish 14 computerized accounting system at LGEAs .	0	14	14	14	14	14 computerized accounting system at LGEAs established	0	14	14	14	14	Annually	Activity Report	SUBEB
Maintenance of the 58 computerized accounting system at LGAs and ADCs	Maintain computerized accounting system at LGAs and ADCs	0	58	58	58	58	58 computerized accounting system maintained	0	58	58	58	58	Annually	Activity Report/Monitoring Report	SUBEB
Procurement of 10 fireproof cabinet drawers	10 fireproof cabinet drawers	2	10	10	10	10	10 fireproof cabinet drawers procured	2	10	10	10	10	Annually	Notification of contract award	SUBEB
Conduct of LGEA and SUBEB external audit exercise	Conduct of LGEA and SUBEB external audit exercise.	1	15	15	15	15	LGEA and SUBEB external audit exercise conducted.	1	15	15	15	15	Annually	Activity Report	SUBEB

5.4. KEY PERFORMANCE INDICATORS (KPI) DATA

SMTBESP 2024-2027 Key Performance Indicators								
Indicator Name	Unit of Measurement	B/LINE	Target	Target	Target	Target	Data Source/Mean of verification	Responsibility for
		2023	2024	2025	2026	2027		Data Collection
Pre-Primary Gross Enrolment Rate Total	%	9.3	11.2	13.2	15.2	17.2	NPA	
Pre-Primary Gross Enrolment Rate Boys	%	10.7	12.7	14.7	16.7	18.7	NPA	
Pre-Primary Gross Enrolment Rate Girls	%	7.8	9.8	11.8	13.8	15.8	NPA	
Primary Gross Enrolment Rate Total	%	73	75	77	79	81	NPA	
Primary Gross Enrolment Rate Boys	%	88.8	90.8	92	94	96	NPA	
Primary Gross Enrolment Rate Girls	%	57.8	50	52	54	56	NPA	
JSS Gross Enrolment Rate Total	%	20,4	22.4	24.4	26.4	28.4	NPA	
JSS Gross Enrolment Rate Boys	%	23.7	27	30	33	36	NPA	
JSS Gross Enrolment Rate Girls	%	17.3	20.3	23.3	26.3	29.3	NPA	
Primary Gross Intake Rate Total	%	58,994					NPA	
Primary Gross Intake Rate Boys	%	35,788					NPA	
Primary Gross Intake Rate Girls	%	23,206					NPA	
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	%	44.9	49.9	54.9	59.9	64.9	NPA	
Primary to JSS Transition Rate Boys	%	41.2	46.2	51.2	56.2	61.2	NPA	
Primary to JSS Transition Rate Girls	%	50.7	55.7	60.7	65.7	70.7	NPA	
JSS 1/JSS2 Retention Rate Total	%							
JSS 2/JSS3 Retention Rate Total	%							
Primary Education Completion Rate Total	%	47.2	52.2	57.2	62.2	67.2	NPA	
Primary Education Completion Rate Boys	%	56.8	61.8	66.8	71.8	76.8	NPA	
Primary Education Completion Rate Girls	%	37.8	40.8	45.8	50.8	55.8	NPA	
GPI Pre-Primary	Ratio	0.74	0.69	0.64	0.59	0.54	NPA	
GPI Primary	Ratio	0.67	0.62	0.57	0.52	0.47	NPA	
GPI JSS	Ratio	0.75	0.65	0.60	0.55	0.50	NPA	
JS Education Completion Rate Total	%	29.8	40	50	60	66	NPA	
JS Education Completion Rate Boys	%	26.3	36	46	56	66	NPA	
JS Education Completion Rate Girls	%	17.4	27	37	47	57	NPA	
Pre-Primary Pupil / Classroom	Ratio	1;18	1;17	1;16	1;15	1;19	NPA	
Primary Pupil / Classroom	Ratio	1;56	1;51	1;46	1;43	1;40	NPA	
JSS Pupil / Classroom	Ratio	1;52	1;47	1;42	1;37	1;32	NPA	
Pre-Primary Pupil / Teacher	Ratio	1;76	1;66	1;56	1;46	1;36	NPA	
Pre-Primary Pupil / Teacher Urban	Ratio							
Pre-Primary Pupil / Teacher Rural	Ratio							
Primary Pupil / Teacher	Ratio	1;69	1;64	1;59	1;54	1;45	NPA	
Primary Pupil / Teacher Urban	Ratio							

