



**FEDERAL REPUBLIC OF
NIGERIA**

JIGAWA STATE

**STATE EDUCATION SECTOR
STRATEGIC PLAN (SESP)
2013 – 2022**

May 2013

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PREAMBLE

The State Education Sector Strategic Plan (SESP) is an attempt to articulate the Education Vision of the State Government. It helps to give some tangible and concrete directions to Government's determination to address the challenges posed by the current uninspiring state of the education sector and education service delivery.

The programme was developed through a participatory process effectively led by the Government and people of the State. It was a process that involved the active participation of multiple stakeholder groups, all of whom contributed to rigorously analysing the present state of education and in charting the course of future developments.

These future developments emphasize strategic targets to be met in a 10-year perspective: 2012-2022 – the SESP, which is anchored on four major pillars, called 'Policy Objectives', namely

- *Policy Objective 1: Improving Access and Opportunities*
- *Policy Objective 2: Ensuring Quality and Relevance of Educational Provision*
- *Policy Objective 3: Improving Educational Planning and Management*
- *Policy Objective 4: Ensuring Sustainable Funding and Improved Financial Management.*

Coming along with this is a more detailed three-year State Education Sector Operational Plan (SESOP). This outlines plan implementation directions for 2014-2016, with cost implications.

The plan is the result of fruitful collaboration efforts between the State Government, UNICEF and the Department for International Development (DFID) of the British Government. Field work and plan development activities were coordinated by the SESP/SESOP Development Team in conjunction with consultancy support on staff capacity building and advice advise. UNESCO lent valuable technical/professional support in the process.

Above all, with the emergence of SESP and SESOP, the State Government now has a well thought-out road map for its continuing vigorous pursuit of educational development for the next decade. Both documents are expected to be integrated into the overall planning and budget activities of the State. It can also provide a valuable framework for policy dialogues with the populace as well as for negotiations with development partners

ACRONYMS AND ABBREVIATIONS

ABU, Zaria	Ahmadu Bello University, Zaria
AEO	Access and Expanding Opportunity
AEO	Access and Expanding Opportunity
AME	Agency of Mass Education
ANE	Agency for Nomadic Education
BUK	Bayero University, Kano
CBN	Central Bank of Nigeria
CBO	Community Based Organization
CCT	Conditional Cash Transfers
CLIS	College of Legal and Islamic Studies
COA	College of Agriculture
COE	College of Education
CPA	Certificate in Public Administration
CPAA	Certificate in Auditing and Accounting
CSC	Civil Service Commission
DFID	Department for International Development (UK)
DPA	Diploma in Public Administration
DPAA	Diploma in Public Accounting and Administration
DPRS	Director of Planning Research and Statistics
ECCC	Early Child Care Centres
ECCD	Early Child Care Development
EDF	Education Funding
EDSI	Education Strategy International
EFA	Education for All
EMIS	Education Management and Information System
ETF	Education Trust Fund
FBOs	Faith Based Organization
FME	Federal Ministry of Education
GEP	Girls Education Project
GPE	Global Partnership for Education
HND	Higher National Diploma
ICT	Information and Communication Technology
IDPs	International Development Partners
IEB	Islamic Education Bureau
IQTE	Integrated Qur'anic Tsangaya Education
JAMB	Joint Admission and Matriculation Board
JERD	Jigawa Educational Resource Department
JSCILS	Junior State College of Islamic and Legal Studies
JSEEDS	Jigawa State Economic Empowerment and Development Strategy
JSS	Junior Secondary School
JSSB	Jigawa State Scholarships Board
LGCs	Local Government Councils
LGEAs	Local Government Education Authorities
MOEST	Ministry of Education Science and Technology
MOHSW	Ministry of Health and Social Welfare
MOW & U	Ministry of Works
MOWA	Ministry of Women Affairs
NABTEB	National Business and Technical Examination Board

NBTE	National Board for Technical Education
NCCE	National Commission for Colleges of Education
NCE	National Certificate of Education
ND	National Diploma
NECO	National Examination Council
NERDC	National Education Research and Development Council
NFE	Non Formal Education
NGOs	Non Governmental Organizations
NIEPA	National Institute for Educational Planning and Administration
NUT	National Union of Teachers
NYSC	National Youth Service Corp
PME	Planning and Management of Education
PRS	Planning Research and Statistics
PTA	Parents Teachers Association
QTR	Quality and Relevance of education provision
SBMCs	School Based Management Committees
SEIMU	State Educational Inspectorate and Monitoring
SSCE	Senior Secondary Certificate Examination
SSG	Secretary to the State Government
SSS	Senior Secondary School
STSB	Science and Technical Schools Board
SUBEB	State Universal Basic Education Board
TIA	Teaching Inducement Allowance
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNIMAID	University of Maidugiri
WAEC	West African Examination Council
WASCE	West African School Certificate Examination
ZEO	Zonal Education Office

EXECUTIVE SUMMARY

From the date of the state inception 1991 to date, the Education sector runs through some hurdles of which the whole agencies under the MoEST play significant role to meet the desired goals.

Before the coming of the present government (2007 to date), the sector has been rated as having poor educational indicators, condition of infrastructure and facilities, inadequate funding to the sector, poor learning outcomes, inadequate schools supervisors to monitor learning achievements and limited capacity to the state tertiary institutions just to mention but few. Consequently, the sector has needed to develop and adopt a distinctive approach to a very good plan/policy making. This was made by the sector collaboration i.e. DFID/UNICEF in conjunction with the State Government to revitalize the sector to another step forward in transforming local system budgeting into the new system which is transparent and result-based.

This education sector plan has categorically spelt the distinctive measure of approach to the existing problems in finding the remedy.

A) In section one, the context analysis identified:-

i. The state background which explained:-

- ❖ The location and topography of the state;
- ❖ The population rate of the state;
- ❖ The socio-cultural situation of the state;
- ❖ Human development indicators and poverty situation;
- ❖ The government itself;
- ❖ Trading and commercial activities of the people;
- ❖ Traditional institution;
- ❖ Economy
- ❖ Micro economy/fiscal profile.

ii. **Also it shows the State policy Framework:** The education policy of the state effected by national and international environments such as Millennium Development Goals MDGs, NEED, EFA, CDF as well as SEEDS all these organs were partner in collaboration with the state education policy.

iii. Analysis of cost and finance to enable and expand education coverage, especially for disadvantage group and where possible needed.

iv. **Education system`s performance:** the challenges facing the education sector are daunting and demand careful planning with limited resources available.

B) This section significantly hints the policy priorities, the strategies and planned target.

Under this, we have:-

- ❖ The state vision and mission statement;
- ❖ Education sector policy environment
- ❖ Strategic framework for MOEST and SUBEB;
- ❖ Local Government education authority planned;
- ❖ **Education Management:** This issue talks on free education for Girls at all levels, Free Education for the Physically Challenged, Free Medical Treatment For all Boarding Student, Increase Boarding Students` Feeding Rate Teaching Inducement Allowance, Recruitment of Qualified Teachers, Capacity Building, Increase of Scholarship Allowance, Decongesting Classrooms, Enhancing

Quality Assurance and Evaluation functions through State Educational Inspectorate and Monitoring Unit (SEIMU); zonal Education Offices, payment of Examination Fees, purchase of Instructional Materials to mention just a few.

C) The Third section explained the programme design in the sector. This action goes along with:-

- ❖ Suggested solution to constraints highlighted;
- ❖ Reform programmes;
- ❖ Integrated school development;
- ❖ School Improvement programme (SIP);
- ❖ Access and equity programme;
- ❖ School Based Management Committee (SBMC) role;
- ❖ LGA/MDG programme;
- ❖ Decentralization of budgetary functions for school and the role of the LGEAs
- ❖ Education Management Information Systems.
- Annual School Census
- Data Management Process

D) The Fourth section gives details on the implementation Arrangement and Capacity, under which:-

- ❖ Organisation Structure of Education;
- ❖ funding Status of Education Sector MDAs;
- ❖ financial Management System which spelt out the general Expenditure, Recurrent Expenditure, General Financial Reporting, General Financial Reporting, Stores, Internal Audit and Pay Roll.

Furthermore, the forthsection granted the whole information of fund flow situation and how the fund had been utilized in financial education activities. Under this umbrella, we have:-

- ❖ Source of funding from this State and Local Government;
- ❖ Budget Implementation;

Education Expenditure by Sub-sectors; Finally, to ensure the success and attainment of ESP programme, all stakeholders must put hand on deck to achieve the desired goals.

SECTION ONE

INTRODUCTION

1.1 Purpose of SESP

Jigawa state was created in 1991 from the least developed part of the then Kano State on a weak economic and infrastructural foundation. According to the 2006 Census, Jigawa State has a population of 4.35m people, majority of which live in rural areas with subsistence agriculture as their main occupation. *The 2006 Central Bank of Nigeria (CBN) Report* ranked the state as having the highest severity of poverty in the country, with 90% of its people living below poverty line i.e. on less than one US dollar per day. Paucity stands out clearly as the major challenge to all sectors of the state. Educationally, the state is among those referred to as '*educationally disadvantaged*' states in the Federation.

Against this backdrop successive governments' efforts have been geared towards poverty alleviation through pro-poor socio-economic empowerment reforms. The Jigawa State Economic Empowerment and Development Strategy (J-SEEDS) 2004 has been the main policy document of the government and placed high premium on people through pursuit of policies and programmes centred on human capital development. In the J-SEEDS education is identified as the number one pillar or backbone to the socio-economic development of the State. This is based on the conviction that there is strong correlation between educational attainment of individuals and per-capita formation. The resolve to accord the education sector the highest priority is informed by this reality.

Deliberate efforts were made to widen access and equity as well as to improve the quality of schooling at all levels of education in the state. With education made free at all levels for the female and the physically challenged, it is envisaged that enrolment of these two categories of learners will drastically improve. Other measures like increasing both boarding students feeding rate and tertiary students' allowances by 100% will, in the long run, have positive impact on quality of teaching-learning. The re-establishment of nine Zonal Education Offices and the existence of fully-equipped autonomous Parastatals of the Ministry would strengthen the management of education.

