MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

ZAMFARA STATE
FEDERAL REPUBLIC OF NIGERIA

Reviewed
STATE EDUCATION SECTOR PLAN (SESP)
2022 – 2032

July, 2022

Preface

The Zamfara State Government under the leadership of His Excellency, Dr. Bello Muhammad Maradun, Barden Kasar Hausa has made a pronouncement that Education would be given utmost consideration. This is one of the transformational Agenda leading to sustainable Socio-Economic development of Zamfara State. This State Education Strategic Plan (SESP), which serves as a Road Map for education development in Zamfara State over the next ten years (2022-2032). The plan is in line with Education Sector Vision to Mission, Core Value and from Policy to Strategy while envisaging attainment of predetermined targets.

This plan was built on foundation of the first SESP (2011-2020). Learnings from the previous plans have been integrated into the development of this plan. Firstly, a participatory process involving training and a wide range of stakeholders conducted to the review/formulation of the plan. Secondly, evidence-base data driven approach was used in developing the plan. Thirdly, the plan was built on social inclusion lens to every analysis and recommendation for achieving Sustainable Development Goals (SDGs). Finally, implementation considerations were built on existing functions, structures and focus on ensuring positive result, while strategic measures/interventions are linked to clear indicators and targets to facilitate progress monitoring. However, this document took some time to be updated, but the SESP process required the extensive collaboration of all education ministries and agencies to reflect agreed policies, objectives, targets and priorities across the education system. I would like here to deeply thank the commitment of all relevant education stakeholders for their untiring efforts into this collective work and ensure those who provided substantial contributions that they have been taken into consideration.

The Medium Term Expenditure Framework (MTEF) was constrained within macro-economic framework which determines budgetary allocation to all levels of education, require investments to ensure expansion of an equitable access, improvement of quality achievements, improving infrastructural adequacy, enhancing planning and effective management system and attaining and maintaining sustainable funding and adequate resourcing at all levels of education in the state. The risks and mitigation strategies have been identified to ensure effective implementation of the plan.

As indicated above, we hope that this will provide the basis for continuous support from the Federal Government, Development Partners, Philanthropists and Non-Governmental Organizations to determine the areas and extent of support required in the medium and long term. Finally, I have to recognize the contributions from UNICEF, BESDA, GPE, DRPC and other donors for the development of education in the state.

Hajiya Zainab Lawal Gummi
Honorable Commissioner

Foreword

Prior to the 2011, Zamfara had no any articulated education document developed despite the implementation of Millennium Development Goals MDGs. In 2011, the state deemed it necessary and developed education sector plan 2011-2020 with support from UNICEF for the implementation of programmes and projects in the sector to facilitate tracking the achievement of MDGs. In 2014, the DFID-SPARC UK funded programme supported state to develop medium term sector strategies 2014-2016 hence, the state education sector operational plan that informed annual budget preparation.

Over the last one decade, Zamfara has recorded some marginal progress in the performance of its Education Sector Plan (SESP) implementation. Progress includes improvements in key thematic areas which have resulted to improved access to education, improved learning outcomes, enhanced performance management and improved funding for education at all level. The key lesson from these successes is the need for the state to build a resilient education system that assures access to basic education in a sustainable manner considering the COVID-19 pandemic and the prevalence of insecurity that nearly halted the education system.

The review and development of SESP II (2022-2032) was informed on the necessity and the commitment of this administration towards achieving the new development framework, the Sustainable Development Goals (SDGs), and an increasing global support for attainment of Education for All (EFA). This new document, therefore, provides the direction necessary to support the achievement of significant progress in improving the performance of the state education system. It also lays emphasis on strengthening basic education and education in emergency as the bedrock of our education system, in addition to the provision of financial risk protection to all Nigerians, particularly people with special needs, the poor and most vulnerable groups (inclusiveness).

In this Document, we have taken a deeper look at our stakeholder base and recognized their importance in the successful implementation of the programmes and projects. It is, therefore, our hope that all stakeholders, will closely collaborate with each other at all levels in the implementation of this document, considering the general acceptance that achieving quality education is a collective responsibility.

Kabiru Attahiru
Permanent secretary

Acknowledgement

The Zamfara state Ministry of Education wishes to acknowledge and appreciate the immense contribution of the State Ministry of Science & Technical, Higher Education, Budget & Economic Planning, Humanitarian Affairs and Social Development, Women Affairs, Local Government and Chieftaincy Affairs, Information, Finance, Health, State Universal Basic Education Board, Mass Education Board, Science & Technical Education Board, Teachers Service Board, Female Education Board, Examination Board, Scholarship Board and House Committee on Education, for their participation in the review and development of the State Education Sector Plan (2022-2032).

We highly appreciate the Civil Society Organizations (CSOs), Non- Governmental Organizations (NGOs), State Based Management Committees, Traditional Leaders, Religious Leaders and other stakeholders that contributed immensely to the completion of this document. Our appreciation also goes to Development Research and Project Centre (dRPC) Kano, for their immense contribution.

Our gratitude goes to the resource persons and external consultants who are experts in the field for their contributions in the review and scrutiny of this document, we highly appreciate them.

We are particularly grateful to our Development Partners, UNICEF/BESDA (World Bank) for their guidance, technical and financial support which made the realization of this review possible.

Finally, wish to specially thank the Chairman Universal Basic Education Board, all the Directors of the Ministry of Education/ZSUBEB and everyone who assisted in one way or the other for their unflinching support in the completion of this document.

All glory be to God Almighty.

Saadatu Abdu Gusau
Director, Planning Research and Statistics

Abbreviations

AIEB - Arabic and Islamic Education Board

ANFE - Adult and Non Formal Education

ASC - Animal School Census

AST & D - Academic Staff Training and Development

BECE- Basic Education Certificate Education

BESDA - Better Education Service Delivery

CBMC - Community Base Management Committee

COE - College of Education

COVID-19 - Corona Virus

DRPC- Development Research and Project Center

EB - Examination Board

ECCD- Early Child Care Development

EFA - Education for All

EMIS - Education Management Information System

ERGP - Economic Recovery Growth Plan

FCET- Federal College of Education

FEB- Female Education Board

FG - Federal Government

FLN- Foundation Literacy and Numeracy

FUG - Federal University Gusau

GPE- Global Partnership on Education

IBR - Institute Based Research

ITF - Industrial Training Fund

JSS- Junior Secondary School

LG - Local Government

M & E - Monitoring and Evaluation

MDA's- Ministry Department and Agencies

MOE - Ministry of Education

MOHE - Ministry of Higher Education

MOST - Ministry of ministry of Science and Technical

MTSS - Medium Team Sector Strategies

NAPPS - National Association of Proprietors of Private Schools

NECO - National Examination Council

NGOs -Non-Governmental Organizations

NMTSDP - Nigerian Medium Strategic Development Plan

NRF - National Research Fund

PE- Primary Education

PTA - Parent Teachers Association

QAOs - Quality Assurance Officers

RANA- Reading and Numeracy Activity

SBMC - School Base Management Committee

SDG's - Sustainable Development Goals

SESIP - State Education Program Investment Promotion

SESP - State Education Sector Plan

SG - State Government

SGBV- Gender Based Violence

SLB- State Library Board

SRK - School Records Keeping

SS - Senior Secondary

SSO - School Support Officers

STB - Science Teachers Board

TDTs- Teacher Development Teams

TETFUND - Tertiary Education Trust Fund

TFs - Teacher Facilitators

TVET - Technical and Vocational Education Training

UNESCO - United Nation Scientific and Cultural Organization

UNICEF - United Nation Children Education Fund

WAEC - West African Examination Council

WB - World Bank

ZACAS- Zamfara State College of Art and Science

ZSANE- Zamfara State Agency for Nomadic Education

ZSEB – Zamfara State Examination Board

ZSMEB- Zamfara State Mass Education Board

ZSSB- Zamfara State Scholarship Board

ZSSEAC - Zamfara State Secondary Education Assessment Report

ZSTSB - Zamfara State Teachers Service Board

ZSUBEB - Zamfara State Universal Basic Education Board

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VISION: A MODEL OF QUALITY EDUCATION IN NIGERIA

MISSION: TO SUPPORT HUMAN DEVELOPMENT, EMPOWERMENT, ECONOMIC PROSPERITY AND PATRIOTISM THROUGH RELEVANT, QUALITY AND SUSTAINABLE EDUCATION SYSTEM

CORE VALUES:

TRANSPARENCY AND ACCOUNTABILITY

LEADERSHIP AND PARTICIPATION

DEDICATION AND PRODUCTIVITY

COMMITMENT

EQUITY

CHAPTER ONE

1.0 GENERAL BACKGROUND

1.1 BACKGROUND ON STATE EDUCATION SECTOR PLAN (SESP)

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 resident, it is bordered by Sokoto state from the North, Niger and Kaduna from the South, Kebbi on the West, and Kastina 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 5,833,494 NPoPC projection (2022) with 2,873,601males and 2,959,893 Females and 800,000 children under the age of five In 2018, Zamfara was among the ten States in Nigeria with the highest indices of acute malnutrition in the country and only about 16% of its population has access to improved sanitary facilities.

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 edict the Local Governments are sub-divided into 44 Area Development Councils ADCs. Traditional institutions are represented by State Council of Chiefs which contributes to governance on advisory capacity

According to Global Education Monitoring Report 2017/8, it was highlighted that education was a collective responsibility and progress could only be sustainable through common efforts. This is essential to meet the ambitions of Sustainable Development Goal on education (SDG 4). This is part of the 2030 Agenda for Sustainable Development. It was stated that all countries are expected to set

national targets that are within their capacities to meet. Within countries, states are also expected to set their own targets. The Buhari's Administration hope that the noble initiative – Education for Change: A Ministerial Strategic Plan would bring about the desired improvement in the education sector in the Country.

It is in relation to the above, that the Federal Ministry of Education (FME) engaged deeply with State Governments, Ministries of Education, State Universal Basic Education Boards (SUBEBs), International Development Partners (IDPs) and other stakeholders across the country. The purpose of the engagement was to obtain an inclusive ownership of the Ministerial Strategic Plan, mobilize resources for its implementation, and agree on targets and strategies for achieving them as well as the time line for each of the activities specified therein. Therefore, the Global, National, State and Local Government educational goals can better be achieved through good planning and effective implementation of the plans.

It was on this note that, Zamfara State SESP was first developed with the support of UNICEF in 2011 to last for ten years in 2020. However, its implementation commenced in 2012, where State education plan and annual budget were guided by the SESOP for 2012-2014 Plan periods. It was in the mid 2014 another Development Partner SPARC/DFID UK funded project supported the state to develop MTSS for Education Sector, which was linked to the State Development Plan (SDP).The end-term assessment on the implementation of the SESP I indicated that 76% achievement have been recorded within the year under review ESP report 2020.

1.2 OVERVIEW OF EDUCATIONAL SECTOR IN ZAMFARA STATE

The State Ministry of Education (SMOE), State Ministry of Science and Technical Education (SMSTE), State Ministry for High Education have overall responsibility for education sector policy, planning and monitoring. SMOE is joined in this task by Ministries for Finance, Science and Technology, High Education and Budget and Economic Planning. Various aspects of education delivery and implementation are devolved to governmental agencies. Similarly, SUBEB State Universal Basic Education Board (ZSUBEB) plays a significant role in implementing the Basic Education Programmes. All Stakeholders work together with respective the Quality Assurance Departments of related MDAs for assuring the quality of education through performance monitoring and evaluation. The Mass Education Board (MEB) has special responsibility for literacy and learning among the adult and youth leaners

population across the state while the Examination Board is in charge of both internal and external examinations in the state.

Similarly, the Teachers' Service Board (TSB), Science and Technical Teachers' Board (STTB), Female Education Board (FEB) are responsible for recruitment and staffing at secondary level, while SUBEB take care of Basic level , MEB is in charge of the Non-Formal Sector. Private sector also provides a range of education services at all levels.

In Zamfara State, the formal education system is delivered through a number of institutions ranging from Early Childhood and Care Development (ECCD) classes, mostly provided by partners in the Public and private sector, through Universal Basic Education and Secondary Schools up to Tertiary Institutions (Universities, Colleges of Education, and Polytechnics etc.

The SMOE is mandated to collaborate with other Partners to provide policy direction as it affects education in the State. Thus, it joins hand with sister Ministries to oversee and coordinates the activities of all the agencies concerned with education.

1.3 NEED FOR THE PLAN

The Zamfara State Education Sector Strategic Plan (SESP) provides an overview of education sector policies, objectives, targets and strategies for the period 2020 to 2032. As such, the SESP provides the framework for education development in the State over the next ten years. The SESP has been developed with reference to current international, national and state policies.

The purpose of developing and reviewing the SESP is to address the poverty reduction and economic development through the active participation of relevant stakeholders for the enhancement of the State human and financial resources. The SESP is made available to enable all citizens to access education in order to develop as individuals, to improve their social and economic well-being and to play their roles in the development of the State and the country as at large.