Primary Pupil / Teacher Rural	Ratio							
JSS Student / Teacher	Ratio	1;85	1;75	1;65	1;55	1;45	NPA	
JSS Student / Teacher Urban	Ratio							
JSS Student / Teacher Rural	Ratio							
Proportion of qualified teachers Pre-primary	%	43,5					NPA	
Proportion of qualified teachers Primary	%	85.2	87.2	90.2	92.2	95	NPA	
Proportion of qualified teachers JSS	%	68.6	71.6	74.6	77.6	80	NPA	
Proportion of Primary learners that have access to textbooks-English	%	1;4	3	2	1	1	NPA	
Proportion of Primary learners that have access to textbooks-Mathematics	%	1;5	3	2	1	1	NPA	
Proportion of Primary learners that have access to textbooks-Basic Science and Technology	%	1;5	4	3	2	2	NPA	
Proportion of Primary learners that have access to textbooks-Social Studies	%	1;5	4	2	1	1	NPA	
Proportion of JS students that have access to textbooks-English	%	1;6	4	2	2	2	NPA	
Proportion of JS students that have access to textbooks-Mathematics	%	1;5	4	2	2	2	NPA	
Proportion of JS students that have access to textbooks-Basic Science and Technology	%	1;6	5	3	3	3	NPA	
Proportion of JS students that have access to textbooks-Social Studies	%	1;7	5	3	3	3	NPA	
MLA P2 Literacy Mean score	%	39.50	41.50	43.50	45.50	47.50	NPA	
MLA P2 Numeracy Mean score	%	30.53	32.53	34.53	36.53	38.53	NPA	
MLA P4 Literacy Mean score	%	42.07	44.07	46.07	48.07	50,07	NPA	
MLA P4 Numeracy Mean score	%	48.25	50.25	52.25	54.25	56.25	NPA	

MLA P5 or 6 Literacy Mean score	%	54.73	56.73	68.73	70.73	72.73	NPA	
MLA P5 or P6 Numeracy Mean score	%	46.02	48.02	50.02	52.02	54.02	NPA	
BECE Pass rate (6 credits including English and Mathematics)	%							
Proportion of Primary schools with access to Good Water source	%	31%	36%	41%	46%	51%	NPA	
Proportion of JSS with access to good Water source	%	66%	68%	70%	72%	75%	NPA	
Pupil/Toilet Primary Ratio	Ratio	1,31	1,26	1,21	1,16	1,11	NPA	
Pupil/Toilet JSS Ratio	Ratio	1,53	1,48	1,43	1,38	1,33	NPA	
Proportion of Schools with separate toilets for Boys and Girls Primary	%	1,013	1,033	1,053	1,073	1,093	NPA	
Proportion of Schools with separate toilets for Boys and Girls JSS	%	87	92	97	102	107	NPA	
Primary Schools with Library Primary	%	63	73	83	93	103	NPA	
JS Schools with Library JSS	%	52	62	72	82	92	NPA	
Proportion of Schools with Access to ICT facilities Primary	%	51	66	81	96	112		
Proportion of Schools with Access to ICT facilities JSS	%	13	18	23	28	33		
Proportion of Schools with Access to Power Primary	%	94						
Proportion of Schools with Access to Power JSS	%	62						
Proportion of schools with fencing Primary	%	17%						
Proportion of schools with fencing JSS	%	5%						
Proportion of Primary learners that have access to furniture (chair/table/desk)	%	70,336						
Proportion of JS students that have access to furniture (chair/table/desk)	%	13,185						
Proportion of JS schools That that have to Laboratories	%	13						