In spite of the efforts made by various governments, problems still abound in almost all the areas of the state's education services. The deplorable state has been attributed mainly to the following reasons:

- The economic situation of its population is poor with the highest severity and poverty status in the country as cited above.
- The State is one of the most educationally backward states in the Federation.
- There has never been any existing and foolproof strategic plan for education in the state.
- The Government has invested so much human and financial resources in the education sector without much positive results.

Therefore the decision to review the 10-year State Education Sector Strategic Plan (SESP) and 3-year Operational Plans (SESOP) at this point in time is well sought-after.

This document provides an Education Sector Plan for Jigawa state for the period 2013 to 2022, together with an operational plan covering the first phase of three years 2014-2016. This sector-wide plan is intended to demonstrate Jigawa state's commitment and endeavour

towards achieving the Education for All (goals) by 2016 and to serve as a base document which will guide the Ministry of Education, Science and Technology's strategy, programme and budget formulation.

1.2 Process of SESP

The SESP process started in April 2008 at Gumel where the programme was formally launched with key stakeholders in attendance. SWOT Analysis of the education sector was carried out as a way of establishing consensus to the strengths, weaknesses, opportunities and threats facing the sector. This plan was developed through participatory process. It was developed with full participation of people in the state as stakeholders. There was also a high level committee headed by the Secretary to the State Government (SSG), and a core Technical Committee and co-opted members. The plan preparation was further supported by Federal Ministry of Education (FME), National Institute for Educational Planning and Administration (NIEPA), Education Strategy International (EDSI), UK Department for International Development (DFID), UNICEF and UNESCO.

The SWOT analysis was used to examine the sector under the sub-headings of Policy Environment; Access and Equity; Quality and Relevance; Teaching and Learning; Infrastructure and Facility; Management and Efficiency; Resources and Financing. The result of the SWOT analysis led to the carrying out of the studies on 11 thematic areas, which were assigned to 11 study groups, improving the knowledge and information gaps. The result of the exercise together with the findings of State Education Sector Analysis (ESA) and profile of the State Education Sector Statistics, were later presented to another set of stakeholder consultations.

The eleven studies conducted included: (i) On-going Government Initiatives; (ii) Externally Supported Interventions; (iii) Institutional Assessment; (iv) Curriculum Teaching and Learning Achievements; (v) Non Formal Education; (vi) Islamiyya Education; (vii) Private Sector Provision and Contribution; (viii) Educational Costing and Financing; (ix) Up-dating State EMIS; (x) Educational Infrastructure and Facilities; (xi) Special Education Needs.

The ESA was carried out, building on these studies on eleven areas, the findings from field visits, working sessions in small and larger groups, the compilation of available statistical data (mainly EMIS), and a concise draft write-up on major highlights of education in the State. The ESA aimed to identify the strengths and possible shortcomings of the state education system, to discuss policy options and strategies and to appraise the resource implications of each strategy so as to adjust the targets accordingly.

Through a series of stakeholder consultations, the findings of the field reports and studies were analysed and this led to the identification of priority areas to be tackled in the education sector. Technical workshops on educational planning, policy simulation and resource projections were held to discuss and devise on the policy options, priorities, strategies, resource implications and implementation frameworks for SESP and SESOP.

The present document is the result of these participatory and technical processes. Many difficulties aroused in the course of these review processes, however contributing to increased ownership and capacity building of the state team in the field of education planning and management. This document is updated with current data to reflect the achievements of the first operational plan 2009-2012 and upon which further improvement will be built

1.3 Structure and Content of SESP

This document, Jigawa State Education Strategic Plan (SESP) 2009-2018 now 2013 – 2022, is presented in three parts. The first part is an introductory that contains a Preamble which is an executive summary that also rationalizes the necessity of SESP and the methodology adopted for its development. A presentation of Acronyms, Abbreviations and Glossary of Selected Terms used in this document completes the first part. The second part is the main body of the document that has four sections, delineated as follows:

1. Section One: Introduction
2. Section Two: Jigawa State: Background Information and Sector Highlights
3. Section Three: Policy and Strategic Framework
4. Section Four: Management and Implementation Framework

The third and concluding part is the Annexure that contains annexes of relevant tables.

Section one which is the Introduction to the main body of the document begins with a sub-section titled Purpose of SESP. It explains the necessity for the development and diligent implementation of Jigawa State SESP. It expresses the commitment of the state to SESP for the revamp of the education system to meet the challenges of its development goals and objectives. The next sub-section details the methodology and processes followed in SESP development. It stresses that the methodology and process followed emphasized wide stakeholders' consultations and active participation to ensure that the people of the state can truly claim ownership and identify with SESP as actually people-developed and owned.

Section Two gives background information on Jigawa state and explains the education policy environment, structure and management of the state's education system. It describes the geography, people, economy, political system and administrative structure of the state. This section is concluded with the highlights of the state education sector. Backed with statistics from the state EMIS, it presents an analysis of main features, prevailing status, key issues and challenges. The analysis covered access and equity, quality and relevance of education provision, higher education, infrastructural facilities, partnerships, cost and financing of education.

Section Three presents the policy and strategic framework of the Jigawa State Education Strategic Plan (SESP) 2013 – 2022. The section is introduced with the overall education policy thrust and a summation of the key policy directions of the state. The policy and strategic framework itself specifies the priority policy objectives, specific targets for each objective, strategies for achieving the set targets and the agencies responsible for delivering on the targets. It is presented in a matrix arranged in four policy objectives groups, namely:

Policy Objective 1: Improving Access and Expanding Opportunities

Policy Objective 2: Ensuring Quality and Relevance of Education Provision

Policy Objective 3: Improving Educational Planning and Management

Policy Objective 4: Ensuring Sustainable Funding and Improved Financial Management.

Section Four is a presentation of the Management and Implementation Framework of SESP. The section specifies the performance targets and indicators as well as the monitoring and evaluation framework for assessing progress in the implementation of SESP. It also details the institutional arrangement to ensure effective coordination of the activities of responsible government Ministries, agencies, other stakeholders and partners in the implementation and monitoring of SESP. Finally, the section details the costs and financial implications of SESP's implementation.

SECTION TWO

JIGAWA STATE: BACKGROUND INFORMATION AND EDUCATION SECTOR HIGHLIGHTS

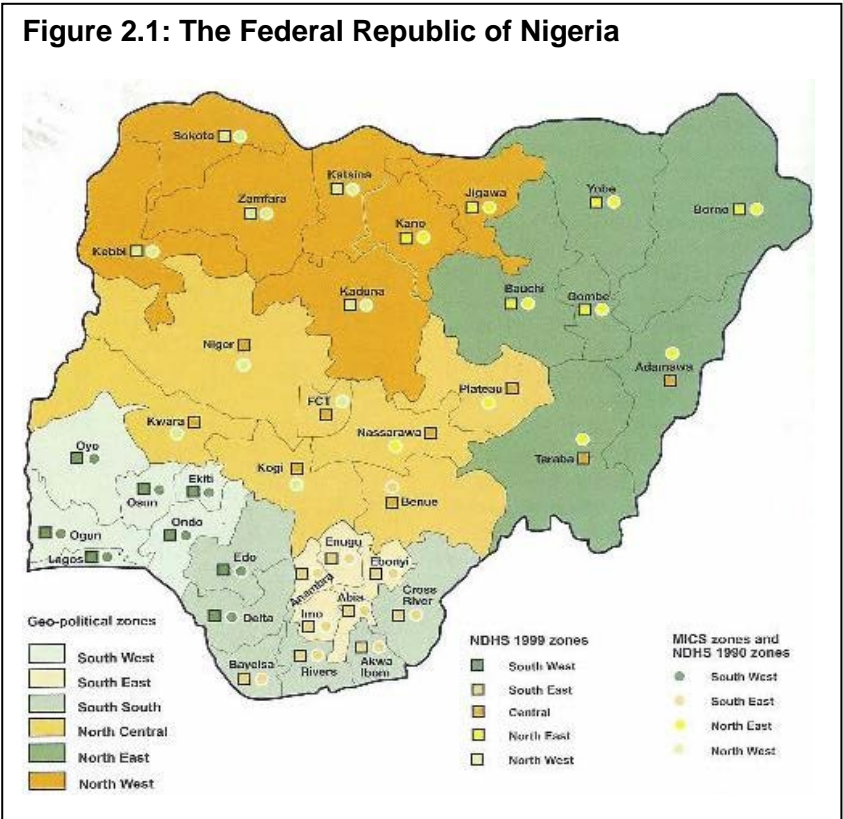
2.1 Political, Economic and Social Context

2.1.1. Geography

Jigawa state is one of the thirty-six states that constitute the Federal Republic of Nigeria. The State was carved out from the least developed part of the former Kano State, on 27th August, 1991. The area is 23,154 square kilometres. It is situated in the north-western part of the country.

Kano and Katsina states border Jigawa to the west, Bauchi state to the east and Yobe state to the northeast. To the north, Jigawa shares an international border with Republic of Niger, which is a unique opportunity

for cross-border trading activities. The Government readily took advantage of this by initiating and establishing a free-trade zone at the border town of Maigatari (see Figure 2.1).



Most parts of Jigawa State lie within the Sudan Savannah with elements of Guinea Savannah in the southern part. Total forest in the State is very much below national average of 14.8%. Due to both natural and human factors, forest cover is being depleted, making northern parts of the State highly vulnerable to desert encroachment. The State enjoys vast fertile arable land to which almost all tropical crops could adapt, thus constituting one of its highly prized natural resources. The Sudan Savannah vegetation zone is also made up of vast grazing lands suitable for livestock production.