The achievement of objectives for Universal Basic Education (UBE) is a high priority as outlined in the Federal Universal Basic Education Act. The State Education Action Plan for 2019/2020 has focused on wider coverage for Out of School Children (OOSC) with emphasis on the quality of education system. The implementation of SESP is guided by a commitment to achieving the internationally agreed SDG/EFA goals. The State Ministry of Education (SMOE) recognizes the need to adopt a holistic approach to education sector development. The SESP therefore, covers the whole sector or Sector Wide

Approach (SWAp). There will be joint responsibility between Government and stakeholders for implementing SESP strategies. The SMoE and concerned MDAs will therefore work in partnership with other governmental and non-governmental organizations. This will require co-ordination amongst all stakeholders.

Finally, the Zamfara SESP has been developed and reviewed into consideration that the available human and financial resources are transparently utilized with a view of consolidating the results/achievements made in the first education Sector plan which is centered around five thematic areas as thus;

Strategic Intervention 1: Improve Coverage and Meaningful Access to Education

Strategic Intervention 2: Assuring Quality and Relevance in Education

Strategic Intervention 3: Improving Infrastructural Adequacy and Maintenance

Strategic Intervention 4 Planning and Enhancing Management and System Efficiency

Strategic Intervention 5: Attaining and Maintaining Sustainable Funding

Strategic Intervention 6: Enhancing Education in Emergencies

Considering the fact that, the state has been bedeviled by crises and emergencies in the last decade the need for having an additional thematic area for enhancing education in emergencies becomes a priority in the review process. Rationale for Integrating Emergency in Education Sector Plan

- Increase access, equity, inclusiveness and safety in our schools
- Improve quality and relevance
- To develop a wholistic ESP that could respond to emergency.
- Develop policy objectives that could respond to emergency.
- Reduce the effects and impact of crisis emergency on education.
- Avoid wastage as resulting from unplanned response to emergency
- To be more precise on the financial requirements for response to emergency.
- Mobilize resources that could adequately respond to emergency.

- Improve efficiency in education delivery in emergency situations
- Develop evidence based M&E

1.4 OBJECTIVE OF THE SESP

The main policy objectives of the SESP are to; to provide free and compulsory basic education of good quality to all school age children, to expand basic education coverage to make it inclusive for disadvantaged groups, including the poor and vulnerable, girls and women, pastoralists and people in remote and difficult locations, provide appropriate opportunities for out-of-school youth and the adult population to acquire education, improve and maintain the quality of basic, secondary and higher education, strengthen institutional capacities at all levels to plan, implement and monitor the delivery of efficient and effective educational services in the state.

The objectives of the sector plan are also to ensure implementation of policies and programmes that will ensure attainment of EFA goals, SDGs goals and Ministerial Strategic Plan while improving efficiency in the education sector.

1.5 RESPONSIBILITY AND DELIVERY SYSTEM

The state Ministry of Education has the responsibility of anchoring the management of the education sector with support from other concerned MDAs that includes; Ministry of Science and Technology, Ministry of Higher Education, State Universal Basic Education Board as well as other agencies. The development partners and private sector also play a vital role in the delivery of education.

In addition, School Based Management Committees, Center Based Management Committees, Parent Teachers' Association and mothers Association participate actively to ensure attainment of education objectives.

In relation to the above, the formal education system is delivered through a number of institutions ranging from Early Childhood and Care Development (ECCD), mostly provided by partners in the private sector, through Universal Basic Education and Secondary Schools to Polytechnics, State College of Art and Science, College of Education and Universities.

1.6 DOCUMENTS THAT INFORMED SESP

The SESP covers a ten-year plan period from 2022 to 2032 and has been developed in relation to current 2022 policies in line with review reports and documents; Zamfara State Development Plan 2015-2025, Sustainable Development Goals (SDGs), Zamfara State Secondary Education Assessment Report 2013 (ZSSEAC), Zamfara State Baseline and Performance Report 2018, Zamfara State Better Education Service Delivery Report (BESDA), Medium Term Sector Strategy Review Report 2018 (MTSS), SESOP Report 2018, Zamfara State Human Capital Development Plan (HCDP), Economic Recovery Growth Plan (ERGP), Medium Term Basic Education Plan (MTBEP) 2020-2022, National Gender Policy 2020, Education for All (EFA), UNESCO, Dakar, April 2000, NPA Report 2018 and Nigeria Medium Term Strategic Development Plan 2021-2025 (NMTSDP). The current Ministerial Strategic Plan 2018-2022 has also informed the review and preparation of sector plan by the state.

1.7 METHODOLOGY

This provides a review of the processes followed for review and development of SESP 2022-2032 document. It outlines the overall priorities of the education sector as well as its vision, mission, strategic objectives and overall policy and strategic interventions. Developing education sector plan involve several steps, assessment, reviews, consultations and training. Details of the steps followed are:

i. **Education Sector Performance Assessment (ESPAT):** Education Sector Performance Assessment Tool (ESPAT) is one of the tools used to assess how education activities implemented in the state are achieved, to give details figurative analysis on the indicators, targets and timelines set on each activity. Unicef supported the state in assessing its sector plan using the ASC, 2019/2020 which gave the current situation in respect to the thematic areas and what needs to be done for improvement. It gave basis for the review of the plan.

ii. **Committees and task teams formed:** Education sector task teams was formed to drive SESP process which includes steering and technical team. The steering team consist of Chief of Staff to the Governor, Chairman House committee on Education, Honourable Commissioners of Education, Science and Technology, Higher Education, Chairman Universal Basic Education Board, Chairman Teachers Service Board and ES Mass Education Agency while the technical consist of permanent secretary ministry of education, directors of planning research and statistics and directors of quality assurance drawn from various arms of the education sector.

iii. **Training Workshop:** Three-day workshop was held on the education sector review and development process. The workshop trained participants on SESP performance review process-preparation, situation analysis, data management and analysis, strategy formation and documentation. The participants were grouped based on priority pillars and worked in plenary to populate a template for the review;

iv. **Desk Review:** A number of documents- first SESP document, annual budget, Zamfara State SDGs baseline and performance report, ZSSEAC Report 2013, MTSS 2018-2020, Ministerial Strategic Plan (MSP) 2018-2022, the state vision 2020, State Human Capital Development Plan, NPA Report 2018, National Gender Policy 2020, Nigeria Medium Term Strategic Development Plan NMTSDP (2021-2025) among others;

v. Validation/Dissemination meeting: A Validation/Dissemination meeting was held with political class in the sector including Commissioners, Heads of Departments and Agencies, CSOs, Development Partners, Non-Governmental Organizations, Private Sector and Professional Bodies of the sector. Inputs, observations, and comments of the stakeholders were incorporated and the document updated accordingly.

CHAPTER TWO

2.0 SITUATIONAL ANALYSIS

2.1 STRATEGIC INTERVENTION 1: IMPROVE COVERAGE AND MEANINGFUL ACCESS TO EDUCATION

2.1.1 INTRODUCTION

Access is defined as the level of educational participation of all citizens at Basic, Secondary and Tertiary levels both inside and outside the formal school system. Access can be described in different terms such as physical access, social access, gender related access, physically challenged learners' access, psychological access (e.g. access of women) and cultural access. The Constitution of the Federal Republic of Nigeria gives all citizens the right to education, particularly through the Universal Basic Education Act of 2004, whether either girl-child or boy-child. It provides for nine-year compulsory free education to all school going age children irrespective of gender. This is related to an extension for the attainment of the Education 2030 unfinished EFA Agenda. Thus, Education must be standard for other SDG targets to be met. All countries are expected to set national targets that are within their capacities to meet. Within countries, states are also expected to set their own targets. Despite the efforts of Government at achieving EFA and SDG's goal in respect to access, enrolment, attendance, retention, transition and completion, there still exists a wide gap between the actual and what is expected as regards to gender balance in school and schooling in Zamfara State and Nigeria at large.

2.1.2 SITUATION ANALYSIS

According to the State 2019/2020 ASC Report, Zamfara has 263 public ECCD Centers, 1,599 public primary schools, 187 pubic Junior Secondary Schools, including 48 Nomadic schools, 158 Senior Secondary Schools, 8 Science and Technical Secondary Schools, 460 Integrated Qur'anic Schools (IQSs) 20 Women Empowerment Centers, 8 Vocational Centers 176 private ECCD Centers, 203 private primary schools, 134 private Junior Secondary schools and 97 private Senior Secondary schools. Similarly, there are six Tertiary institutions belonging to the State and four for the Federal, that include Federal University Gusau, National Open University, Gusau, Federal Polytechnic Kaura Namoda and Federal College of Education Technical (for women) Gusau, while four the Private are Lala Health Technology Gusau, Gusau Health Technology (CIS), SAMKWANG Heath Technology, Kaura Namoda Health Technology. Therefore, there is a total number of 14 Tertiary Institutions in the State.

The State 2019/2020 ASC Report also indicated that, the Gender Parity Index (GPI) for Primary, JSS and SSS were 0.62, 0.74 and 0.61 respectively. The ECCD enrolment stood at 31,837 out of which

13,330 were girls, representing (41.9%). The total enrolment of public Primary was 584,486, out of which 229,759 were girls, equals to (38.3%). Similarly, the private primary enrolment was 36,019, out of which 16,662 were girls, giving 46%. The combined public and private primary enrolment was 625,462; out of which 242,063 were girls, representing 39%.

Furthermore, the total enrolment of public JSS was 92,491; out of which 34,945 were girls, showing (37.8%). Moreover, the total enrolment of private JSS was 12,489; out of which 6,336 were girls; representing 51%. The combined enrolment of public and private JSS was 104, 980; out of which 41,281 were girls, which constitute 39.3%.

Moreover, the public SSS enrolment was 96,706; out of which 36,954 were girls, representing (38.2%), the total enrolment of private SSS was 7,780; out of which 3,941 were girls, giving 41%. The combined enrolment of Public and Private SSS was 104,486; out of which 40,895 were girls, indicating 39%.

In addition, the total enrolment of Public Science and Technical Junior Secondary School was 67,710; out of which 24,140 were girls, showing (35.6%).

It could be observed that, there is an uneven pattern in the trend of enrolment of pupils, students and learners in Zamfara State. Moreover, gender parity was not achieved at any level of education during the period of study (2017/18 – 2019/20). The data further revealed that the enrolment of students at the pre-primary decreases by 8.8% between 2017/2018 to 2019/2020 while at primary the enrolment increases by 96.9% between 2017/2018 to 2019/2020. However, the enrolment at junior secondary school decreases by 84% while at SSS level it decreased by 15.7% from 2017/18 to 2019/20. For instance, enrolment of girls at all level ranges between 38% and 42%.

Enrolment of Pupils/Students/Learners

Table 1 shows the data on enrolment of pupils, students and learners in Zamfara State public pre-primary, primary and secondary schools (JSS and SSS) as well as technical colleges and adult literacy centres from 2017/18 to 2019/20 sessions.

It could be observed from the data in Table 1 that there is an uneven pattern in the trend of enrolment of pupils, students and learners in Zamfara State. Moreover, gender parity was not achieved at any level of education during the period of study (2017/18 – 2019/20). The data further revealed that the enrolment of students at the pre-primary decreases by 8.8% between 2017/2018 to 2019/2020 while at primary the enrolment increases by 96.9% between 2017/2018 to 2019/2020. However, the enrolment at junior

secondary school decreases by 84% while at SSS level it decreased by 15.7% from 2017/18 to 2019/20. For instance, enrolment of girls at all level ranges between 38% and 42%.

Table 1: Enrolment of Pupils/Students/Learners in Public Schools

Level	Session	Enrolment		
		Male	**Female**	**Total**
1. Pre-Primary	2017/18	20816(59.6%)	14083(40.4%)	34899
	2018/19	15854(59.4%)	10849(40.6%)	26703
	2019 /20	18507(58.1%)	13330(41,9%)	31837
2. Primary	2017/18	10474(57.4%)	7783(42.6%)	18257
	2018/19	331259(62.8%)	196619(37.2%)	527878
	2019 /20	354727(61 .7%)	229759(38.3%)	584486
3. JSS	2017/18	364042(61,8%)	225401(38.2%)	589443
	2018/19	374955(61.2%)	237818(38.8%)	612773
	2019 /20	57546(62.2%)	34945(37.8%)	92491
4. SSS	2017/18	64259(56%)	50555(44%)	114814
	2018/19	61207(62.5%)	36824(37.5%)	98031
	2019 /20	59752(61.8%)	36954(38.2%)	96706
5. Technical Colleges	2017/18	44195(64.6%)	24272(35.4%)	68467
	2018/19	49160(62.2%)	29823(37.8%)	78983
	2019 /20	43570(64.4%)	24140(35.6%)	67710
6. Adult Literacy Centres	2017/18	47061(64,1%)	26336(35.9%)	73397
	2018/19	9210(84.1%)	1744(15.9%)	10954
	2019 /20	9382(82.2%)	2038(17.8%)	11420

Source: ASC 2019/2020

There are 1,599 public pre-primary schools comprising of 268(100%) in urban and (0%) in rural areas. Public primary schools in the State are 2,151 made up of 188 (8.7%) in urban areas and 1560 (72%) in rural areas. There are also 375 public secondary schools with 127(33.8%) in urban and 248(66.2%) in rural communities. The data reveals that there are two schools for children with special needs located in Gusau and Gummi and 2 technical colleges and 6 science secondary schools in the State in which

(100%) situated in the urban areas. Data in Table 2 shows that there are 202 adult literacy centres where (100%) of the centres are located in urban areas while there are 2,391 basic literacy centers with 1,434(60%) located in the urban areas and 957 (40%) located in the rural areas. Due to enabling environment, the private sector contributes 29.2% ECCD/pre-primary schools with 155 (100%) located in urban areas while there are 403 private primary schools (86% in urban areas and 14% in rural communities). There are 258 junior secondary schools with 128(49.6%) in urban and 130(50.4%) in rural areas.