Proportion of schools with functional SBMCs -Primary	%	1077						
Proportion of schools with functional SBMCs -JSS	%	89						
Learning assessment system in place with provision for regular implementation	Yes/No	Yes	Yes	Yes	Yes	Yes		
Teacher Deployment Policy & Management Information System in place	Yes/No	Yes	Yes	Yes	Yes	Yes		
Education Management Information System available	Yes/No	Yes	Yes	Yes	Yes	Yes		
Education Management Information System functional	Yes/No	Yes	Yes	Yes	Yes	Yes		
Availability of Inclusive Education Policy	Yes/No	Yes	Yes	Yes	Yes	Yes		
Inclusive Education Policy in use	Yes/No	Yes	Yes	Yes	Yes	Yes		
Emergency response mechanisms in place	Yes/No	Yes	Yes	Yes	Yes	Yes		
Education as Share of State Expenditure	%	100	100	100	100	100		
Basic Education budget as share of State Education budget	%	100	100	100	100	100		
Proportion of Basic Education Budget released	%	100	100	100	100	100		
UBE-IF Matching grant accessed and up to date (2019)	Yes/No	Yes	Yes	Yes	Yes	Yes		

6.0 CHAPETRE SIX: Plan Implementation Arrangement

6.1 State Basic Education Governance Structures

The Basic Education Structure has been drawn in line with provision of Zamfara State Universal Basic Education law 2005 which was an adaptation of the UBEC act 2004. The Law provides for a Board headed by the Executive Chairman, Board Secretary, and four Permanent Members on full time basis and representatives of relevant agencies and interest groups on part-time basis which include: Ministry of Education, Mass Education Board, three Local Government Chairmen representing three Senatorial Districts, PTA, NUT and Women group.

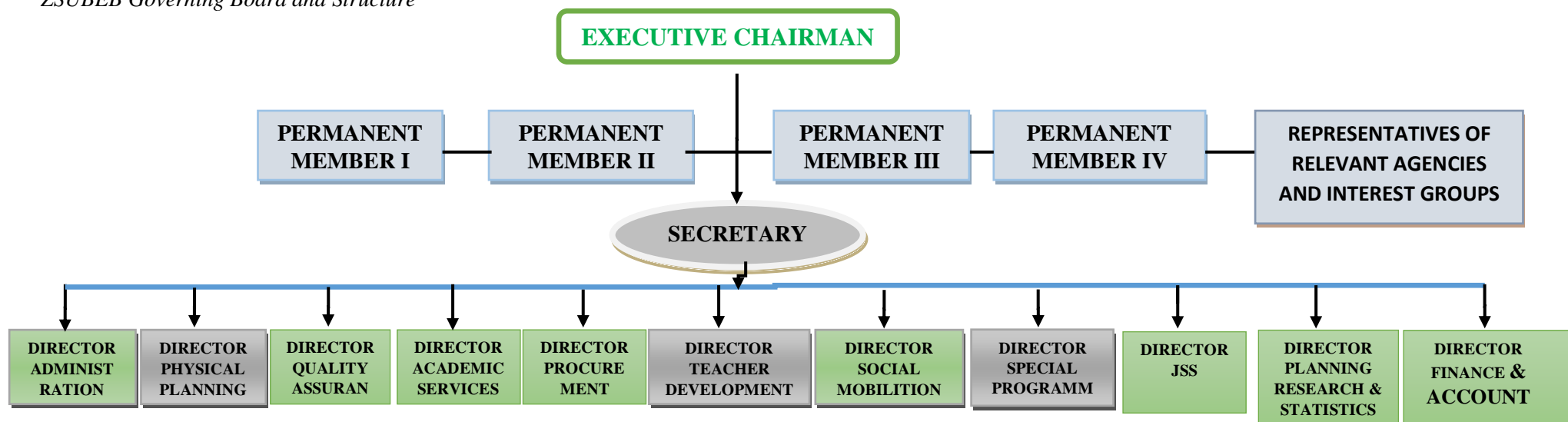
ZSUBEB is responsible for the implementation of the Basic Education in Zamfara State. This includes the Early Childhood Care Development and, the nine years of formal education, skill acquisition programme and education of special groups such as nomads and migrants, girl child and women, Almajiri, street children and disabled groups.