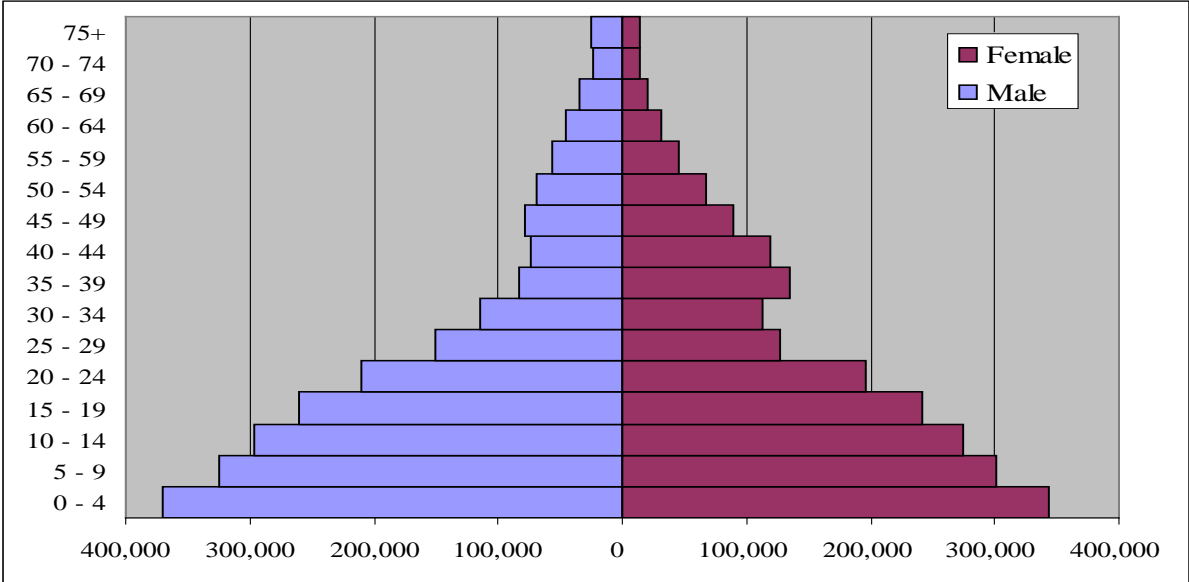
The main rivers are Hadejia, Kafin Hausa and Iggi Rivers with a number of tributaries feeding extensive marshlands in north-eastern part of the State. The Hadejia-Kafin Hausa River traverses the State from west to east through the Hadejia-Nguru wetlands and empties into Lake Chad Basin.

2.1.2. The People

According to the 2006 Census figures Jigawa State has a population 4,346,472, which ranks it to be the eighth in the country. The annual population growth is 2.8%. Life expectancy in Jigawa State as at 2001 was about 52 years with a total fertility rate of about 6.2 children per woman of childbearing age (a little above the national average). The population of the State is predominantly rural (90%) and the distribution in terms of sex is almost equal between male (50%) and female (49%). This pattern of population distribution is same across various constituencies in the State and between urban and rural areas. In terms of age distribution, the 2002 Core Welfare Indicators Questionnaire (CWIQ) Survey indicates that 45.2% of the population was made up of young people below the age of 15; 49.0% between the ages of 15 and 59, while 5.8% were people aged 60 and above.

Overall the age structure is typical of a developing country with a wide base and a very narrow top. The pyramid shows a very strong dependency ratio of 88.5%, that is, the relationship of the populations below 15 or above 64 to the productive population aged between 15 and 64.

Figure 2.2: Age Pyramid, 2006, Jigawa State



Source: 2006 Population Census

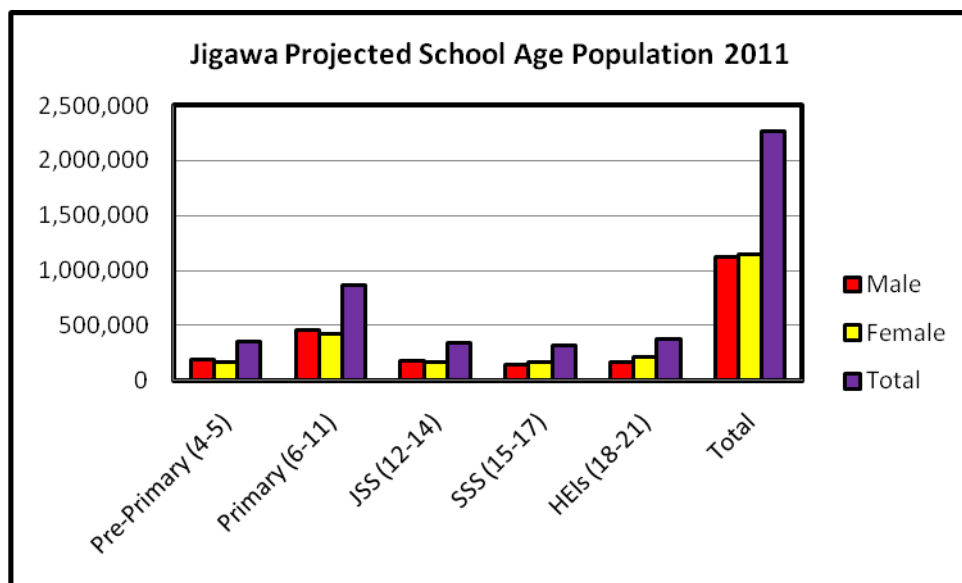
Table 2.1 presents the aggregate numbers of school-age population; it also shows that males outnumber the female population.

Table 2.1: School-age population in Jigawa State, 2012

	Male	Female	Total	% Female
Pre-Primary (4-5)	187,911	169,868	357,779	47.5%
Primary (6-11)	452,057	419,505	871,562	48.1%
JSS (12-14)	173,698	171,669	345,367	49.7%
SSS (15-17)	145,332	167,743	313,075	53.6%
HEIs (18-21)	161,818	214,419	376,237	57.0%
Total	1,120,816	1,143,204	2,264,020	43.0%

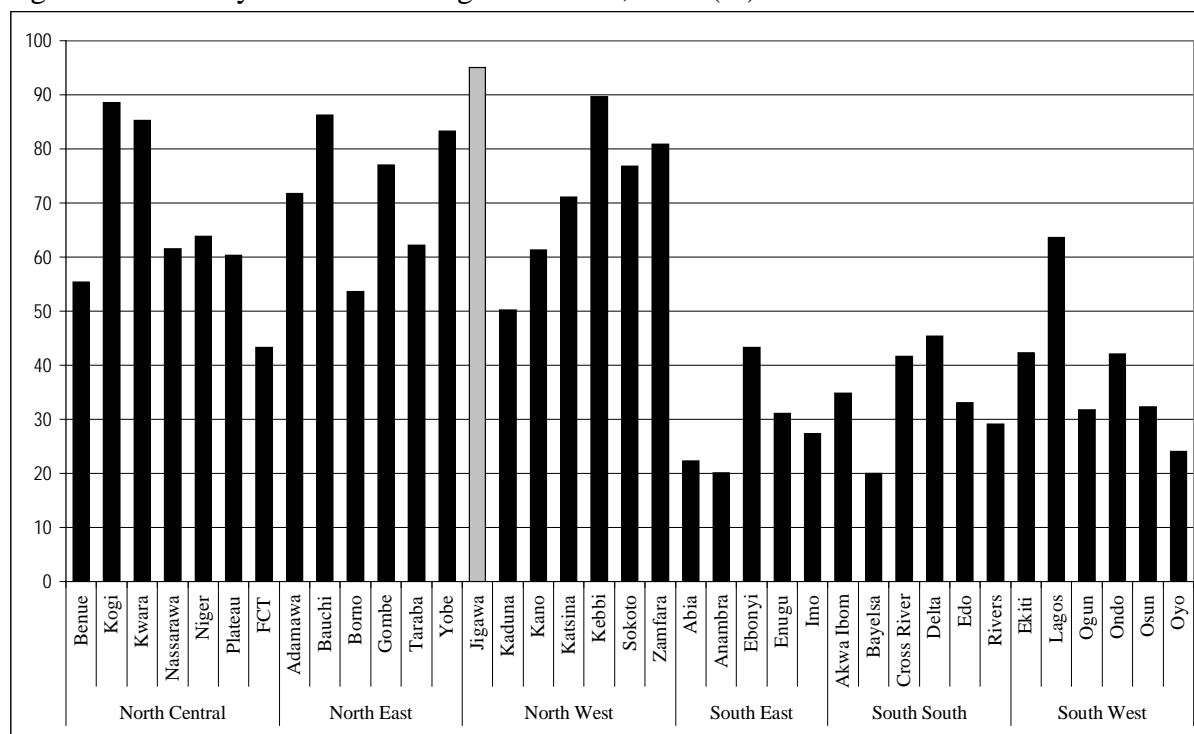
Source: Adapted from 2006 (projected population figure) Nigeria Population Census

Figure 2.3: Jigawa Projected School Age Population to 2011



Average household size is about 6.7, almost all of which are headed by males. About 60% of household heads are self-employed with agriculture as their main occupation, and nearly two-thirds of these households are polygamous families. The overall literacy rate in any language is about 39.5% in 2006 (20.1% for women and 58.9% for men) according to CWIQ 2006. This rate is well below the national average 65.7% (56.8% for women and 74.6% for men). If the literacy rate is measured in English, this rate is only 11.1% (5.2% for women and 17% for men) in Jigawa state.

Figure 2.3: Poverty Incidence in Nigerian States, 2004 (%)



Source: Poverty Profile for Nigeria, NLSS

The socio-cultural situation in Jigawa State could be described as homogeneous. It is mostly dominated by Hausa/Fulani, who could be found in all parts of the State. Kanuri are largely found in Hadejia Emirate, with some traces of Badawa mainly in its north-eastern parts. Even though each of the three dominant tribes has continued to maintain its ethnic identity, Islam and a long history of inter-marriages have continued to bind them together.