In summary, there are 3,161 different schools in the State with 1,296(41%) in urban and 1,865(59%) in rural locations. Table 2 shows the distribution of schools in Zamfara State.

Table 2: Distribution of Schools in Zamfara State

Level	Urban		Rural		Total Public	Total Private	Grand Total
	Total Number of Schools		Total Number of Schools				
	Public	Private	Public	Private			
ECCD/Pre-primary		268		0	0	268(100%)	**268**
Primary	188	347	1560	56	1,748(81.3)	403(18.7%)	**2,151**
Secondary (JSS and SSS)	127	155	248	0	375(70.8%)	155(29.2%)	**530**
Special Needs School	2	0	0	0	2(100%)	0	**2**
Technical Colleges	7	0	1	0	8(100%)	0	**8**
Basic Literacy Centers	1,434	0	957	0	2,391(100%)	0	**2,391**
Adult Literacy Centres	202	0	0	0	202(100%)	0	**202**
Total	**526**	**770**	**1,809**	**56**	**2,335(73.9%)**	**826(26.1%)**	**3,161**

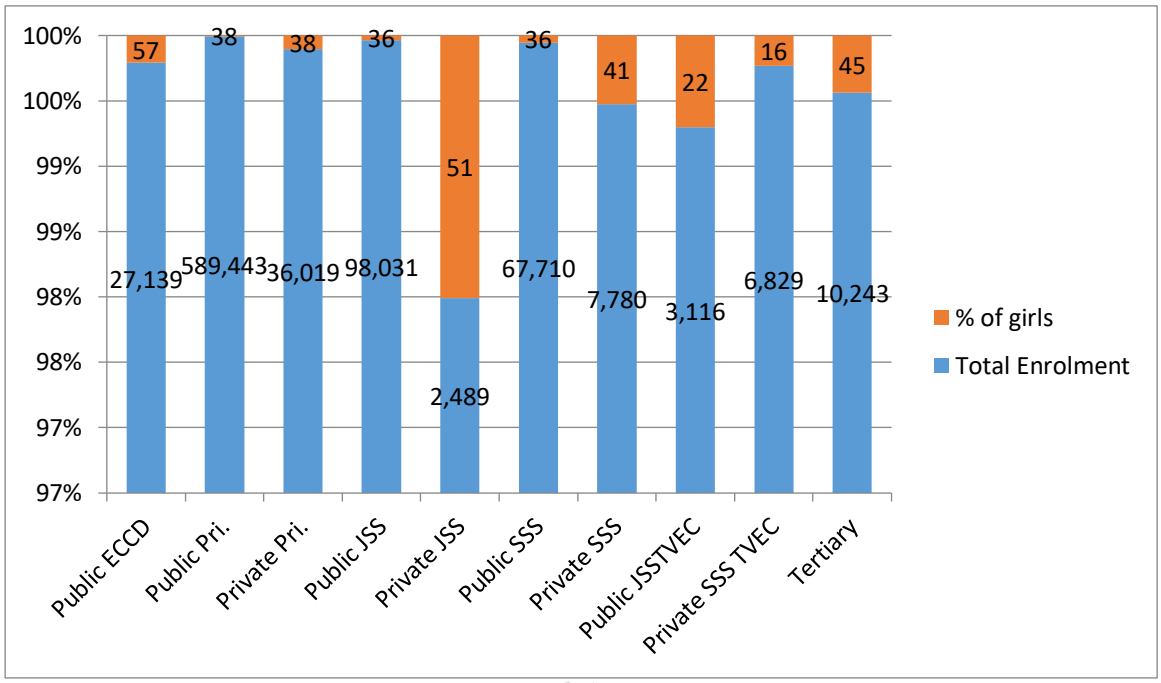
Source: ASC 2019/2020

At the tertiary level, the monitoring reports showed that there are 2,541 male and 550 female students in Abdu Gusau Polytechnic Talata Mafara with 268 male, 13 female academic and 458 male,30 female non-academic staff while College of Education Maru has 1,989 male and 552 female students with 222 male,14 female academic and 158 male ,07 non-academic staff. The State College of Art and Science Gusau have 3,012 male and 2,294 female students with 171 male, 39 female academic and 140 male, and 07 female

non-academic staff while the state university Talata Mafara have 760 male and 267 female students with 116 visiting academic and 10 visiting non-academics staff.

The figure below is highlighting the enrolment gap between male and female at all levels of Education.

Figure 1: Enrolment at All Levels by Gender



Source: 2019/2020 ASC Report

2.1.2.1 NOMADIC EDUCATION

The Coordinating Body for Nomadic Education is Zamfara State Agency for Nomadic Education. According to NPA Report 2018, there were 48 Nomadic schools and 35 Nomadic centers. The enrolment for 48 Nomadic was 5,430 (2,030 F), while that of Nomadic centers was 8,033 (3,677F) Thus, the total enrolment for both Nomadic Schools and Centers 13,463 (5,707F) in the State.

2.1.2.2 SPECIAL EDUCATION

It has been observed that children with disabilities are constrained to have access to education and resources are scarce. Thus there are 5 exclusively schools for special needs and only 2 are Public, while 3 are private. The 2 Public special schools are established in Gummi and Gusau LGAs with total enrolment of 6,380 out of which 2,604 are female. Similarly, there are other children with Special needs

in the conventional schools that include ECCDE, Primary, JSS and SSS with enrolment of 2,710 Pupils. Special needs enrolment as indicated in the table 3.-

Table 3: Enrolment of Students at Schools with Inclusive Education

TYPE OF SPECIAL NEEDS	ECCDE			PRIMARY			JSS			SSS		
	M	F	T	M	F	T	M	F	T	M	F	T
Visual Impairment	26	6	32	522	310	832	183	84	267	7	4	11
Hearing Impairment	18	10	28	606	248	854	176	140	316	11	5	16
Physical Challenged	32	21	53	501	309	810	202	149	351	17	8	25
Mentally Challenged	32	25	57	308	202	510	65	43	108	7	3	10
Gifted/Talented	195	152	347	2,015	1,672	3,687	266	241	507	7	4	11
Others	9	8	17	169	126	295	10	9	19	11	5	16
Total	**312**	**222**	**534**	**4121**	**2867**	**6988**	**902**	**666**	**1568**	**60**	**29**	**89**

***Source: NPA, 2018 & ASC 2019/2020*)**

Therefore, considering the total enrolment of the public special schools in Gummi and Gusau LGAs with total enrolment of 6,380 (2,604F) and the enrolment of other children with Special needs in our conventional schools that include ECCDE, Primary, JSS and SSS is 9,179 (3,784F). The State has a total enrolment of 15,554 (6,388F) for Pupils with Special Needs. The Table shows the data on enrolment of children with special needs in the two schools for special needs children in the State. It could be observed that the enrolment of primary school pupils is 6988 made up of 4121 (59%) male and 2867 (41%) female while enrolment of students in secondary schools is 1,657 comprising of 962(58%) male and 695 (42%) female. The data revealed that the total enrolment of pupils/students in the school

for special needs children in Zamfara State stood at 8,645 comprising 5,083 (59%) male and 3,562 (41%) female.

Virtually, the State provides conventional education through a network of Primary, Secondary and Tertiary Institutions. However, the Islamic and Skills Acquisition Schools/Centers are used to complement or extend the conventional system. Some of such Schools/Centers include the followings:

i. **Tsangaya/Qur'anic or Almajiri Schools:** Learners attending these types of schools often combine this form of religious schooling with other formal or non-formal education. These schools have registered with Zamfara State Universal Basic Board (ZSUBEB) or Zamfara State Arabic and Islamic Board (ZSAIEB).There are 17 Almajiri Schools with 3,888 (1,681 F) in Zamfara State.

ii. **Integrated Qur'anic schools (IQSs)** – These are community based Islamiyya Qur'anic schools/Centers. They provide Islamic education and basic literacy learning. These schools are under Zamfara State Mass Education Board (ZSMEB). The number of IQSs/Centers is 947 with enrolment of 49,000 (38,061F). The higher increase of girls' enrolment is as result of GEP-3, EAC and BESDA interventions. Similarly, under the Board, there is 202 Adult Literacy Centers with the enrolment of 7,400 (3,138 F)

iii. In addition, other Centers under Zamfara State Mass Education Board (ZSMEB) are 19 Women Empowerment with the enrolment of 4,776 and 5 Vocational Centers with the enrolment of 1,355 respectively.

The challenges of education sector in the state are many, though enormous efforts were made to address them. However, there is need for more commitment for improvement. It is observed that there are specific issues that are related to access and equity at all levels. Many parents/guardians, most especially in rural communities are reluctant to send their children to school couple with insecurity, poverty and ignorance. The Covid-19 Pandemic is a militating factor against students/pupils schooling. There is no much attention to the inclusive education, more especially the pupils with special needs and other vulnerability.

The State effort to scale up UNICEF activities (GEP3 Project, RANA Project, EAC project) and ongoing BESDA Programme have immensely contributed in improving access of Children to schools.

The establishment of the State University, additional Primary and Secondary Schools that include Technical, Vocational Special Schools, as well as IQS/Adult Literacy Centers has been a great advantage to the State.

It was specifically found that the low girl child enrolment was mainly due to early marriage, ignorance and poverty of the parents to support the education of their wards which is leading to hawking and child labour. Similarly, lack of interest to Western Education remains the key reason for increase in dropping out of school. Lack of meaningful-access also acts as disincentive to enrolment, transition and completion, more especially for girls.

More efforts are needed in geographical coverage of schooling, there is still fewer schools in rural areas, fewer nomadic schools and high pupil-class ratio in urban schools. It was also observed that poor implementation of policies, apathy to western education by some Parents/Guardians and insecurity hinder learners enrolment, attendance, retention, transition and completion, in schools at all levels and this has more negative result to Girls' Education.

Another bottleneck is the Political inconsistencies, which affected school-aged, more especially the non-sustainable implementation of some Government policies as a result of change in leadership. Similarly, as earlier mentioned the issue of insecurity is another serious issue pervading our communities in rural and urban areas as cattle rustling, farmers/Fulani clashes and kidnapping, sometimes lead to killing and abduction of school aged-children. Inadequate second chance programme at basic and post basic, more especially for girls is another gap in relation to learners' access to schools.

2.1.3 KEY ISSUES AND CHALLENGES

Key issues and challenges identified to be militating against access are as follows;

i. Early marriage of the girl-child.

ii. Poor enrolment, retention, transition and completion.

iii. Inadequate schools in the rural areas.

iv. Indiscipline and truancy.

v. Lack of effective second chance programme.

vi. Un-conducive teaching and learning environment.

vii. Non-expansion of literacy centers in various LGA/communities.

viii. Hawking girl-child.

ix. Inadequate interventions for education in emergency situation, Covid-19 Pandemic, Insecurity

x. Inadequate scholarship for Learners at all levels

xi Lack of Funding for take-off for the state university

2.0.2 STRATEGIC INTERVENTION 2: ASSURING QUALITY AND RELEVANCE IN EDUCATION

2.2.1 INTRODUCTION

Quality and Relevance cannot be guaranteed in a situation where teaching/learning materials are grossly inadequate and without qualified teachers. Nowadays, most of the schools, i. e. Basic, Post Basic and Tertiary have no good teacher motivation. It is in relation to these issues that students' learning outcomes becomes very low at all levels of education. Quality Education enhances innovation, functionality, relevance, market-driven knowledge, skills acquisition and transitioning into formal and non-formal education. The provision of adequate facilities to schools also improves learning outcomes in all types of Examinations as well as ensuring full accreditation of all state Tertiary institutions to meet standard.

2.2.2 SITUATION ANALYSIS

The availability of diverse cadre of master trainers on variety of teacher professional development skills including: School Records Keeping (SRK), Instructional Pedagogies, assessment of learning outcomes, improvisation of instructional resources, Jolly phonics, Reading and Numeracy Activity (RANA), Lesson observation, Foundational Literacy and Numeracy (FLN), Reggio Emillia (ECCD play way approach), School-Based Gender Violence (SBGV), menstrual hygiene, quality assurance/ school monitoring and mentoring supports, etc. have supported the quality of education service delivery. Similarly, the existing capacity development for teachers through professional development and residency programmes on pedagogical skills, ICT and motivation for in-service studies play significant roles for improving the teaching and learning.