Zamfara State Universal Basic Education Board is responsible for:

- Implementation of policies and strategies in line with the National Council on Education for effective management of universal Basic Education in the State.
- Management of Basic Education Sub-Sector
- Co-management of Junior Secondary Schools with the Ministry of Education, expecting the ministry to gradually disengage from the management of JSS by 2009/2010 academic year
- Disbursement of matching grants from the Commission to Zamfara State Mass Education Board as per guidelines given by the commission.

ZSUBEB has a strong collaboration with all relevant MDAs and Community representatives for effective implementation of the Basic Education in Zamfara State. The relevant MDAs include Ministry of Education, Ministry Budget and Economic Planning, Ministry of Local Government and Community Development, Mass Education Board, Agency for Nomadic Education and Local Government Education Authorities. Moreover, Schools (including Nomadic), Non-formal Centers, SBMCs, CBMCs, and NGOs are allowed to play greater roles for active participation in the development and implementation of the Basic Education Plans.

ZSUBEB Governing Board and Structure



6.2 Basic Education Steering Committee

The Better Education Service Delivery for All Guidelines provide for establishment of a State BESDA steering committee with following membership:

➤ Honorable Commissioner of Education	-	Chairman
➤ Chairman House Committee on Education	-	Member
➤ Permanent Secretary Ministry of Education	-	Member
➤ Executive Chairman SUBEB	-	Member
➤ BESDA Consultant	-	Member
➤ Chairman Council of Chiefs	-	Member
➤ Chairman ALGON	-	Member
➤ Executive Secretary Mass Education Board	-	Member
➤ Executive Secretary Agency for Nomadic Education	-	Member
➤ Accountant General	-	Member
➤ Director SM (Lead Result Area 1)	-	Member
➤ Director AS (Lead Result Area 2)	-	Member
➤ Director PRS (Lead Result Area 3/Focal Person)	-	Member
➤ Director PRS (DLI4)	-	Secretary

6.3 State Basic Education Technical committee

➤ Executive Chairman SUBEB	-	Chairman
➤ BESDA Consultant	-	Member
➤ Board Secretary	-	Member
➤ Director SM (Lead Result Area 1)	-	Member
➤ Director AS (Lead Result Area 2)	-	Member
➤ Director Finance and Supplies	-	Member
➤ Director Physical Planning	-	Member
➤ Auditor	-	Member
➤ SBMC Chairman	-	Member
➤ Chairman ESs Forum	-	Member
➤ Director PRS (Lead Result Area 3/Focal Person)	-	Secretary

6.4 LGA Education Technical Committee

➤ Local Government Chairman	-	Chairman
➤ Representative Traditional Ruler	-	Member
➤ Chairman SBMC	-	Member
➤ Chairman NUT	-	Member
➤ Planning Officer	-	Member

➤ Social Mobilization Officer	-	Member
➤ Chairman Head teachers	-	Member
➤ Coordinator Mass Education	-	Member
➤ Quality Assurance officer Nomadic	-	Member
➤ Education Secretary	-	Secretary

6.5 School-Based Implementation Committee

➤ SBMC Chairman	-	Chairman
➤ Women Representative	-	Member
➤ Class Teachers Primary 1, 2 & 3	-	Members
➤ Old Boy Representative	-	Member
➤ Old Girl Representative	-	Member
➤ School Exams Officer	-	Member
➤ Head Teacher	-	Secretary

6.6 Education Partners Coordination Committee

➤ Honorable Commissioner Ministry of Budget and Economic Planning	-	Chairman
➤ Accountant General (PFMU)	-	Member
➤ UNICEF	-	Member
➤ USAID	-	Member
➤ FCDO (DFID)	-	Member
➤ GPE	-	Member
➤ DSP SUBEB	-	Member
➤ BESDA Focal Person	-	Member
➤ DPRS MOE	-	Member
➤ DPRS MBEP	-	Secretary