There are no precise figures available on household income. However, we can use the findings of the 2004 Nigeria Living Standard Study (NLSS¹). According to NLSS 2004, Jigawa State has the highest incidence of poverty in Nigeria. Jigawa State counted, in 2004, 95% of poverty incidence when the national average percentage was of 54.4%. The worrying fact is that in 1996, the poverty incidence was reported as 71%; 8 years later poverty increased by 24 percentage points. Figure 2.3 shows poverty head count for all of the Nigerian States, grouped by geopolitical zones. We can see that Jigawa State clearly had the highest poverty incidence, not only within the North-West Zone, but in Nigeria.

2.1.3. Political and Administrative Structure

Jigawa State is one of the thirty seven states and the Federal Capital Territory that form the Federal Republic of Nigeria. The state has twenty seven Local Government Areas (LGAs). The 27 LGAs are divided into 30 State Constituencies and grouped into 11 Federal Constituencies, and three Senatorial Districts.

The State is governed by an Executive Council, with an elected Governor as the Chairman. The Executive Council is made up of the Governor, the Deputy Governor, the Commissioners

¹ National Bureau of Statistics, *Poverty Profile for Nigeria, 2005*

of the fifteen Ministries and the Secretary to the State Government. Each of the twenty-seven Local Government Councils in the State is governed by a Local Government Executive Council with the Local Government Chairman as the head. Other members of the Executive Council include the Vice Chairman, four Supervisory Councillors and the Secretary of the local government who also serves as the Secretary to the Council.

With the current presidential system of government which emphasizes the separation of powers between the three arms, the Legislative arm is headed by the Speaker as the chief executive. There are also the Deputy Speaker, the Majority and Minority leaders, Chief whips of both parties and other honourable members. The legislative structure is also extended to the local government level, where the legislature is headed by the leader of the House. The third arm of government is the Judiciary, which is headed by Chief Judge who is also the chairman of the Judicial Service Committee, a body which is responsible for the appointment, promotion and discipline of judicial officers.

2.1.4. Economy and Socio-economic Development Goals

The economy of Jigawa State is largely characterized by informal sector activities, with agriculture as the major economic activity. Over 80% of the population is engaged in subsistence farming and animal husbandry. Trade and commerce are undertaken on small and medium scale, especially in agriculture livestock and other consumer goods. Other informal sector activities include blacksmithing, leather-works, tailoring services, auto repairs and many others. The formal sector activities like those of the Rice Mill at Hadejia and Flour Mill at Gumel are yet to make any impact on the economy of the state as they have been out of production for long.

The overall development objectives and priorities of the State Government are contained in the J-SEEDS 2004 which is in line with the National Economic Empowerment and Development Strategy (NEEDS, 2004). The document emphasizes improving the standard of living of the people by pursuing pro-poor economic growth and social development policies. Specifically, these include:

- The pursuit of poverty reduction through promotion of agricultural production and active support for small and medium scale enterprises (SMEs), micro-enterprises and other income generating activities for self-employment and ultimate economic empowerment;
- Building a conducive investment climate in terms of institutions and infrastructure. This would involve massive resuscitation of dysfunctional infrastructure and the building of new ones particularly roads, power supply and others;
- Pursuing information and communication technology, and market infrastructure. This would also involve institutional reforms with focus on good governance and for effective and efficient institutions and processes;
- Exploiting human resources and social development involving the development of formal and non-formal education, provision of effective health, delivery water and sanitation.

The role of education in socio-economic development: Studies have indicated that there is a direct causal relationship between education and socio-economic development in any society. The objective of Jigawa State Government on education is to empower the entire population through improved and non-discriminate access to quality education, which will enable

everyone to be productive member of the society and to contribute to social transformation. Therefore, Jigawa State Government believes that, improving the quality of education at all levels is the fastest way to human capital formation and sustainable development.

2.2 Education Policy Environment

2.2.1. Education Policy Development Framework

According to the constitutional provisions, the Federal government is in charge of the overall policy formulation, co-ordination and monitoring in education. Direct control by the Federal government is preponderantly at the tertiary level. Only a handful of institutions at the secondary level (such as the Unity Schools) are under federal direct control. The bulk of secondary schools in the state are under the control of the state government. Local governments have statutory managerial responsibility for primary education, with the federal and state governments exercising appropriate oversight functions.

The key objective of the current National Educational Policy is the attainment of universal basic education by 2015 in line with the international Millennium Development Goals. The Federal Constitution of 1999 stipulates that the government should provide free education for all citizens as soon as possible. Education is a core ‘pillar’ of the 2004 National Economic Empowerment and Development Strategy (NEEDS), which is Nigeria’s own Strategy for Poverty Reduction. The new civilian government introduced the Universal Basic Education Programme in 1999 and the Federal government passed the Universal Basic Education (UBE) Act in 2004.

Education being on the concurrent Legislative List in the Constitutions, Jigawa State Government is also empowered to make educational policies. Responsibility for policy in education in any other sector for that matter is either initiated by Executive, Legislature, LGAs, Communities or Civil Societies.

The Executive

The Executive normally has greater muscle in initiating plans and policies which are in turn sent to legislature for it to be enacted into law. There is therefore an inter relationship between the Executive, the Legislature, the LGAs, the CSO and community elders in policy formulation and development. It is with this constitutional provision in mind that the State Government initiated series of policies that are aimed at improving the educational system of the State. The Commissioner of Education also often initiates policies and passes them to the State Executive Council for approval.

The Legislature

Like in any state of the country the main function of the legislature in Jigawa State is to enact laws. The power to enact laws in the State rests with the 30-member elected House of Assembly. The House Committee on Education is particularly responsible for ensuring that issues to do with education receive the necessary legislative backing. At Local Government levels policies to do with education are also developed and laws are enacted to provide the necessary support for their implementation.

Local Government Authorities

At local government level, educational policies affecting the local governments are also developed and laws enacted to provide the necessary support for their implementation

Communities and Civil Society

The role of communities and civil societies in education service delivery cannot be over-emphasized especially in a democratic dispensation like that obtained in Jigawa State. The formation and formal inauguration of School-Based Management Committees (SBMC) for all primary schools, JSS and SSS in the state marked the beginning of the journey towards full participation of communities in the management of schools.

2.2.2. Structure and Management of Educational System

The National Policy on Education (2004) stipulates a 6-3-3-4 structure offering six years of primary, three years of junior secondary, three years of senior secondary and four years of higher education. The key objective of the current National Educational Policy is the attainment of universal basic education by 2015 in line with the international Millennium Development Goals.

Figure 2.5: Formal Education System in Jigawa State

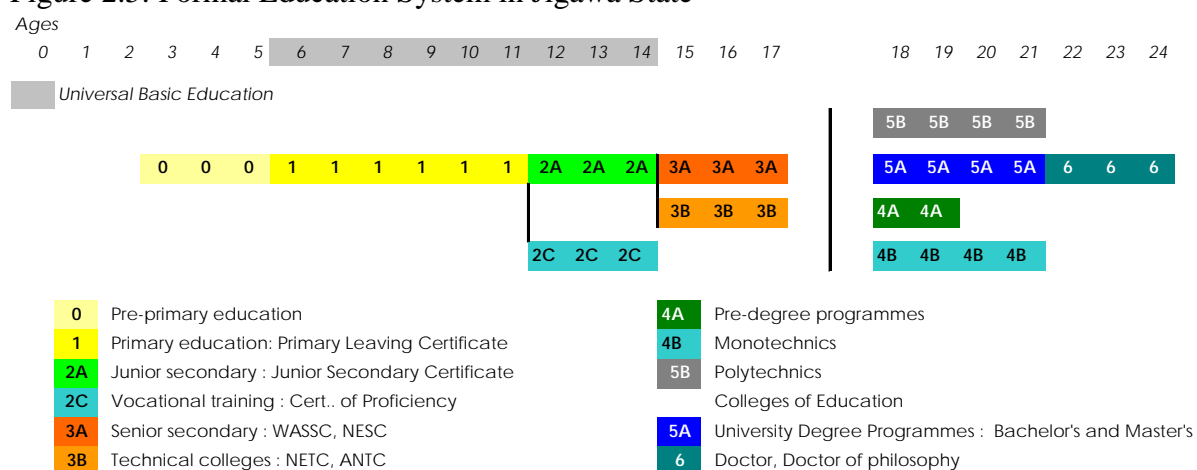


Figure 2.5 shows the diagram of the structure of Jigawa education system, as reviewed according to the International Standard Classification of Education (ISCED) 1997.

Table 2.3: Number of Educational Institutions below the Tertiary Level

Type	Public	Private	Total
ECCD	422	101	523
Primary	1918	101	2,019
JSS	355	13	368
SSS	129	5	134
Non-Formal Education (NFE)	72	-	72
NFE (UNICEF-assisted: 60 girl children and 60 Qur'anic)	0	-	-
Islamiyya and Qur'anic Tsangaya	124	0	124
Total	3,020	220	3,240

Source: State EMIS

In 2012, there are a total of 3,240 pre-higher education institutions in the state, including non-formal education (see Table 2.3 for breakdown by level of education). Of these, 49.85% percent were private institutions. Formal education institutions were predominantly public, with a mere 3.4 percent run by private sector.

The State has eight tertiary education institutions namely College of Education, Gumel; Jigawa State Polytechnic, Dutse; College of Islamic and Legal studies, Ringim; College of Agriculture, Hadejia; Informatics Institutes, Kazaure; Jigawa College of Remedial and Advance Studies Kafin Hausa; School of Health Technology, Jahun; and School of Nursing, Birnin Kudu. These Institutions are under the supervision of the Ministry of Education, Science and Technology, with the exception of the Schools of Nursing and School of Health Technology, under the Ministry of Health, Hussaini Adamu Federal Polytechnic, Kazaure, and Federal University Dutse (FUD) under the Federal Government. Plan is underway to establish state owned university in September.

There are also a variety of non-formal and religion-oriented education programmes run by Parastatals or private sector, which are explained later in the next section.