Other reasons for having an improved learning condition include existence of Girl4Girls, He4She, School-Based Gender Violence (SBGV) projects, which has enhanced the learner-friendly atmosphere

and resulted to schools improved learning outcomes. Moreover, the availability of 53 well trained Quality Assurance Officers (QAOs) from the various MDAs, the formulation of internal policy has facilitated easy implementation of education programmes which promote effective delivery of the curriculum content. The existing structure for Teacher Development Teams (TDTs) and Teacher Facilitators (TFs), School Support officers (SSOs) and Quality Assurance Officers (QAOs) for joint school monitoring and mentoring supports has improved teacher's performance in schools. The prevailing E-learning programmes and community learning hubs have lessened the impacts posed by COVID-19 and insecurity on children's learning, particularly at basic education level. The Availability of state and Federal teacher training institutions (COE Maru and FCET Gusau) with fully restructured programmes for level specialization in education (ECCDE, PE, JSS, SS, TVET, ANFE and SNE). The establishment of Zamfara State College of Arts and Science (ZACAS) which prepares students for remedial and preliminary/ pre-degree programmes and the availability of Federal University, Gusau, State University Talata Mafara, Abdu Gusau Polytechnic Talata Mafara, and lots of other public and private tertiary institutions of learning in the state where students can at a closer proximity to their locations, learn cross cutting knowledge and skills on educational, vocational, technical, agricultural enterprises and other requisite skills for self-reliance.

Poor learning achievements for Basic Education Certificate Examination (BECE), WAEC/NECO/SSCE and other types of Examinations at levels of education, is a serious issue. For example, out of 25,040 candidates who sat for 2015 NECO/SSE Exams only 9,328 candidates acquired the Minimal University requirements, including English and Mathematics representing, 37%. In the year, 2018 out of 28,481 candidates who sat for WAEC/SSE Exams only 3,404 candidates acquired the Minimal University requirements, including English and Mathematics, which is representing 11.95%. Moreover, the Inadequacy of Learning Materials, more especially the core subject textbooks affects the quality of teaching and learning in our schools. The NPA, 2018 Report and 2019/2020 ASC report showed that the pupil core subjects Ratio stood at 1:8 at ECCD, 1.19 at Primary, 1:35 at JSS, 1:22 at SSS, and 1:26 at TVET-JSS and 1:12 at TVET-SSS. This shows a higher need for text books in our schools. There are additional reasons that cause poor learning outcomes, these include weak collaboration and partnerships among education stakeholders, Poor remuneration and motivation packages for teachers and education support personnel, absence of teacher recruitment and deployment policies which allows for over concentration of teachers in some schools without addressing teacher redundancy, while other schools face teacher shortfalls which compel them to assign teachers to teach subjects other than their specialty.

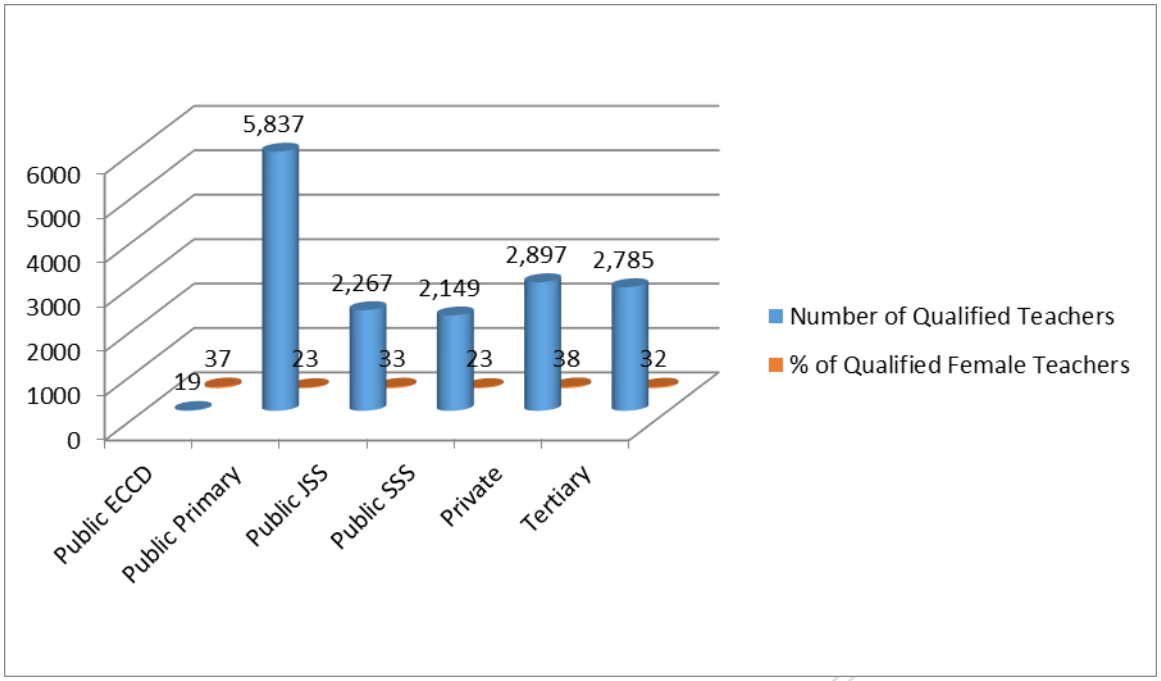
Similarly, inadequate teacher welfare and motivation policies, weak coordination of education support services, poor programme implementation and result-based management, Poor maintenance culture of basic teaching and learning resources by school heads and teachers and low-level professional work ethics among some teachers, affects quality learning by pupils/ students.

Furthermore, low awareness of the importance of supporting children in pre-primary education among parents and guardians and inadequate training of pre-primary school teachers in pedagogies and skills for detecting and managing children with minor learning disabilities are among the critical issues. The 2019/2020 ASC report showed the high qualified teacher/pupil ratio at 101 in Public Primary school, 43 at Public Junior Secondary School, 32 at Public Senior Secondary schools and 19 at Private are indicating the need for more qualified teachers, especially at Primary level. More so, the percentage of qualified teachers showed that the number of qualified teachers for public ECCD is 19 with 7 females, representing 37% of qualified public Pre-Primary teachers. The number of qualified teachers for public primary school is 5,839 with 1,371females, representing 23%. The number of qualified teachers for public JSS is 2,276 with 746 females, representing 38%. The number of qualified teachers for public SSS is 2,149 with 488 females representing 23%. The number of qualified teachers for Private is 2,892 with 1,103 females representing 38%.

At the tertiary level, the monitoring reports showed that there Talata Mafara with 268 male, 13 female academic and 458 male,30 female non-academic staff in Abdu Gusau Polytechnic while College of Education Maru has 222 male,14 female academic and 158 male ,07 non-academic staff. The State College of Art and Science Gusau have 171 male,39 female academic and 140 male,07 female non-academic staff while the state university Talata Mafara have 116 visiting academic and 10 visiting non-academics staff which shows that the institution has no permanent academic staff.

Table 4 is showing our gap in relation to need for more qualified teachers at all level.

Figure 2: Pupil Qualified Teacher Ratio by Level



Source: 2019/2020 ASC Report

The State has a very good collaboration with some Donors and NGOs. Thus, it is sustaining partnerships with Development Partners (UNICEF, World Bank), traditional institutions, community-based associations, corporate organizations and faith-based organizations. Similarly, there is TET Fund interventions for tertiary institutions (for COE Maru and Abdu Gusau Polytechnic Talata Mafara) in areas of Academic Staff Training and Development (AST&D), Teaching Practice (TP), Institution Based Research (IBR), National Research Fund (NRF), Manuscript Development and Conference attendance.

Another benefit is the presence of Industrial Trust Fund (ITF) for internship support to students' industrial training and availability of industries, ministries and private enterprises where pre-service students can register for internships programmes and acquire knowledge and skills. UBEC interventions for Basic Education service delivery to ZSUBEB is an added advantage to the State. Other areas that support the education Sector are the teacher training opportunities from variety of donors (UNICEF, World Bank, FCDO, Qatar Foundation (EAC), etcetera) and training opportunities from online learning portals for distance learning and professional development.

It was observed that, the Prevailing economic hardship and inflation affect provision of learning materials and supports by parents who impede students/ pupils' performance. Emerging issues such as Covid-19 pandemic result in shutting down of schools and learning centers, thereby causing setbacks in learning achievements and insecurity that led to series of attacks on schools (kidnapping, killings, and displacement of communities) create learning anxiety and results in poor learning outcomes. Other negative issues include natural disasters which lead to closure of schools and consequent disruption to learning. Low societal perception of the value of education, low community participation and ownership of education programmes/ support services, Socio-economic factors including (poverty, child labour, hawking, cattle rearing, and engagement of children in farming and artisanal mining activities) at the expense of learning during school periods all have negatives consequences on quality of learning.

2.2.3 KEY ISSUES AND CHALLENGES

i. Inadequate number of qualified teachers, especially female

ii. Inadequacy of teachers in core-subjects such as English, Mathematics and Basic & post basic Science and Technology.

iii. Inadequate Textbooks, especially in core-subjects that include English, Mathematics, Social Studies, Basic Science and Technology.

iv. Pupil-class ratio in primary and secondary school is as high as 1:165 per class in urban areas.

v. Schools are not adequately monitored/supervised.

vii. Insufficient capacity development of existing personnel.

viii. The occurrence of some emerging issues such as Covid-19 pandemic and Insecurity.

ix. non-take-off of the state university

x. Inadequate number of technical and entrepreneurial teachers

xi High number of substandard private schools

xii. Low capacity of teachers in ICT

xiii. Lack of equipped science and technical laboratories at all levels

2.0-3 STRATEGIC INTERVENTION 3: IMPROVING INFRASTRUCTURAL ADEQUACY AND MAINTENANCE

2.3.1 INTRODUCTION:

Infrastructure plays a critical role of improving the teaching and learning outcomes in the attainment of sustainable development and competitiveness in education. It is an invaluable component of education growth and development as it enhances access, quality and equity that supports students towards improved learning outcomes. These includes classrooms, laboratories, workshops, libraries, computer centres, standard playgrounds, wash facilities and other physical structures that are socially inclusive. Indeed, the provision of infrastructure is a game changer in the state education subsector as it plays a catalytic role in transforming the sector.

2.3.2 SITUATION ANALYSIS

Zamfara have 439 public and private ECCD centers, 1,595 public primary schools with 203 private, 177 junior secondary schools and 134 private, 154 public secondary schools and 97 private, 8 Science and Technical schools, 947 integrated islammiya schools, 48 Normadic primary schools as well as a State University at Talata Mafara, Federal University Gusau ,Zamfara State College of Arts and Science (ZACAS) Gusau, College of Education Maru and State Polytechnic Talata Mafara.

Moreover, adequacy of classrooms contributes immensely to quality of education, the pupil-classroom ratio for JSS stood at 76 while the pupil-class ratio for Senior Secondary stood at 60 and Science and Technical has a ratio of 47.

However, there are 6,245 number of usable class rooms at public pre-primary and primary which shows that 78% are in good condition, only 45% have heath facilities, 28% have water sources. Moreover, only 69% class rooms have good black board. The combined pupil-classroom ratio for public pre-primary and Primary schools stood at 94 while only 47% of classes have sufficient seating.

In the case JSS, there are total number of 187 junior secondary schools with 1,215 usable class room with only 30% in need of major repairs while adequacy of seating and black board stood at 24% and 54% respectively. In the same vein, there 660 usable toilets in public junior secondary schools only 79% have functional health facilities.

However, in the senior secondary level, there are 1,082 class rooms with 68% in good condition while adequacy in seating and black board stood at 24% and 54% respectively. The statistics also showed that, in SS 12% of the schools classes are held outside, while 15% lack health facilities. The data on

availability of functional libraries and laboratories indicated the 95% of the schools have no library and laboratory. Neither do they have adequate sporting facilities.

At the tertiary level, the state polytechnic has 25 laboratories/workshops,9 admin blocks,153 clases,21 hostels,15 hall and theaters ,2 libraries, I clinic, 85 staff quarters,5 sporting fields and 11 public toilets while college of education maru have 7 laboratories/workshops, 7 admin blocks, 75 classes, 14 hostels, 13 hall and theaters, 9 libraries and clinic, 46 staff quarters, 5 sporting fields and 14 toilets. In the case of state college of arts and sciences Gusau there are 5 laboratories/workshops, 19 admin blocks, 26 classes, 9 Hostels, 2 halls and theaters, 1 library, 1 clinic, 44 staff quarters, 6 sporting fields and 14 toilets while the state university Talata Mafara have 5 laboratories/workshops, 19 admin blocks, 26 classes, 2 hostels, 1 library, 1 clinic, 5 staff quarters and 8 toilets.