Management of Education

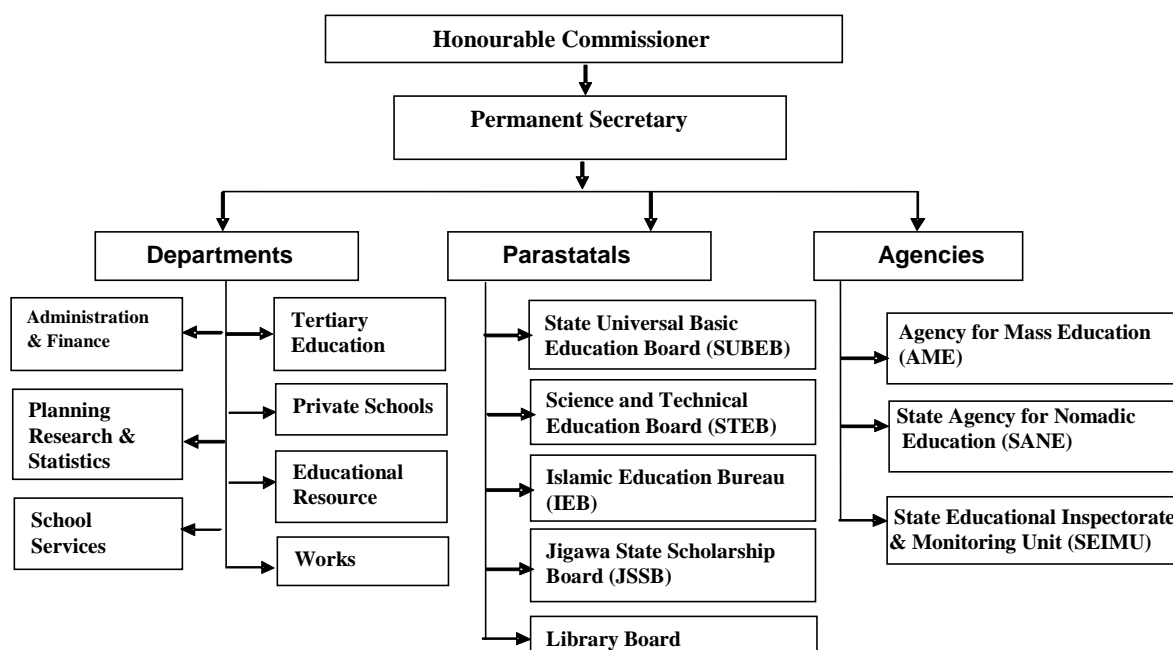
Contrary to some states of Nigeria, there is only one Ministry of Education in Jigawa State called Ministry of Education Science and Technology (MOEST), which has overall responsibility for the regulation, management and funding of public secondary schools and supervise state-level parastatals.

Management Structure

The institutional structure of the education system had changed a lot in Jigawa state during 1999-2005. Up to 2005, there were two ministries dealing with education in Jigawa State, the Ministry of Basic Education, and the Ministry of Higher Education which had overall responsibility for the management and funding of public secondary schools. Afterwards, the two ministries have been merged into one, namely, the Ministry of Education, Science and Technology (MOEST). It also sets guidelines/standards for and supervises private schools operating in the state and has the power to close them down whenever they fail to meet set standards, or when they violate laid down regulations.

There are also five Parastatals and two agencies that are established by appropriate laws and have separate budgetary provisions from that of MOEST (see Figure 2.4, and also Annex 1 on the responsibilities of the Ministry and its parastatals).

Figure 2.4: Organogramme of the MOEST and its Parastatals



The Parastatals have Governing Boards or Board of Governors, and only refer to the mother Ministry on policy matters. These are supervised by the Ministry under the Permanent Secretary. The Parastatals and agencies each of which is headed by a Chairman and an Executive Secretary are:

- Science and Technical Education Board (STEB),
- Islamic Education Bureau (IEB),
- Jigawa State Scholarship Board (JSSB),
- State Universal Basic Education Board (SUBEB), and
- Library Board.
- Agency for Nomadic Education.
- Agency for Mass Education
- State Educational Inspectorate and Monitoring Unit

Local Government Education Authorities (LGEAs) are responsible for primary schools, but are supported and monitored by the State Universal Basic Education Board, which is a semi-autonomous agency under the Ministry of Education. Local Government Councils pay the salaries of primary school teachers and staff of the LGEAs.

Ministry of Women Affairs and Ministry of Health and Social Welfare Development are also involved in the running of Kafin Hausa Reformatory Centre, which though has limited capacity and resources for operation.

The establishment of School Based Management Committees (SBMCs) for all primary, junior and senior secondary schools in the state is aimed at full participation of local communities in the management of schools. Involving civil societies as well is a main concern to government. Deliberate efforts are made to create awareness among the civil societies on the role and responsibilities of government especially in education service delivery so as to allow for full

participation. The Jigawa People's Congress (JPC) was created in 1999 to serve as forum for interaction between NGOs, CBOs and government. Radio programmes (Radio link) has also been introduced to enable the general public to ask policy makers questions on issues that have to do with the education of their children.

2.2.3. On-going Education Policy Initiatives

Jigawa State Government has developed its own policy goal in J-SEEDS, in line with the Federal Ministry of Education's directions and policy framework, which is *"to empower people through improved and non-discriminatory access to quality education. This will enable people to be productive members of society and positively contribute to social transformation. Provision of quality education is perhaps the surest and fastest way to human capital formation, which is sine-qua-non for a sustained development."* (J-SEEDS, 2004)

The same document set three specific policy targets to be achieved by 2016 for reaching quality education for all. The present education sector diagnosis is a good opportunity to review the current situation against the objectives defined in 2012 and monitor, whether or not, they have been achieved.

- *"Raise school enrolment from the current level of 55% to 70% for Primary, 26% to 43% for JSS and 23% to 25% SSS by 2022 with particular emphasis on the enrolment and retention of girls;*
- *Increase literate population from 52% to 60% by 2022;*
- *Achieve a 40:1 pupil/teacher ratio and pupil-classroom of 40:1 by 2022"*

The policy targets as expressed in the J-SEEDS have been optimistic. There is yet the question if the feasibility of such objectives and targets has been appraised. Another issue is the impreciseness of the targets: it is not clear if school enrolment meant the net or gross enrolment ratio. An increase of more than 20 percentage points within a period of four to five years has been an ambitious objective. The third target does not specify the level of education concerned nor the baseline PTR and PCR.

In spite of the efforts made, these targets were not met. With a view to accelerating the progress towards the Education for All goals, National educational objectives and the targets set by State Government, Jigawa State has taken a number of educational initiatives, which are briefly described below:

1. ***Free education for girls at all levels:*** Jigawa Government has abolished all kinds of fees and levies for female students in secondary schools and provides sponsorship for female students of Jigawa State origin into higher education institutions anywhere in the country.
2. ***Free education for the people with special needs:*** This programme aims to give equal opportunities for all citizens to acquire education, to empower the people with special needs with relevant quality education for gainful employment, to reduce the number of beggars (some of these beggars are people with special needs) along the streets of the state and to improve the living conditions and status of the physically challenged. All forms of fees and levies have been abolished in the special education schools for the deaf and mentally retarded children
3. ***Free medical treatment for all boarding students:*** The aim is to ensure and sustain good health among boarding students, to relieve parents of the burden of medical care, to

promote good healthcare in schools and to provide medical treatment for all boarding students in the state.

4. **Improvement in school feeding system:** The objectives are to improve the feeding condition in boarding schools, enhance the nutritional status of school children, promote good health among schoolchildren; and enhance academic performance, learning achievement and outcomes of school children in the state. Government doubled the daily feeding allowance of boarding students from N30 to N90 per student per day.
5. **Teaching Inducement Allowance:** The initiative is aimed at providing an incentive for greater commitment and improved performance of teachers in the state. It is also to reduce teacher attrition and encourage more people to enlist in the teaching profession to address the persisting teacher shortage in the state. 100% of the basic salary of senior secondary teachers monthly is paid as teaching inducement allowance (TIA) while teachers at basic level are receiving 47.5% of their basic salary as Professional Teacher Allowance (PTA – 20%) and (TIA-27.5%). The allowances are paid regularly together with monthly salaries.
6. **Recruitment of new teachers:** 1,352 additional teachers were recruited and posted to basic and senior secondary schools across the state.
7. **Payment of scholarship allowance:** The objective is to enable more qualified and willing students to further their education. In 2011/12 academic year, the state government spent N289,018,520.00 as scholarship allowance to 17,697 state indigenes, out of which 2,798 are female. These beneficiaries were already pursuing various programmes and courses in tertiary educational institutions.
8. **Foreign Scholarship to Best 100 Science Students:** The State introduced foreign scholarship to students who excel in science subjects who scores not less than nine credits in WAEC or NECO to encourage best practices, in 2012, 49 students were sponsored to study abroad. This the total sum of N443,876,252.20.
9. **Construction/Renovation of School Structures:** In 2011/2012 Fiscal year, Government has spent well over N7.8 billion on construction and renovation of structures in the education sector. This covers Basic Education, Senior Secondary Education, Tertiary Education and Other Education MDAs.

DFID/ESSPIN have contributed towards constructions of classrooms blocks and blocks of VIP toilets to the tune of N242,085,058.24 in 9 selected LGEAs across the state.
10. **Establishment of State Educational Inspectorate and Monitoring Unit (SEIMU):** A fully equipped Educational Inspectorate and Monitoring Unit (SEIMU), under the Honourable Commissioners (MOEST), was established for the purpose of improving monitoring of schools as well as ensuring delivery of quality teaching and learning and supervision of on-going projects in the state.
11. **Re-establishment of Zonal Education Offices:** The objective was to decentralize authority and responsibility from the ministry to the zones, to enhance communication and contact as well as accelerate feedback among the ministry, LGAs and schools, and to improve the frequency and strengthen schools' supervision and monitoring in the state.

Nine Zonal Education Offices were established each at Post Basic and Basic Education levels respectively. It is within the mandate of the Zonal Offices to pay staff salaries, supervise examinations and carry out host of other activities that were hitherto the sole responsibility of the Headquarters.

12. ***Payment of examination fees:*** The rationale of this initiative is to ease the financial burden of the payment of examination fees on parents, to provide assistance to qualified indigent candidates, to provide incentives for candidates to perform well and to boost the number of candidates from the state transiting to tertiary educational institutions. Government pays the registration fees of WAEC and NECO examinations for qualified candidates and also supplies free JAMB Forms to final year students capable of meeting University requirements.
13. ***Re-introduction of MOCK-SSCE Examination:*** The initiative aimed at discovering strengths and weaknesses of the final year students in various subjects in order to take the necessary remedial measures before the main examinations.
14. ***Training of teachers for effective teaching and learning in basic education:*** The objective is to improve the teaching-learning process and to attain effective learning outcome. Capacity of teachers was build in various areas:
 - 2004 teachers were trained on effective implementation of teaching literacy and numeracy in schools.
 - 435 Science and Mathematics teachers received training on strengthening Mathematics and Science Education.
 - 210 teachers were beneficiaries of TKT Training conducted by British Council.
 - 501 School Head enjoys capacity building on effective school management.
 - 112 School Support Officers (SSO) were trainend on school governance and literacy implementation support and monitoring.
 - 129 Senior Secondary School Principals enjoy capacity building on Effective teaching and Financial Management.
15. ***Inauguration of visitation panel for all higher institutions:*** The objectives are to look into the quality of the leadership of the institutions, to check the financial management of the institutions, to examine the law establishing the institutions and to examine the academic performance of the institutions. The government has established a governing council which was headed by chairman governing council to administer the institutions.
16. ***Purchase of instructional materials*** aiming at massive purchase of science laboratory equipments and textbooks for basic and post basic institutions.
17. ***Increment of overhead cost for girls secondary schools:*** The initiative aims to ensure smooth running of schools affairs, ensure adequate stationeries and other school supplies, improve school environments and make them more conducive for learning.

Overall, the above programmes and initiatives indicate that Jigawa State has been concentrating its efforts on education sub-sectors both in terms of access and quality. This is in the context that there are still enormous challenges ahead in achieving EFA goals.

Efforts to increase the access of girls to education are appreciable. Yet, how the diverse initiatives are taken and fit within the overall framework of sector-wide education development is to be demonstrated. Efforts for improving the management, governance, monitoring and evaluation of the state programmes need to be sustained. Reliable data and information are key to quantify the number of beneficiaries and to monitor the progress. For instance, the programme for people with special needs was launched before setting an adequate database that would have provided data on the potential beneficiaries, in order to fast-track their intake into and retention at schools. The newly-established SEIMU could have been more carefully designed in light of the role and responsibilities of other existing monitoring and inspection services, in order to optimize its impact and to avoid any possible duplication.

2.3 Education Sector Highlights

The peculiarities of the state have made the education sector perform at a high level of difficulty. The education sector is known to be performing at a relatively low-level efficiency. In order to overcome the past shortcomings and to develop a credible strategy, one needs to have a clear picture of the current situation, along with its strengths, weaknesses, opportunities and threats. SWOT analysis was carried out to facilitate a shared understanding of the problems and the possible solutions. To fill in the information gaps, further investigations were conducted on eleven areas that deemed critical for educational development in the state. Stakeholder consultations were organized to share the findings and to discuss the future directions for improving the education services in the state.

Particular difficulty in this process has been in obtaining reliable data and information. In Nigeria in general, school-based data on school participation has been difficult to capture. Efforts have been made to improve the situation, starting with the 2012 baseline and improving the education database through an improved National Education Management Information System (NEMIS). Particularly thanks to the annual school census of school year 2011/12, the NEMIS now better captures school data, taking into account the totality of public schools, whether schools did return or not the census forms. Additionally, the national population census, conducted in 2006, made it easier to recalculate and improve education indicators.

Despite these advances, there still are a number of weaknesses and even inconsistencies in some of the EMIS data because of the few number of schools that didn't return census forms and the insufficient commitment to data accuracy on the part of some of the respondents. It is however reported that in the years 2012, *“Approximately over 95% of schools returned the school census form. Less than 5% of the schools did not return the census form, however there are more challenges ahead. The most notable is the dealing with the twin challenges of over-reporting of enrolments and under-reporting of population.”* (2012 ASC report). The official formula for the distribution of the Federal Account resources among states and LGAs has a portion (2.4%) based on total primary school enrolment: in general, this might have become an “incentive” for some states and LGAs to inflate enrolment in order to receive more resources. While the estimation methods, used by NEMIS team, may have helped to calculate plausible indicators, they carry their own inconsistencies, namely between total enrolments, school-age enrolments, school-age population and net enrolment ratios.

Another important limitation to the EMIS source is the possible under-estimation of the size of the private sector enrolments though they may be an important avenue of school education

in Jigawa State. For many reasons the recording of these schools is still very challenging as many proprietors have not registered their schools.

A second possible source of information on education coverage is the CWIQ (Core Welfare Indicator Questionnaire) survey of 2006 mentioned above. In the CWIQ survey, 100 housing units were sampled in each of the 27 LGAs. An obvious advantage of the CWIQ source compared to EMIS in estimating school participation indicators is that both the school going children and the reference population were under statistical control in CWIQ whereas school-based census controlled only the school enrolment. Enrolment indicators therefore tend to be more accurate from CWIQ. This does not mean that the CWIQ survey did not carry its own inaccuracies, especially given the greater sensitivity due to the small sample size. In CWIQ, enrolment meant the school attendance, which is a different indicator from the one calculated with NEMIS data.

As said earlier, for the sake of this education sector analysis, some data and information were collected by means of eleven background studies. Various ad hoc instruments for data collection were employed such as check-lists, questionnaires, structured interviews and observations. Challenges remain if these data contradict those of NEMIS or other sources. In this chapter, one or the other of these data sources are used depending on the concrete situation being described. Necessary references are given in regard to their sources.

To the extent possible, analyses are carried out by level of education, including cross-cutting issues such as gender, disparities, special needs, etc. The following levels and forms of education were distinguished for analytical purpose, as well as they conform to the official directions taken by both the federal government and Jigawa state:

- i) Basic education, including pre-primary, primary and junior secondary levels
- ii) Senior secondary level, including both general and technical education
- iii) Higher education, and
- iv) Non-formal education.

2.3.1. Access and Equity

Formal basic education is defined in Jigawa state as nine-year schooling, in line with the national education policy. Meanwhile, there is also a cautious, although yet embryonic, move towards conceiving pre-primary education as part of the formal basic education as illustrated by the UBE intervention fund which supports funding for this level of education. As for post-basic education, there is senior secondary level with two types of schools (general and technical) and higher education level, with different types of institutions. Higher education institutions are analysed in a separate section. Non formal and other educational opportunities are offered in various environments as explained below:

Formal Basic Education

Structure of enrolments in Basic Education

Table 2.4 presents the aggregate enrolments in pre-primary, primary and junior secondary education by proprietor, gender and location in 2011/12. The table shows the relative proportion of public versus private sectors, as well as urban versus rural areas.

Several quick observations can be made, including the following:

- Pre-primary education is nascent, while challenges ahead are also still enormous for achieving universal primary education, let alone universal basic education. Girls' gross enrolment ratio is higher in primary education, but much lower at junior secondary level.
- Private education is marginal at primary and junior secondary levels (about 5%).
- The majority of enrolments are in rural areas. It is note worthy that the share of female enrolment is slightly higher in urban areas in primary education and lower in junior secondary level.

Table 2.4: Enrolment structure of basic education by level, proprietor, gender and location, 2011/2012

	ENROLMENTS			PUBLIC v PRIVATE			URBAN v RURAL		
	Male	Female	All	Male	Female	All	Male	Female	All
	Enrolments			Public			Urban		
Pre-primary	23,256	21,977	45,233	49%	46%	48%	11%	89%	56%
Primary	274,862	200,173	475,035	38%	34%	36%	13%	87%	57%
Junior secondary	51,525	37,761	89,286	2.3%	2.1%	2.2%	22%	78%	61%
Total	349,643	259,911	609,554	30%	27%	29%	15%	85%	58%
	Gross Enrolment Ratios			Private			Rural		
Pre-primary	12%	13%	18%	6%	6%	6.0%	71.0%	66.0%	68.5%
Primary	63%	50%	56.4%	2%	2%	2.0%	61.0%	52.0%	56.5%
Junior secondary	30%	22%	26%	1%	1%	1%	55.0%	40.0%	47.5%
Total	35%	29%	32%	0.25%	0.23%	0.2%	62.3%	52.7%	57.5%

Source: EMIS

* Enrolments include secular government schools, as well as nomadic and islamiyya institutions.