Generally, the institutions of learning in Zamfara state needs improvement. There is still a considerable number of dilapidated structures, which require attention at all levels of the education system with Schools and Institutions facing inadequate number of physical facilities i.e. Hostels, Laboratories, Workshops, Classrooms, recreational facilities, staff rooms and lecture rooms, toilets, bore holes etc. Many of the school facilities, in rural areas are under – utilized, while those at the urban areas are over – utilized.

More so, most of the institutions do not have sufficient teaching/learning materials, laboratory equipment's/consumables, recommended textbooks and furniture, staff quarters are also in bad condition and need rehabilitation/renovation. Where these facilities are provided, they are ill maintained or poorly equipped and under-utilized.

Utilities like electricity, water, sanitation and toilet facilities are still either not provided or inadequate. 72% of pre/primary schools have no source of water. Below is the summary of weaknesses of infrastructure by category;

i. 65% of pre/primary schools have no health facility'
ii. 31% of pre/primary schools have no chalk board.
iii. Only 9% of the junior secondary schools in the state have pipe water.
iv. 45% of the junior secondary schools in the state are with boreholes.
v. 16% of the junior secondary schools in the state have open wells.
vi. 29% of the junior secondary schools in the state are without source of water

vii. Only 12% of the senior secondary schools have pipe water.

viii. Only 43% of the senior secondary schools are with boreholes. 18% of the senior secondary schools has wells.

ix. 26% of the senior secondary schools in the state do not have source of water.

x. 28% of senior secondary schools are in need of total repairs.

xi. 72% of senior secondary school are without good seating arrangement.

xii. 48% of senior secondary schools are without chalk boards.

xiii. 11% of senior secondary schools conduct classes in the open.

ivx. 10% of the senior secondary schools are without health facilities

Despite the challenges of educational infrastructure in the state, supports avails the sector with the presence and intervention of TETFund that support in the construction of facilities for improved educational development. In addition, UNICEF, world bank and other development partners have complemented the effort of the state in the provision of educational infrastructure that serves as an enabling environment for education service delivery. However, the establishment of staff development training center would also play a vital role improving learning outcome hence, education development.

The activities of bandits and the global economic outlook coupled with inadequate political consideration have tremendously affected the investment on education infrastructure in the state.

2.3.3 KEY ISSUES AND CHALLENGES

1. Inadequate number of classrooms at all levels.

2. Inadequate number of toilet facilities for teachers and student at all levels.

3. Inadequate number of seats and desks in schools at all levels.

4. Inadequate number of equipped Libraries and laboratories at all levels.

5. Inadequate space/facilities in the private schools

6. Inadequate ICT centers at tertiary institutions

2.0.4 STRATEGIC INTERVENTION 4: PLANNING AND ENHANCING MANAGEMENT AND SYSTEM EFFICIENCY THEMATIC AREA

2.4.1 INTRODUCTION

The process and actions on how decision making happens in education is referred to as governance. It refers to the planning (formulation and implementation) through which education systems does allocate roles and responsibilities, determine priorities and designs, and carry out participatory education policies and programmes as well as transparent and accountable decisions through application of reliable information that influence the delivery of quality education to citizens.

The Zamfara state governance architecture in the education sector is shouldered with the responsibility of championing policy priorities and trends on education across participating education systems in terms of the need to refine formal structures of education and to streamline decision making, setting ambitious and measurable goals to steer the sector in a coherent direction, and engaging a greater variety of stakeholders. The state educational governance system is guided by its participation and or adoptions of national and international policies/conventions to which Nigeria is a signatory which includes; Economic Recovery growth plan, Nigeria Medium Term Strategic Development Plan, Ministerial Strategic Development Plan and Sustainable Development Goals (SDGS) and Education for All (EFA) among others.

The state legal and institution framework could only function optimally with a robust mechanism of Education Management Information System (EMIS) which is system for the collection, storage, integration, processing, maintenance and dissemination of data and information to support decision making, policy formulation and analysis, planning, monitoring and management of all levels of the education sector. It is also a system of people, technology, models, methods, processes, procedures, rules and regulations that function together to provide education data to support the work of decision makers and managers at all levels.

2.4.2 SITUATION ANALYSIS

The State have Ministry of Education, the Ministry of Science and Technical Education, and the Ministry of Higher Education as the principal organs of government statutorily entrusted with the overall affairs of education in the state mainly responsible for the regulation, management, expenditure control, monitoring and supervision, control of Parastatals and institutions, setting of guidelines, ensuring standards, control of private schools and prepare educational reports.

There are educational Parastatals, boards and agencies established by appropriate Laws in the state and have budgetary provisions with specific mandate. These include Ministry of Education, Ministry of Science and Technical, Ministry of Higher Education, Zamfara State Universal Basic Education Board, Zamfara State Teachers Service Board, Science Teachers' Board, Arabic and Islamic Education Board, Female Education Board, State Library Board, Zamfara State Mass Education Board, Agency for Nomadic Education, Zamfara State Scholarship Board and Examination Board.

There are functional School Base Management Committee (SBMC) and Center Base Management Committee (CBMC) at primary schools and IQSs level as mechanism for community participation in the management and administration of education in the state.

The spread in the education governance space could be seen from the statistics on the schools established, there categorization and levels, and their respective regulatory and supervisory bodies. Aside government owned education ministries, departments and agencies (MDAs), there exist also a very important education sub-sector i.e. the Private Education Providers (PEP) under the umbrella body – National Association of Proprietors of Private Schools (NAPPS).There are 176 private schools with pre-primary classes, 203 schools with primary classes, 134 schools with junior secondary classes, 97 schools with senior secondary classes complementing the effort of state.

As for higher education (tertiary), the state currently have: 1-state university, 1-state polytechnic, 1-college of education, 1-college of arts and science.

The state education sector has a policy and strategy and data management frameworks that support the implementation of programme and projects; State Education Sector Plan (SESP) 2022-2032, Medium Term Sector Strategy (MTSS) 2018-2020, Better Education Service Delivery for All (BESDA), Medium Term Basic Education Plan MTBEP) and Annual School Census report (ASC) 2021. To ensure

decision making process were informed through quality information the state have 2 functional Education Management Information System (EMIS) one each at Ministry of Education and State Universal Basic Education Board respectively.

However, despite the strength depicted, an assessment of the roles and responsibilities of Zamfara State education regulatory bodies revealed over lapping roles across all regulatory bodies in the State. This results into conflicting administrative structure as well as weak coordination of activities and interventions of the SMOE, MSTE, MOHE their parastatals and other Stakeholders. In addition, there exist inadequate institutional capacities, of the State Ministries of Education and their parastatals to effectively discharge their responsibilities. Critically, there are weak capacities and mechanisms for effective monitoring and quality assurance at all levels. Also, there is the problem of poor record keeping and poor educational data management. It is also evident that, the transparency and accountability mechanism has not been institutionalize hence leading to poor governance.

Varied opportunities could be seen from both international and national organizations as support or grant for educational development; UNICEF, World Bank and Development, Research and Project Center (DRPC). Other financial institutions support is also evident in the development of education sector in the state.

Political interference in the management of education programme and project has resulted to inadequate budgetary provision and release of fund for education development. It is also evident that the spate of insecurity has posed a serious threat to the educational sector which has not only disrupted education calendar due to closure of many schools but also vandalization of many infrastructures. Corruption tendencies has further deepened the problem of education sector due to lack transparency and accountability mechanism.

2.4.3 KEY ISSUES AND CHALLENGES

Despite interventions and supports to improve governance system in the state it still faces the following challenge;

i. Inconsistency in policy formulations, implementation due to political interference.
ii. Ineffective and weak Quality Assurance in schools
iii. Weak coordination system,
iv. ineffective personnel reward system,

v. inadequate training and retraining of field/operational/managerial personnel,
vi. low level of community/stakeholders participation and involvement in the management of education
vii. Non-Functional and Ineffective School-level management
viii. Lack of comprehensive data management system for education.
ix. Weak performance measurement system (M & E mechanism)

2.0.5 STRATEGIC INTERVENTION 5: ATTAINING AND MAINTAINING SUSTAINABLE FUNDING AND ADEQUATE RESOURCING

2.5.1 INTRODUCTION

Education funding deals with budgetary allocation, achieving targeted funding, adequate financing, expenditure control and budget tracking. Time lines in release of funds, availability of revenue base, level of mobilization, Non-governmental funding, resources control and educational expenditure tracking. It is the responsibility of all. However, since education is a public good that is to be provided with state resources hence, the lead by federal, state and local governments in provision of the sustainable fund though these have been complemented by both private sector and development partners to ensure attaining sustainable development. The World Bank assisted Nigeria with US$1.34 billion in 2020 with which the government funded the Nigeria-State Education Programme Investment, a basket fund is managed nationally by the UBE Board in collaboration with the States' Universal Basic Education Boards (SUBEB) and the Local Governments Education Authorities. The indirect spending by parents on their wards, by providing learning materials and upkeep to ensure their participation is a huge contribution.

They also contribute directly through their respective Parent- Teachers Associations (PTAs), School Based Management Committee, Centre Based Management Committee. Considering the huge investment requirement in education sector UNESCO has set a threshold of 26% budgetary allocation to education. To complement the available funding avenues, an Education development levy/trust fund was legislated in the state; 2% of all contracts awarded be deducted and remitted to common education pull.

2.5.2 SITUATION ANALYSIS

The overall funding for education is the responsibility of state through Ministry of Education that has the mandate of controlling capital vote in the sector though other MDAs have provision for recurrent

expenditure as contained the state budget to compliment in implementing programmes and projects. However, UNICEF, World Bank and other Development Partners have varied interventions that were either funded directly or jointly funded in the sector. There is a basket fund that is managed nationally by the UBE Board in collaboration with the States' Universal Basic Education Boards (SUBEB) and the Local Governments Education Authorities. The indirect spending by parents on their wards, by providing learning materials and upkeep to ensure their participation, is a huge contribution. They also contribute directly through their respective Parent- Teachers Associations (PTAs) and State Based Management Committees (SBMC), which can be significant in many instances.

The state has legislated for a law that establishes the education trust fund to complement its investment in the sector to ensure attaining sustainable development goals 4. In addition, Self- help projects bring together government and community to execute school project on a 90% and 10% funding basis. State Government paid its counterpart funding of One Billion Naira for the running of Basic Education in the State.

In general, education sector has suffered from lack of application governance reform mechanisms, government financial information management system (GIFMIS) which will ensure transparency and accountability in the management of scarce resources, hence averting financial corruption.

Table 5: Education Budget Performance Assessment 2015-2020

S/No	Description	2015 Budget	2016 Budget	2017 Budget	2018 Budget	2019 Budget	2020 Budget
1	Overal State Budget	90,470,776,840.00	100,740,204,154.00	115,368,892,811.00	133,613,577,357.00	135,428,507,721.00	188,549,559,140.00
2	Education Budget	14,737,422,717.00	14,210,362,781.00	13,335,557,726.00	21,039,622,971.00	34,683,304,330.00	33,201,473,538.00
3	Education Capital Budget	7,124,500,000.00	5,763,000,000.00	5,523,000,000.00	13,423,000,000.00	11,170,000,000.00	19,097,000,000.00
4	Education Recurent Budget	7,612,922,717.00	8,447,362,781.00	7,812,557,726.00	7,616,622,971.00	23,513,304,330.00	14,104,473,538.00
5	**% of Education to State Budget**	**16.29**	**14.11**	**11.56**	**15.75**	**25.61**	**17.61**

Sources: (MoBEP & A.G Financial Report 2015-2020 MoF)

Table 5 shows the historical trend of education funding by government as a basis for projection in the future. The trend showed that as a percentage of budget to education, it depicted that in the last six years on annual basis as 16.29%, 14.11%, 11.56%, 15.75%, 25.61% and 17.61% respectively between 2015 and 2020. However, the year 2021 showed 18.20% as a percentage of education to budget.

The state education sector had varied opportunities to complement the implementation its policies and strategies to ensure attainment of sustainable development in the sector. The presence of UNICEF, World Bank, other donors and private sectors in funding education have contributed tremendously, this could be evident in the investment of N1,917,500,000.00 by BESDA (World Bank) in 2019, N1,257,898,195.00 made by UNICEF in 2020 to strengthened education system in the state coupled with counter funding of N150,868,260 by state government. The law that establishes education trust fund has also been made available. The state domestication and implementation and funding of Nigerian

Medium Term Strategic Development Plan (NMTSDP) 2021-2025 and Ministerial Strategic Plan (MSP) 2018-2022.

Inadequate funding of Education sector has a negative impact on the effective management of the sector in the state at all levels. This has been disrupted by the effect COVID-19 which resulted in reduction of funding from federation allocation to state for financing of social services education inclusive hence, evident by the review of budget downward as part of macroeconomic framework review to ensure budget realism. Insecurity has also poses a serious threat to education financing where investment was made to the sector but activities of bandit destroyed the facilities put in place leading to non-achievement of the purpose for which it was made.