Table 2.4b: Enrolment trend in basic education for 2010 - 2012

	ENROLMENTS 2010			ENROLMENTS 2011			ENROLMENTS 2012		
	Male	Female	All	Male	Female	All	Male	Female	All
	Enrolments			Enrolments			Enrolments		
Pre-primary	11,942	10,640	22,582	23,256	21,977	45,233	23,256	21,977	45,233
Primary	279,202	192,618	471,820	297,849	222,419	520,268	274,862	200,173	475,035
Junior secondary	49,991	25,473	75,464	51,525	37,761	89,286	51,525	37,761	89,286

Total	341,135	228,731	569,866	372,630	282,157	654,787	349,643	259,911	609,554
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Figure 2.5 (chart)

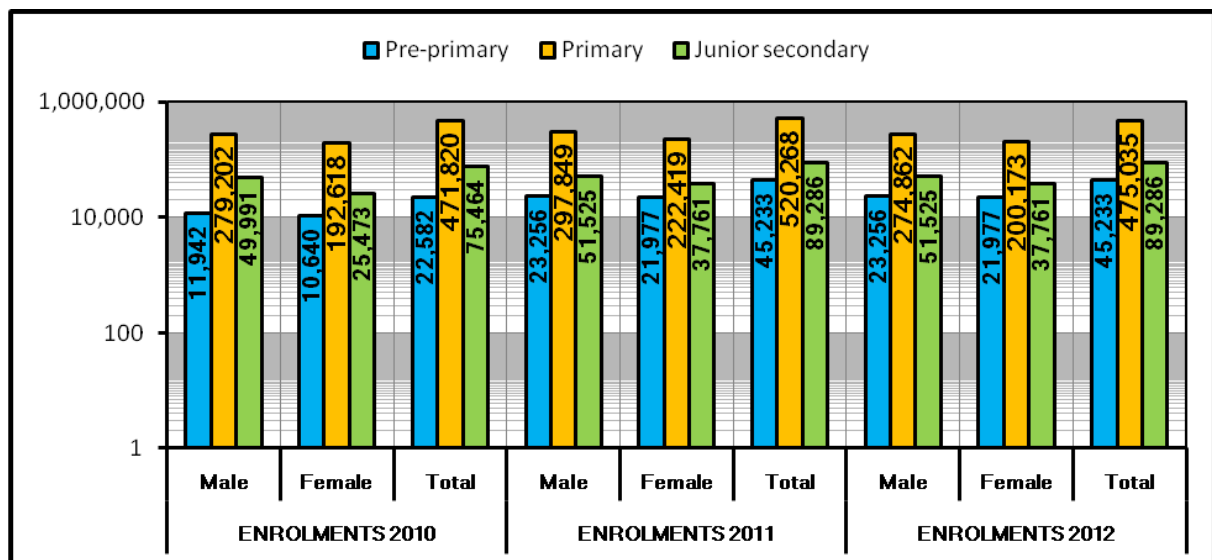
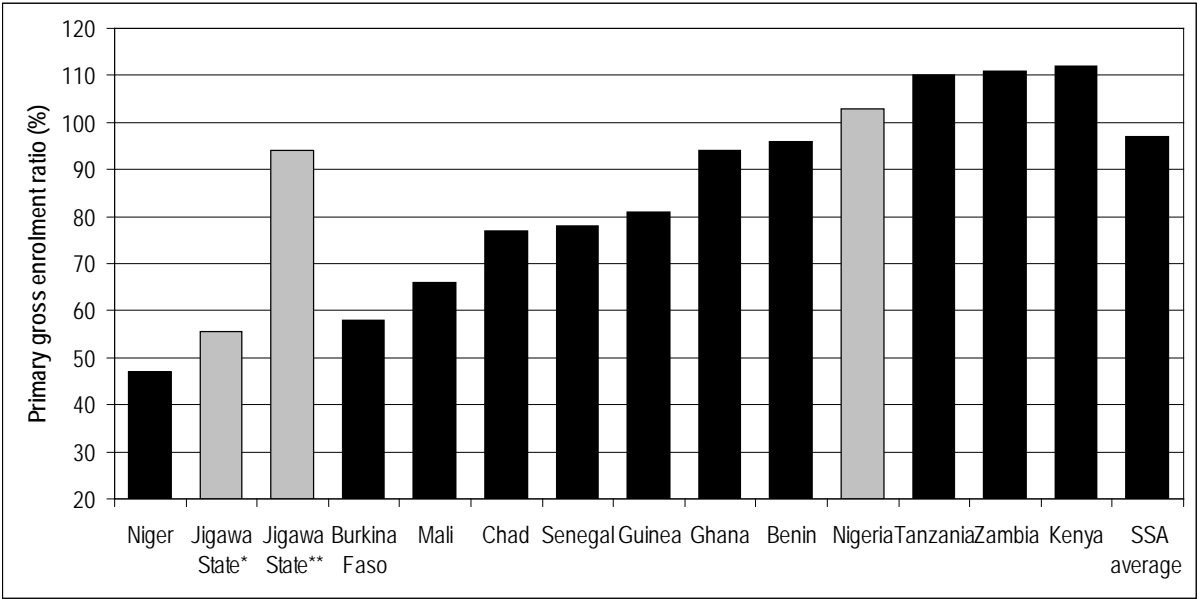


Table 2.4, Table 2.4b and Figure 2.5 portrays the enrolled trend in basic education i.e Pre-primary, primary and JSS covering 2010 to 2012.

It would be interesting to compare how Jigawa state performs in comparison with the other Nigerian states. However, because of the limitation of the data (including NEMIS), it appeared to be rather difficult to carry out such comparison. Meanwhile, Figure 2.6 compares the GER of Jigawa primary education with those of some selected African countries, based on the statistics of the EFA Global Monitoring (GMR) Report.

Primary GER in Jigawa state which was 10% point lower than Nigerian average and Jigawa State (2005) it has now in (2012) been improved by 3%. among the fourteen states covered in this figure, only eighth. If only secular schools are taken into consideration in the comparison, the state takes the second last position, before the Republic of Niger.

Figure 2.6: Gross enrolment ratios in primary education in selected sub-Saharan African countries, 2005

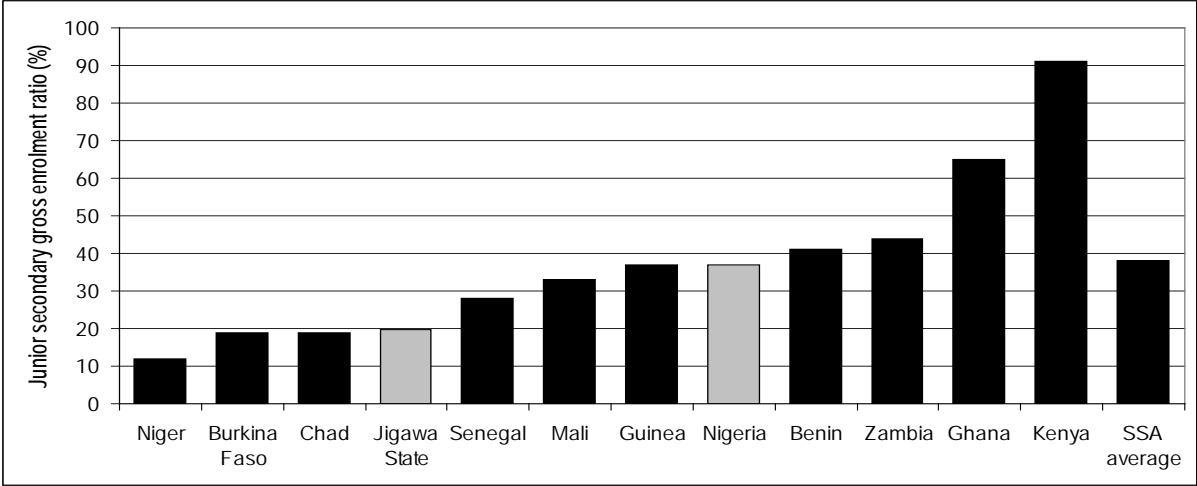


Source: EFA Global Monitoring Report 2008, and State EMIS for Jigawa state

* Enrolments in secular schools only, Jigawa State

** Enrolments in secular, nomadic and islamiyya schools, Jigawa State

Figure 2.7: Gross enrolment ratios in junior secondary education in selected sub-Saharan African countries, 2005



Source: EFA Global Monitoring Report 2008, and State EMIS for Jigawa state

Figure 2.7 shows the GERs of junior secondary education in some selected African countries. The junior secondary GER in Jigawa state which was less than 20% (2005), has now (2012) improved to 26% however, lower than Nigerian average and Jigawa State is tenth in the selected thirteen countries.

Senior Secondary Education

As said earlier, senior secondary level is comprised of two types of schools (general and technical). Table 2.5 shows the enrolment structure and status of senior secondary schools by type of education in both public and private senior secondary schools.

Table 2.5: Enrolments in senior secondary education, 2011/2012

	Public			Private			Total		
	Male	Female	M+F	Male	Female	M+F	Male	Female	M+F
General	46,884	13,662	60,546	319	179	498	47,203	13,841	61,044
GER	25.80%	11.00%	18.70%	0.11%	0.04%	0.08%	25.90%	11.10%	18.80%
Technical	3488	2115	5603	0	0	0	3488	2115	5603
GER	1.50%	1.10%	1.30%	0.00%	0.00%	0.00%	1.50%	1.10%	1.30%
Total	50,372	15,777	66,149	319	179	498	50,691	15,956	66,647
GER	27.30%	12.10%	20.00%	0.11%	0.04%	0.08%	27.50%	12.20%	20.10%