2.5.3 ISSUES AND CHALLENGES

The underlying issues preventing the education sector plan from overcoming the challenges of funding includes but not limited to;

i. Inadequate budgetary provision and funding of educational programmes
ii. Poor budgetary utilization and non-release of budgeted funds
iii. Ineffective budgetary/ expenditure tracking through application government integrated financial management information system
iv. Lack of Political Will
v. Low involvement and participation of Non- governmental actors in education financing
vi. Instability of Government policy on Education

2.0.6 STRATEGIC INTERVENTION 6: ENHANCING EDUCATION IN EMERGENCIES

2.6.1 INTRODUCTION

Education in Emergency (EiE) can be defined as the set of activities that allow structured learning to continue in situations of emergency, crisis, or long-term instability. The Inter-Agency Network for Education in Emergency (INEE) describes EiE as quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher, and adult education providing “physical, psychosocial and cognitive protection that can sustain and save lives”. Education’s life-sustaining and the life-saving role has been acknowledged and the inclusion of education within humanitarian response is now considered crucial. In the short term,

education is important in meeting children's and communities' basic needs, while in the long term it helps them to reduce their vulnerability and will equip them with the necessary skills and tools to build their (new) lives.

2.6.2 SITUATION ANALYSIS

The unprecedented global social and economic crisis caused by the COVID-19 pandemic has exposed our world's fragility and interdependence, affecting every country, community, and family. According to UNESCO, at the height of the pandemic, schools, universities and other learning institutions were closed in more than 190 countries, disrupting the education of 1.6 billion students with hundreds of millions of children and youth unable to continue their learning. Teachers and other education personnel have also been affected.

COVID-19 has exacerbated the situation for the most at-risk children including girls, children with disabilities, and those from pastoralist areas. In 2020, the Federal Government of Nigeria announced the closure of schools which affected the whole academic calendar in the country Zamfara inclusive.

Implementation of COVID-19 protocols in the schools through state and federal government intervention have greatly help curving the spread of the disease. The state in its efforts to revert the effect of COVID-19 and insecurity on education introduced E-learning programme with the support of Global Partnership on Education where 180 lessons were developed each for primary and integrated qur'anic schools which was aired through radio, television and pamphlets. In addition, to consolidate on sustainability of intervention on emergencies, the state through the universal basic education board and support from Unicef developed a schools emergency preparedness and response plan for the implementation of programmes, projects and activities.

Security as an emerging issue has negatively affected the Basic Education service delivery, in which over 2,000 schools were shut down for one academic session due to banditry activities, kidnapping of school children and teachers. It is also noteworthy that some of the primary schools are currently being occupied by bandits as their settlement, while some schools in the urban settings were used as IDP camps.

The farmers-herders conflict, banditry and kidnapping in the last decade has worsen the security situation hence the risen numbers of internal displacement across State The highest number of abductees in a single kidnap (327 learners) was recorded in Zamfara, the violence affects men, women and

children differently: men are mostly kidnapped which has resulted to displacement of over 750,000 household across the state. They also lose their livelihoods and are under huge financial strain due to extortion, demands for ransom money and seizure or destruction of properties such as schools, houses and field crops. Women and Girls suffer physical and psychological trauma from gender-based violence (GBV). In some cases, girls are also kidnapped and have fallen ill upon their release due to stress and trauma. 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. The annual school census report reveals that only 13% primary school have wall fencing while 23% of junior secondary schools have wall fencing.

It is imperative to note that existence of UNICEF, GPE and World Bank intervention to support education in emergencies and other Federal Government agencies like Ministry of Humanitarian Disaster Management and Social Development and National Emergency Management Agency have contributed immensely in providing emergency preparedness and response mechanism to improve livelihoods of affected people. Federal Government has deployed Military personnel to the state to help curb the menace of insecurity is a great opportunity that would translate to reduction in the activities of bandits. In addition, the state government have recruited 9,200 civilian joint task force (JTF) to compliment the conventional security apparatus available. E- Learning program was introduced where learners learned lessons at home through Radio and television stations. Establishment and training of schools safe committees from state to ward level for preparation schools reopening. Rating of schools according to their security level of improvement as green, yellow and red color. Green as safe area for peaceful learning, Yellow partially peaceful learning area and Red as not secure learning areas. Schools in green area were directed to reopen gradually considering the security improvement the yellow areas were directed to re-open. Finally even the red areas were reopened. As a result of these issues there is a hitch in free flow of data in some LGAS due to inaccessibility. Similarly there is the present of network fluctuation due to security reasons in the state. Lack of political will by national government has been crippling all efforts by the state government to provide security for lives and properties of the teeming populace.

2.6.3 KEY ISSUES AND CHALLENGES

i. Ineffectiveness of radio and television transmission to reach nooks and crannies of the state

ii. Poverty as a result of displacement and loss of livelihood due banditry and ransom payment

iii. Lack of IDPs camp in the state

iv. Lack of Early Warning Early Response mechanism in the state

v. Non implementation of emergency preparedness and response plan

vi. In adequate funding and budget release

vii.School management policies for safety, resilience, and social cohesion

viii.In adequate Infrastructure and equipment

x. Lack of updated Curricula

xi.Contingency and school disaster and emergency management plans

xii.In adequate Monitoring and evaluation mechanism

Chapter Three

3.0 POLICY AND STRATEGY

3.0.1 STRATEGIC INTERVENTION 1: IMPROVE COVERAGE AND MEANINGFUL ACCESS TO EDUCATION.

3.1.1 OBJECTIVES

i. Increase access to basic and post basic education at all level.

ii. Increase access to Almajiri children and other vulnerable groups

iii. Improve access to Tertiary education.

3.1.2 STRATEGIES/INTERVENTION FOR ADDRESSING THE ISSUES AND CHALLENGES

i. Conduct Enrolment Drive Campaigns

ii. Conduct Public awareness campaigns to sensitize and mobilized parents on the importance of Education as well as encouraging community participation in schools.

iii. Conduct wider mass literacy sensitization campaigns in 14 LGAs.

iv. Provide cash transfer to economically vulnerable households to improve enrolment

v. Roll out the Girls Education programme statewide.

vi. Introduce vocational skills.

viii. Provide well equipped Skills acquisition centers.

vii. Enlighten learners and teachers on the Covid-19 protocols and initial security and safety skills or needs.

ix. Integrate vocational skills into mass literacy programmes.

x. Review/Domesticate the Minimum Standard for establishment of schools with implementation guidelines and distribute to all stakeholders, including the Private.

xi. Construction and renovation of additional classrooms to school with congestion

xii. Provision of wash and games facilities.

xiii. Provision of interventions for education in emergency situation

3.1.3 TARGETS

i. Increase enrolment rate from 52% -72% for male and 46%- 66% for female at ECCD, from 87%-97% male and 57%-67% for female at Primary, from 37% - 67% for male and 28%- 62% for female at JSS and from 47% -77% for male and 29%- 69% for female at SSS by 2032.

ii. Increase students' enrolment from 2,419 to 6,419 for male and from 699 to 1,899 for female at TVET (JSS) and from 5,766 to 15,076 for male and from 1,063 to 3,063 for female at TVET (SSS).

iii. Increase transition rates from 18% - 68% for male and 19% to 69% for female, at ECCDE, from 65% to 95% for male, 57% to 87% for female, at Primary and 75% to 95% for male and 47% to 77% for female at JSS by 2032.

iv. Increase completion rates from 73% to 93% for male and 48% to 83% for female, at Primary, from 40% to 80% for male and 23% to 63% for female, JSS and from 44% to 84% for male and 17% to 57% for female at SSS by 2032.

v. Reduce Gender gap from 0.62 to 0.42 at Primary, from 0.74 to 0.54 at JSS and from 0.61 to 0.41at SSS by 2032.

vi. Create four pure Vocational Secondary Schools by 2032

vii. Increase Youth literacy rate (15-24 age group) from 85% to 90% by 2032.

viii. Increase Adult literacy rate (25-45 and the above) from 83% to 88% by 2032.

ix. Increase the number of integrated Qur'anic Schools that aligned with Skills acquisition (IQSs) from 921 to 1,921 by 2032.

x. Increase enrolment of Almajiri Schools from 2,383 to 4,783 for Male and from 1,505 to 3,505 for female by 2032.

xi. Increase enrolment of vulnerable groups from 42% to 86% for male and 35% to 75% for female.

xii. Increase Pupils/Learners enrolment for Nomadic from 13,463 to 23,463 for male and from 5,707 to 10,707 for female by 2032.

xiii. Increase enrolment Pupils with special needs 15,554 to 25,554 by 2031.

xv. Improve the condition of furniture and other equipment for use in Public Schools by 2028.

xvi. Increase the number of Public and Private schools that possess the Minimum Standard for establishment of schools with implementation guidelines by 2025.

3.1.4 EXPECTED OUTCOMES

i. Out of School children decreased at all levels of Education.

ii. Literacy rates improved.

3.0.2 STRATEGIC INTERVENTION 2: ASSURING QUALITY AND RELEVANCE IN EDUCATION

3.2.1 OBJECTIVES

i. Increase Learning Outcomes at all levels of education.

ii. Increase the percentage of qualified teachers of Primary, JSS, SSS and Tertiary institutions and their professional competence.

3.2.2 STRATEGIES/INTERVENTIONS FOR ADDRESSING THE ISSUES AND CHALLENGES

i. Recruitment, training and retraining of teachers more especially in core subjects for ECCDE, Primary, JSS, SSS and TVET

ii. Recruitment training and retraining of teachers for Tertiary Institutions

iii. Enforcement of minimum teaching qualification for teachers/ instructors and strengthening of Teacher Development Institutions.

iv. Provision of curriculum and other learning materials

v. Provision of E-Learning teaching processes

vi. Conduct effective monitoring and evaluation of teaching-learning process at all levels..

vii. Carry out State teacher/facilitators upgrading programme through in-service/on the job training with gender sensitivity initiatives.

viii. Enhance the implementation of Exam ethics.

xiiii. Conduct of Extra academic activities (extra lesson, qualifying exams).

x. Provide e-libraries in Public SSS, TVET and Tertiary Institutions.

xix. Provide a set of core subject textbooks to the basic and post basic Schools.

xx. Provide a set of teachers' guides for Public Primary, JSS and SSS.

xxi. Conduct High-level advocacy to the state Executive Council and other key stakeholders to address some of the problems of Human Resource (HR) in relation to qualified teachers in education from ECCDE to Tertiary Levels.

xxii. Provision of logistics for monitoring and supervision.

xxiii. Strengthen the provision of teachers' welfare package at all level

3.2.3 TARGETS

i. Reduce pupil-qualified teacher ratio from 1:101 to 1:31 in Primary and from 1:43 to 1:30 Junior Secondary school and from 1:32 to 1:30 in Senior Secondary school and by 2032.

ii. Increase the percentage of qualified teachers from 43% to 83% for male and from 27% to 67% for female at ECCDE, from 40% to 80% for male and from 23% to 63% for female at Primary, from 59% to 79 for male and from 33% to 79 for female at JSS, from 68% to 88% for male and from 23% to 60% for female at SSS by 2032.

iii. Reduce the ratio of Pupils core subject textbooks from 1:8 to 1:1 at ECCD, from 1:19 to 1:2 Primary, from 1:35 to 1:5 at JSS, from 1:22 to 1:2 1:35 to 1:2 at SSS, from 1:26 to 1:2 at JSS-TVET and from1:12 to 1:2 at SSS-TVET.

iv. Increase the percentage of schools with Teachers' guides from 65 % to 95 % at Public Primary, from 54 % to 85% at JSS and from 60% to 90% at SSS by 2032.

v. Increase the percentage of Students with minimum requirements from 63% to 95% in BECE, from 32% to 65% in NEC, from 11.95 % to 41.95% in WAEC and from 43% to 80% in MBTE Exams by 2032.

vi. Increase the number of schools with e-libraries to 30% at Public SSS and from 1% to 4% at the Tertiary Institutions by 2031.

vii. Increase teachers welfare at all level

3.2.4 EXPECTED OUTCOMES

i. Learning outcomes at all levels of education improved.

3.0.3 STRATEGIC INTERVENTION 3: IMPROVING INFRASTRUCTURAL ADEQUACY AND MAINTENANCE

3.3.1 OBJECTIVES

I. Ensure Provision of Physical Infrastructural facilities recommended for learning in all schools at all level of education.

3.3.2 STRATEGIES/INTERVENTIONS FOR ADDRESSING ISSUES AND CHALLENGES

i. Provision of adequate class rooms and seating facilities in all schools at all levels of education

ii. Provision of adequate Libraries and ICT centers in all schools at all level of education

iii. Provision of Standard Laboratories and workshops required in all schools at all level of education

iv. Improve the provision of water and sanitation facilities in all schools at all level of education

v. Re-invigorate the provision of recreational/sporting facilities in all schools at all level of education

3.3.3 TARGETS

i. Reduce the pupil class room ratio in public schools from 1:95 to 1:40 for primary schools. From 1:76 to 1:40 and from 1:60 to 1:40 at SS by 2032.

ii. Increase number of functional laboratories by categories 5 to 50 by 2032 at post basic and tertiary level.

iii. Increase the number of functional Libraries at all level from 13 to 50 by 2032 at post basic and tertiary level

iv. Increase the number of functional ICT centers from 12 to 32 by 2032 at all level of education

v. Increase the percentage of primary schools with water supply from 30% to 67% junior secondary schools from 9% to 18% and senior secondary schools from 5% to 16% by 2032.

vi. Increase the percentage of public primary schools with health facilities from 30% to 65%, public junior secondary schools from 10% to 21%, public secondary schools from 7% to 15% and public science and technical schools from 6% to 13% by 2032.

3.3.4 EXPECTED OUTCOMES

i. Education infrastructural facilities provided and learning outcomes improved at all level of education.

3.0.4 STRATEGIC INTERVENTION 4: ENHANCING PLANNING AND EFFICIENT MANAGEMENT SYSTEM

3.4.1 OBJECTIVES

Provide responsive, effective and efficient system of governance at all level for sustainable educational development.

3.4.2 STRATEGIES/INTERVENTION FOR ADDRESSING ISSUES AND CHALLENGES

i. Maintain policy and strategy consistency in the governance of the education sector in the state for effective policy formulations, implementation and evaluation.

ii. Strengthen the capacity of education managers to ensure efficient educational service delivery.

iii. Establish a robust coordination mechanism to harmonize educational bodies discharge their mandates and functions to address friction and unnecessary rivalry.

iv. Establish and Strengthen education management information system to harmonize data for effective planning, monitoring and evaluation.

v. Institutionalize monitoring and evaluation mechanism for effective performance measurement guided by key performance indicators.

3.4.3 TARGETS

i. Increase the number of EMIS centers from 2 to 7 by 2032

ii. Increase the preparation/review of SESOP from 4 to 8 by 2032

iii. Reduce the incidence of parallel implementations of programme and projects by education agencies

iv. Increase the percentage of trained education managers from 40% to 70% by 2032

v. Establish a robust monitoring and evaluation system in education sector by 2032

3.4.4 EXPECTED OUTCOMES

i. Education Performance Management System Improved

3.0.5 STRATEGIC INTERVENTION 5: ATTAINING AND MAINTAINING SUSTAINABLE FUNDING AND ADEQUATE RESOURCING

3.5.1 OBJECTIVES

i. Increase and sustain education resource allocation to facilitate achievement of objectives and targets in education sector.

ii. Improve the efficiency and effectiveness of resource utilization to achieve targets

3.5.2 STRATEGIES/INTERVENTIONS FOR ADDRESSING ISSUES AND CHALLENGES

i. Increase resource allocation to education sector.

ii. Develop a robust resource allocation to the various sub-sectors based on agreed priorities areas in the MediumTerm Expenditure Framework (MTEF), including assessment of education per capita related to returns on investment.

iii. Undertake financial management capacity needs assessment and develop a strategy for implementation

iii. Re-evaluate the costs of all capital spending projects and key recurrent expenditure to include procurement procedures.

3.5.3 TARGETS

i. Increase the budgetary allocation to education sector from 18.5% to 26% by 2032.

ii. Increase the education allocation releases from 47.5% in 2021 to 80% by 2032

iii. Increase the number of education managers trained on Public Financial Management from 30% to 85% by 2032

3.5.4 EXPECTED OUTCOMES

i. Funding allocation and utilization to education sector improved

ii. Education Procurement and Audit practice improved

3.0.6 STRATEGIC INTERVENTION 6: ENHANCING EDUCATION IN EMERGENCIES

3.6.1 OBJECTIVES

i. To ensure education emergency preparedness and response plan is put in place and operationalized

ii. To provide a crises and emergency resilient education system in the state.

3.6.2 STRATEGIES FOR ADDRESSING THE CHALLENGES

i. Strengthen the state radio and television production and transmission capacity to facilitate e-learning

ii. Develop a functional social protection programme to address loss of livelihood among the affected communities especially for women and children

iii. Establish a comprehensive early warning and early response mechanism for mitigating and responding to shocks.

iv. Establishment of child friendly learning spaces in IDPs (people with special needs inclusive)

v. Strengthen the save schools system in all schools at all level

3.6.3 TARGETS

i. Increase number of lessons prepared and transmitted to cover all the communities by 2032.

ii. increase number of victims covered with social protection programmes to address vulnerability by 2032.

iii. Reduce the hours of emergency response to victims to 6 by 2032

iv.Increase the number of primary schools with wall fence from 13% to 70%, Junior Secondary schools from 23% to 80% and Senior secondary schools from 60% to 100% by 2032

v. Reduce the number of people affected by shocks by 2032

vi. Reduce the number of unsecured schools from 125 to 0 by 2032

vii. Increase learning activities for pupils with special needs in IDPs

3.6.4 EXPECTED OUTCOMES

i. Improved system of education in emergency institutionalized.

CHAPTER FOUR

4.0 MONITORING AND EVALUATION PLAN

4.1 INTRODUCTION

Monitoring and Evaluation Framework is a fundamental document that describes; programme objectives and activities to be carried out. How expected results of a programme relate to its goals and objectives? What data are needed? How they will be collected and analyzed? What resources will be required? How information obtained will be used? How the programme will be accountable to stakeholders? The Process and performance indicators are a key component of the monitoring process. Quantitative and qualitative data will inform sector performance assessment and, as a result, any subsequent decision-making relating to the implementation of the SESP. This system is aimed at ensuring a comprehensive evaluation framework which will yield timely, relevant and evidence-based information for decision-making. The indicator system will address the following requirements for monitoring sector performance:

i. The need to have a holistic and comprehensive grasp of the state of implementation in relation to SESP targets, Policy makers and decision makers, including managers of implementing agencies and other stakeholders at all levels, will be informed about the issues, challenges, successes and progress in the sector so that evidence-based analyses are made and decisions are taken that support commitment to the relevant issues.

ii. The need to generate support for educational interventions Support for specific interventions will be necessary in order to increase the probability of their successful implementation. This may call for a revision of indicators and implies that the system must be flexible.

iii. The need to provide feedback to all stakeholders. The indicator system should assist in providing clear and unambiguous feedback to stakeholders through periodic reporting procedures.

Sector Performance Indicators and Targets from 2022 to 2032 are outlined in the following tables. Data from 2020/21, where available and appropriate, is used as a baseline from which to measure progress. The list will be adjusted as the SESP develops and circumstances change.

The process of accountability, to which the SMOE is committed, dictates that there should be a regular review of education sector performance. This review will be conducted by SMOE and by its internal and external partners and stakeholders. The purpose of the review process is to ensure that there are effective returns on the investments being made in the education sector.

The Annual Sector Review (ASR) will be scheduled to ensure annual performance assessment and to complement the budgetary cycle so that informed decisions can be taken prior to budget preparation. The review will cover annual, mid-term and end-term evaluation of the education sector plan.

The implementation of M&E plan should indicate the capacity to implement the plan, a detailed work plan for each M&E activity, timing of each activity, parties responsible for each activity, budget necessary for each activity, cost of M&E plan and a mechanism for reviewing and updating M&E plan.

4.2 RISK AND MITIGATION

There are some risks that can affect the implementation of SESP and can become obstacles in achieving the desired goals. Therefore, some of such risks have been outlined and the possible measures have been suggested as mitigations for effective implementation of the Plan, see table 6.

TABLE 6: RISKS AND MITIGATIONS

S/N.	RISK	PROBABILITY	IMPACT	MITIGATION SRTATEGIES
1.	Security risk	Possible spread of activities of insurgency/banditry in some areas of the state may disrupt implementation of educational programmes in some communities	High	• Regular engagements with Traditional leaders and Law Enforcement Agencies to provide adequate security for peaceful and smooth implementation of Educational activities at all levels. • Schools to be provided with wall fence to ensure adequate security of the learners and Staff. • Train the personnel and Learners on safety skills/measures . • Deploy Joint task for to schools in risk communities
2.	Economic risk	The country depends largely on global economy. Any global economic recession can negatively affect the resources and the Federal Government can in turn get inadequacy in funding the Education Sector. The spread of COVID 19 Pandemic which affects global economy.	High	• Introduce Value for Money Strategy and ensure Prioritization of essential projects, programmes and activities to cut cost. • Embark on resource mobilization and enhance partnership with development partners, NGOs and private sectors to fund critical aspects of the plan for effective implementation. • Government empower Ministry of Humanitarian Affairs to provide early warning signs and apply sanctions to defaulting contractors and Government Partners.

3.	COVID 19 Pandemic	COVID-19 Pandemic has covered long period of time and still spreading globally, which affects teaching and learning I schools.	Low	• Conduct e-leaning programmes through TV and Radio and provide Learning materials to schools. • Train Personnel and learners on COVID 19 protocols
4.	High Inflation and delay in project completion risk	Inflation and delay in project implementation usually cause by economic downturn and recession, which can affect the contract costs and the estimates become unrealistic and may require variation. Political influence and rent seeking in the process of awarding contracts affect timely completion, quality outcome of service delivery.	Low	• Make sure that strict adherence to due process in contract awards is done. • Support Project Monitoring Unit to provide early warning signs and apply sanctions to erring contractors.

5.	Political risk	Political or Policy inconsistency as a result of change for leadership can affect the implementation of the SESP.	Very High	• Continued sensitization of political leaders on the importance of the plan and its effective implementation. • Involvement of all relevant stakeholders in the development, review and implementation of the plan

4.3 SECTOR PERFORMANCE INDICATORS AND TARGETS (M&E FRAMEWORK) 2022-2032

Table 7.0 shows an M&E framework for monitoring and evaluation of education sector plan performance.

MONITORING AND EVALUATION FRAMEWORK											
MINISTRY OF EDUCATION,ZAMFARA STATE											
EDUCATION SECTOR PLAN (ESP) 2022-2032											
						Baseline Data 2022		Mid- Term Target 2026		End-Line Target 2032	
S/No	Outcome/output	Indicators	Level	Source of Data	Method of Data Collection	M	F	M	F	M	F
Enhancing Adequate Coverage and Satisfactory Level of Meaningful Access to Education											
	Improved Access to education at all level	Enrolment Rate	ECCDE	EMIS	ASC	52%	46%	62%	56%	72%	66%
1			Primary	EMIS	ASC	87%	57%	92%	62%	97%	67%
			JSS	EMIS	ASC	37%	28%	52%	52%	67%	62%
			SSS	EMIS	ASC	47%	29%	62%	49%	77%	69%
			TVET (JSS)	EMIS	ASC	2,419	699	4,419	1,299	6,419	1,899
			TVET (SSS)	EMIS	ASC	5,766	1,063	10,766	2,063	15,076	3,063
			PureVocacational Sec. Schs.	EMIS	ASC	2				2	
			Almajiri	NPA	2018 Report	2,383	1,505	3,583	2,505	4,783	3,505
			Vunerables	NPA	2018 Report	42%	35%	64%	55%	86%	75%
			Nomadic	NPA	2018 Report	13,463	5,707	18,463	8,207	23,463	10707%
			Special needs	NPA	2018 Report	15,554		20,554		25,554	
			Tertiary	MOE	Report	8302.00	3663.00	10,000	4,700	11000.0	5,200
		Transition Rate	ECCDE	EMIS	ASC	18%	19%	43%	44%	68%	69%
			Primary	EMIS	ASC	65%	57%	80%	72%	95%	8700%
			JSS	EMIS	ASC	75%	47%	85%	62%	95%	77%
		Completion Rate	ECCDE	EMIS	ASC	52%	46%	62%	56%	72%	66%
			Primary	EMIS	ASC	73%	48%	83%	63%	93%	83%
			JSS	EMIS	ASC	40%	23%	60%	43%	80%	63%
			SSS	EMIS	ASC	44%	17%	64%	37%	84%	57
		Literacy Rate	Youth (15-24 age group)	NBS	2020 NBS Report	85%		88%		90%	
			Adults (25-the above)	NBS	2020 NBS Report	83%		86%		88%	
		Gender Perity Index	Primary	EMIS	ASC	0.62		0.52		0.42	
			JSS	EMIS	ASC	0.74		0.64		0.54	
			SSS	EMIS	ASC	0.61		0.51		0.41	
		Established Number of IQSs aligned with Skills Aquisition	IQSs	EMIS	ASC	291		1,421		1,921	

Assuring Quality and Relevance in Education											
2	Improve Students/Pupils Learning outcomes	Pupils Qualified Teacher Ratio	Primary	EMIS	ASC	1.101		1.66		1.31	
			JSS	EMIS	ASC	1.43		1.33		1.30	
			SSS	EMIS	ASC	1.32		1.27		1.30	
		Percentage of Qualified Teachers	ECCDE	EMIS	ASC	43%	27%	63%	47%	83%	67%
			Primary	EMIS	ASC	40%	23%	60%	43%	80%	63%
			JSS	EMIS	ASC	59%	33%	69%	48%	79%	63%
			SSS	EMIS	ASC	68%	23%	78%	43%	88%	60%
			Terciary								
		Pupils core subject textbooks Ratio	ECCDE	NPA	2018 Report	1.8		1.4		1.1	
			Primary	NPA	2018 Report	1.19		1.9		1.2	
			JSS	NPA	2018 Report	1.35		1.25		1.5	
			SSS	EMIS	ASC	1.22		1.12		1.2	
			TVET-JSS	EMIS	ASC	1.26		1.14		1.2	
			TVET-SSS	EMIS	ASC	1.12		1.7		1.2	
		Percetage of Schools monitored/supervisied	ECCDE	EMIS	ASC	25%		55%		75%	
			Primary	EMIS	ASC	65%		80%		95%	
			JSS	EMIS	ASC	35%		55%		75%	
			SSS	EMIS	ASC	40%		60%		80%	
			TVET-JSS	EMIS	ASC	43%		63%		83%	
			TVET-SSS	EMIS	ASC	45%		65%		85%	
		Students with Exam Minimum	BECE	EMIS	ASC	65%		80%		95%	
			WAEC	EMIS	ASC	11.95%		31.95%		41.95%	
			NECO	EMIS	ASC	37%		57%		77%	
			NBTE	EMIS	ASC	22%		42%		62%	

Improving Efficiency and Infrastructural Decay								
		Pupil Classroom ratio	Primary	EMIS	ASC	95	65	40
			JSS	EMIS	ASC	76	56	40
			Secondary	EMIS	ASC	60	50	40
	Improved educational Infrastructural Facilities at all level	Number of Functional Laboratories		EMIS	ASC	Nil	30	50
		Number of Functional ICT Centers		EMIS	ASC	12	25	32
		Number of Functional Libraries		EMIS	ASC	13	30	50
		% of Schools with water souces	Primary	EMIS	ASC	30%	40%	67%
			JSS	EMIS	ASC	9%	12%	18%
			Secondary	EMIS	ASC	5%	10%	16%
		% of Schools with Health Facilities	Primary	EMIS	ASC	30%	45%	65%
			JSS	EMIS	ASC	10%	15%	21%
			Secondary	EMIS	ASC	7%	10%	15%
			Science & Tech	EMIS	ASC	6%	8%	13%
Planning and Enhancing Management and System Efficiency.								
	Improved Capacity of schools and Education Managers	No of Head Teachers Trained						
		No of Education Managers Trained						
	Enhanced performance management system	No of EMIS centers		MOE	Report	2	5	7
		Number of SESOP review		MOE	Report	Nil	4	8
Attaining and Maintaining Sustainable Funding and Adequate Resourcing								
1		% Education Sector budget to State				18.50%	22%	26%
2	Improved Funding to Education Sector	% Actual Education Release to Education Budget	MOF	MOE	Report	47%	70%	80%
3	Improved Procurement and Audit Practice	No of Contracts Awarded through procurement procedures		MOE	Report	Nil	40%	70%
Enhancing Education in Emergency								
1	Improved System of Education in Emergency	No of unsecured Schools(Primary,JSS and SSS) in the state	MOE	MOE	Report	125	50	0
		% of schools with wall fencing	Primary	MOE	ASC	13%	40%	70%
			JSS	MOE	ASC	23%	60%	80%
			SSS	MOE	ASCX	60%	70%	90%
		No of IDPs with learning spacies for pupils with special needs	Primary			Nil	10	5
			JSS			Nil	10	5
			SSS			Nil	10	5

ZAMFARA STATE ACTION PLAN FOR FINANCING SAFE SCHOOLS INITIATIVE IN ZAMFARA STATE

S/N	Key Activities	Responsive Measures	Responsible Duty Bearers
1	Coordination, information and communication	Strengthen coordination and Information flow at State, LGEA and community levels. - Use updated EMIS data in reporting on persons affected, collateral or infrastructure damage - Share relevant information with schools in the school safety networks for improved preparedness - Lead education sector response	HCE SMOE, EC SUBEB, State SBMC Chairman, ES LGEA State Security Services (SSS), Civil Defiance, ES LGEA, SBMC Chairmen, Rep HT, Rep. Learner, Community/Women/Youth Leaders & FOMWAN.
2	Damage Assessment	Assess damage or losses - Conduct Joint damage assessment with education authorities and relevant stakeholders utilizing 3 SSD tools - Discuss Damage Assessment report with LGEA and State Education Authorities escalating weaknesses and gaps and recommend time-bound measures to address these gaps/weaknesses. - Through established state-level coordination structure share identified weaknesses with state security for initiatives to address and share with other schools in the network - Review Risk Profile taking into consideration gaps and weaknesses for improvement and sharing with other schools in the networks	SMOE, SUBEB, State Min. Budget & Planning, Min. Hum. Affairs/ZEMA/Fire service, EIEWG (CSOs),
3	Resumption of school after attack	- Discuss analyzed school Attack Return to school report with SUBEBs and SMOEs for	HCE SMOE, EC SUBEB, State SBMC Chairman, ES LGEA SMOH, PHC, Min. Women Affairs,

		immediate application towards school resumption decision making - Earmark key psychosocial support post-threat - Rehabilitate attacked school - Strengthen implementation of school sports - Make MHPSS referrals to established Health-related local partnerships - Follow up on referrals through SBMC and schools - Organize SBMC and Women groups to conduct sympathy/encouragement visits to affected persons (Learners/teachers) - Activate remote learning initiatives - Monitor delivery and benefits of remote learning and review for improvement	State Security Services (SSS), Civil Defence, ES LGEA, SBMC Chairmen, Rep HTs, Teachers. Learners, Community/Women/Youth Leaders & FOMWAN.
4	School Safety Plan Review	Joint review of effectiveness of school safety and security plan based on school attack incidence - Review school plans and provide guidance on ways forwards for improved delivery of safe schools' services - Share revised plan with responsible authorities (funding/structural etc)	Min. Hum. Affairs/SEMA/LEMA, EIEWG (CSOs), SBMC, Teacher, Learners EIEWG, CSOs, HT, Teachers, Learners
5	Evaluate effectiveness of local community-driven early warning systems in place	Consult security experts at state levels based on damage assessment report for guidance in strengthening community early warning and surveillance systems - Strengthen EWS and adherence - Advocate to relevant Community leaders on strengthened EWS services and functionality - Conduct trials and simulations	State level Security, Civil Defense, LG Chairmen, Community Leaders, Youth, Vigilantes

6	Mobilize resources	- Mount strategic advocacy to state governor on budgetary support and release for improved response delivery - Strengthen provision of local in-kind contribution including local vigilante manning schools during classes	State Governor, SMOE, SUBEB, LG Chairmen, Education Secretaries, Community leaders (Traditional, Religious, Women and Youths & FOMWAN
7	Calendar of activities for the committees at all levels	-To have operation model for all category of the committees -To help in identifying and reporting challenges	SBMC, CBMC, MA, PTA Vigilante.
8	Purchase of gadgets and materials (whistles, pens, A4 papers, cell phone etc.)	-To ensure steady official communication at all levels of the committees.	SMOE, SUBEB.
9	Registration Of Closed User Group SIM-lines for all committees' members	-To avoid communication failure and gaps	SMOE, SUBEB.
10	Allowances to Committee members	To provide transportation to members	SMOE, SUBEB.
11	Recruitment of volunteer teachers	To provide interventions where needed	SUBEB
12	Training of committee members, teachers and students/pupils	To update their knowledge and skills	SMOE, SUBEB

QUALITY AND RELEVANCE

Table 2A: Component Challenges, Their Root Causes and Effects

MAJOR CHALLENGE	COMPONENT CHALLENGES	CAUSES	EFFECT
Poor Quality and Relevance	Poor classroom management skills	•Poor mastery of subject matter •Ineffective behavioral guide	• Examination malpractices. • Poor learners' lesson assimilation • Poor learning outcomes
	Inappropriate supply of instructional materials	• Lack of fund • Poor development of instructional materials	• **Poor learners' attention and concentration in teaching/learning activities** • **Inefficiency in teaching/learning processes** • **Impair understanding of content and abstract explanation.** • **Time wastage in technical lesson delivery and reduces students practical skills.** • **Hinders ability of teacher to deliver effectively**
	Poor teaching/pedagogical skills	• Shortage of qualified teachers in schools. • Lack of required in-service training and retraining. • Lack of regular evaluation and monitoring exercise	• **Poor implementation of curriculum** • **Ineffective learning** • **Non-completion of the curriculum**
	Low capacity of teachers in ICT	• Lack of required training and retraining of teachers in ICT. • In adequate of ICT devices in schools	• Leakage of examination papers • Poor result computation • Lack of updated teaching methodology

	Inadequate number of technical and entrepreneurial teachers	• Poor remunerative package • Lack of training facilities in schools • Problem of social perception	• Poor technical and vocational skills • Slow pace of technological development • Low enrolment in Technical schools
	3. High number of substandard private schools	• Insufficient funds for monitoring exercise • Insufficient quality assurance officers • Inadequate report on inspection for school approval	• Engagement of non-qualified teachers. • Poor teaching and learning activities • High rate of examination malpractices.
	High subject teacher/pupil ratio	•Non-recruitment of adequate qualified teachers •Increase in number of enrolment as a result of increase in population •Free education policy of the government	• Difficulty in effective instructional delivery • Inability to monitor students' assimilation. • Classroom congestion aids negative peer influence. •Inadequate furniture • Poor classroom management

Pupil-Teacher Ratio by LGA, Public Primary

LGA	Enrolment (M+F)	All Teachers (M+F)	All Teacher-Ratio	Qualified Teachers	Qualified Teacher- Ratio
ANKA	27,544	360	77	194	142
BAKURA	50,569	498	102	298	170
BIRMIN MAGAJI	22,528	534	42	208	108
BUKKUYUM	32,025	426	75	256	125
BUNGUDU	56,500	1,136	50	622	91
GUMMI	40,218	656	61	509	79
GUSAU	74,948	1,334	56	1,020	73
KAURAN NAMODA	44,866	587	76	396	113
MARADUN	34,040	471	72	321	106
MARU	34,777	467	74	224	155
SHINKAFI	24,451	526	46	333	73
TALATA MAFARA	61,571	1,165	53	659	93
TSAFE	47,267	722	65	506	93
ZURMI	38,139	429	89	293	130
TOTAL	589,443	9,311	63	5,839	101

Table 4.7 Pupil-Teacher Ratio by LGA, Public Senior Secondary School

LGA	Enrolment (M+F)	All Teachers (M+F)	All Teacher-Ratio	Qualified Teachers	Qualified Teacher-Ratio
ANKA	1,290	59	22	52	25
BAKURA	2,301	57	40	54	43
BIRMIN MAGAJI	1,745	57	31	40	44
BUKKUYUM	1,816	61	30	55	33
BUNGUDU	9,008	329	27	307	29
GUMMI	5,862	129	45	123	48
GUSAU	20,046	670	30	615	33
KAURAN NAMODA	4,938	135	37	116	43
MARADUN	3,572	85	42	78	46
MARU	2,867	151	19	138	21
SHINKAFI	4,495	106	42	100	45
TALATA MAFARA	5,662	169	34	149	38
TSAFE	5,645	174	32	173	33
ZURMI	4,150	179	23	149	28
TOTAL	73,397	2,361	31	2,149	34

Table 4.9 Pupil-teacher ratio in private schools by LGA, (All Levels)

LGA	Enrolment (M+F)	All Teachers (M+F)	All Teacher-Ratio	Qualified Teachers	Qualified Teacher-Ratio
ANKA	1,425	73	20	68	21
BAKURA	1,199	91	13	71	17
BIRMIN MAGAJI	14	-	-	-	-
BUKKUYUM	710	67	11	49	14
BUNGUDU	1,294	75	17	72	18
GUMMI	1,134	48	24	38	30
GUSAU	21,071	1,778	12	1,392	15
KAURAN NAMODA	17,217	990	17	630	27
MARADUN	2,511	78	32	61	41
MARU	-	-	-	-	-
SHINKAFI	514	33	16	26	20
TALATA MAFARA	4,267	351	12	302	14
TSAFE	2,452	193	13	143	17
ZURMI	1,268	56	23	40	32
TOTAL	55,076	3,833	14	2,892	19

Table 5.2: Pupil-classroom ratio by school type and LGA

LGA	Public				Private
	Pre-primary and Primary	Junior Secondary	Sci. & Tech Secondary	Senior Secondary	All levels
ANKA	74	70	0	115	32
BAKURA	138	43	20	60	154
BIRMIN MAGAJI	68	50	0	26	32
BUKKUYUM	129	59	75	30	30
BUNGUDU	94	54	0	56	25
GUMMI	98	46	0	44	45
GUSAU	103	118	140	68	21
KAURAN NAMODA	89	71	20	50	55
MARADUN	83	59	0	42	37
MARU	91	100	0	52	70
SHINKAFI	90	99	97	78	40
TALATA MAFARA	123	117	29	101	35
TSAFE	85	105	0	109	33
ZURMI	83	56	0	46	23
TOTAL	95	76	47	60	31