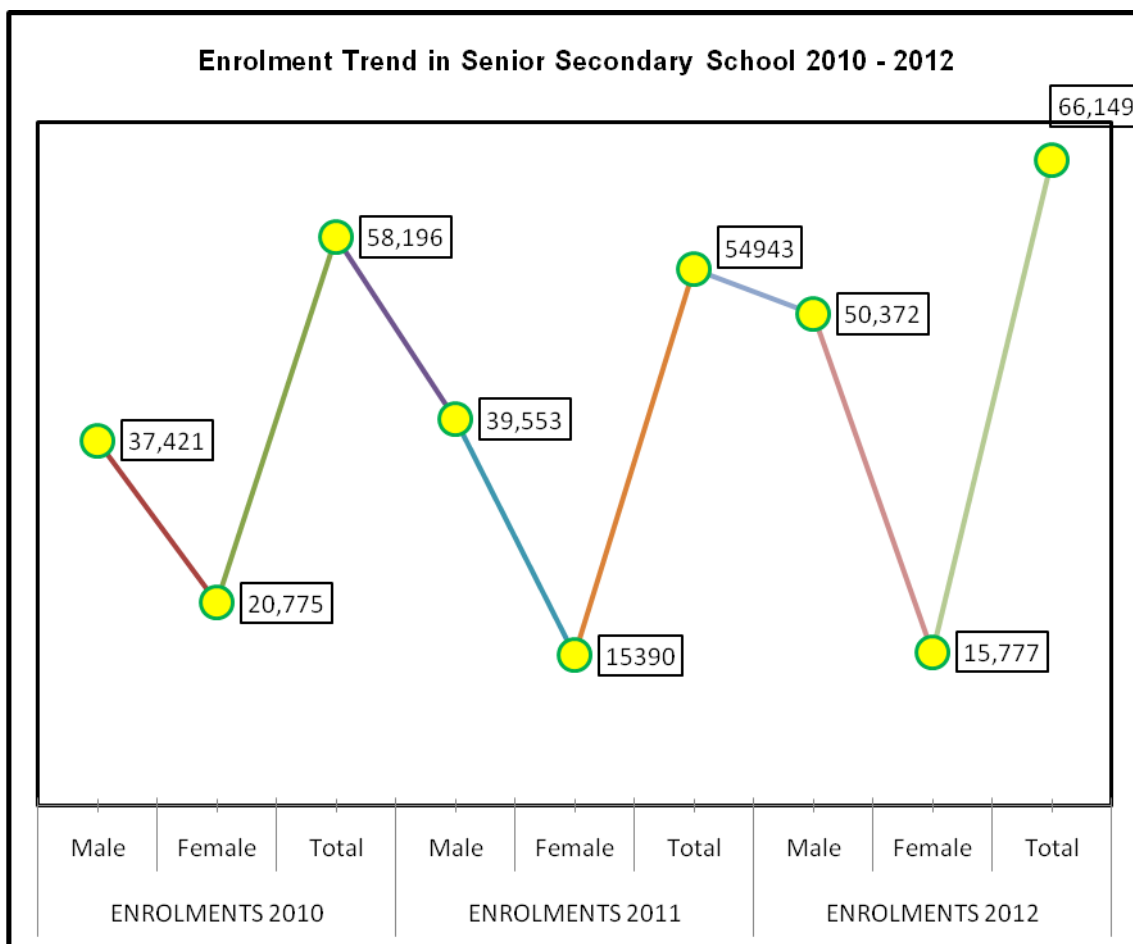
Source: State EMIS

Table 2.5b: Enrolments Trend in senior secondary education, 2010 to 2012

	ENROLMENTS 2010			ENROLMENTS 2011			ENROLMENTS 2012		
	Male	Female	All	Male	Female	All	Male	Female	All
	Enrolments			Enrolments			Enrolments		
Senior Secondary School	37,421	20,775	58,196	39,553	15,390	54,943	50,372	15,777	66,149

Source: State EMIS

Figure 2.8: Enrolment Trend in Senior Secondary Schools



Source: State EMIS

Gross enrolment ratio is very low at senior secondary level. Once again, there are very wide differences in enrolments between male and female to the disadvantage of the latter. GPI is 0.25, meaning, even though the ratio is less than 1 female student to 2 male but there is about 50% improvement as compared to 0.45 (in the previous 2005 base line data) counterparts at senior secondary schools.

Technical and vocational education is under-developed with, on average, a mere 10% of total senior secondary enrolments (7.0% for male and 1.9% for female) but has improved particularly that of female. It is also note worthy that all technical and commercial schools are run by the public sector.

Major Issues and Challenges

The major issue in Jigawa state is the low enrolment profile at all levels of education. As can be seen in Table 2.4, enrolment is weak at all levels of basic education, especially at pre-primary and junior secondary levels. Primary GER stands at 55%, including enrolments at nomadic and islamiyya schools. Later in this section, the status, type and purpose of islamiyya and Qur'anic schools are explained in more detail.

Table 2.6 gives disaggregated information on primary school enrolments according to the type of schools. The table shows the importance and potential contribution of islamiyya schools in providing primary education in Jigawa state.

Table 2.6: Enrolment in primary education, in secular, nomadic and Islamiyya schools, 2011/2012

	2009/2010			2010/2011			2011/2012								
	Public			Public			Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	M+F	Male	Female	M+F
Secular schools	205221	135871	341092	303,237	227,438	530,675	252,413	186,468	438,881	8,913	7,506	16,419	261,326	193,974	455,300
GER							69%	56%	63%	2%	2%	2%	70%	29%	32%
Nomadic	43,421	44301	87722	22,142	16,500	38,642	15,402	12,001	27,403	0	0	0	15,402	12,001	27,403
Islamiyya	17,713	11,252	28965	1,006	878	1,884	5,040	16,175	21,215	0	0	0	5,040	16,175	21,215
GER							8%	15%	11%	0%	0%	0%	8%	29%	32%
Enrolment, including nomadic and Islamiyya	266,355	191,424	457,779	326,385	244,816	571,201									
							274,862	200,173	475,035	8,913	7,506	16,419	283,775	207,679	491,454
GER							70%	70%	70%	0.68%	0.63%	0.66%	0	0	0

Source: State EMIS

The increasing population of primary and junior secondary school aged children who are out of school creates enormous pressures and constraints in achieving universal access to basic education.

Gender disparity in education has been found to be at the disadvantage of the girl-child in both secular primary and secondary enrolment. Primary GER at secular schools is around 69% only, with gender parity index (GPI) of 0.8 (see Table 2.6). In other words, female students are a minority compared to their male counterparts in secular primary schools. Girls are again disadvantaged at junior secondary education level, with low GPI (0.7), only second after Chad (0.36) from the end of the list of selected countries (Figure 2.7). What's more, the GER of female students, in secular schools, drastically decreases from primary to junior secondary, from 55.0% down to 2.0% (urban) and 52.0% to 40.0% (rural).

The GPI at islamiyya schools is 1.1, which shows the role played by this type of schools for female population: girls are massively enrolled at islamiyya schools, rather than at secular schools.

Although it is proven that the presence of female teachers has a certain impact on narrowing down the gender disparity in enrolment, the share of female teachers is incredibly low across all levels of education. This phenomenon is particularly more flagrant in public than in private schools, which calls for a special attention on the part of the Government (see Table A.10 in Annex 2). Gender disparity in teaching and non teaching staff is strong as well in higher education institutions, whereby female teachers are only 5% of total teaching force and 16% of non teaching staff (see Table A.11 in Annex 2).

Low gross enrolment ratios for both primary and secondary education in Jigawa State are closely linked to poverty (see Table 2.7). Whereas only around one-third of children from the poorest 30 percent of households attend primary school, over three-quarters of children from the richest 90 percent of households are enrolled. This enrolment differential is even more acute for secondary education, which probably due to the considerably higher direct and indirect costs of secondary education,

Table 2.7: Gross enrolment ratios by type of school, gender and household welfare quintile, Jigawa State, 2006 (percentages)

	1	2	3	4	5
PRIMARY					
Male	29	39	52	86	84
Female	23	25	42	65	71
JSS					
Male	23	27	47	62	125
Female	6	9	8	40	47
SSS					
Male	9	15	30	64	69
Female	1	9	16	33	59

Source: CWIQ

Other serious issues include:

- Poor conditions of infrastructure and physical facilities, with about 43 percent of the classrooms out of 21,819 in the state being in poor conditions.
- Majority of the schools lacking recreational facilities.
- Many of the school facilities, in the rural areas, under-utilised, while those at the urban centres reportedly over-crowded.

Provision and renovation of physical infrastructures and facilities in Jigawa state are mainly done by the government for the public schools. Private individuals take care of the private schools infrastructures and facilities. The state also receives assistance from international development partners (IDPs) mainly in the provision of instructional materials, furniture, sometimes sanitation materials, teachers' capacity building and construction of new classrooms.

These infrastructure-related issues will be described in detail later in this section.

Non Formal Education and Other Learning Opportunities

Besides the public and private formal sectors of schooling, there are a number of other forms of educational programmes targeted to specific population groups, such as: Islamiyyah schools, Qur'anic schools and adult literacy centres. The Agency for Mass Education (AME), formally a department under SUBEB, has now become an autonomous body, in charge of non-formal education, adult literacy, Qur'anic-Tsangaya and girls child centres.

Islamiyya and Qur'anic Tsangaya Education

Jigawa state counts a preponderance of community or privately-owned Islamiyya schools, which when integrated with the formal educational system will improve access to education as well as enhance community participation.

Islamiyya education covers all parts of the state. It is even more widely spread than the secular schools. Islamiyya schools consist of all categories of people (male and female, young and adult). It is also made up of primary and secondary school-age students, graduates from secondary and tertiary school students. Aged persons including housewives are also enrolled into Islamiyya schools. This section has 124 registered schools.

Forms of Islamiyya: Based on the investigation, there are four main types of Islamiyya namely: (i) Islamiyya Primary Schools; (ii) Islamiyya Secondary Schools; (iii) Women Islamiyya Schools; (iv) Adult Men Islamiyya Schools.

- **Islamiyya Primary & Secondary Schools:** These schools are mainly controlled by the local or state government. Students are enrolled based on the guidelines and directive of local education authorities (LEAs). The schools use the curriculum approved by the state or federal government. The duration is six years like any other primary school. Certificates are awarded to the graduates at the end of their studies. The schools operate mainly in the morning. Head-teacher, teachers and other supporting staff are posted from LEAs to the Islamiyya primary schools. Their salaries and other payments are paid by the LEAs.
- **Women Islamiyya Schools:** These are Islamiyya schools for married women, widows, divorced or any other female Muslim who cannot be enrolled in Islamiyya schools for one reason or another. The school operates mainly in the night and weekends. The teachers are paid by the students.
- **Adult Men Islamiyya Schools:** These are Islamiyya schools for adult men Muslims who cannot be enrolled in Islamiyya schools for one reason or another. The school operates mainly in the night and weekends. The teachers are paid by the students.

Contribution to meeting the goals of EFA: Some Islamiyya teachers teach English, mathematics, sciences and social studies apart from the Arabic Courses. These widen the chances of the students to acquire more and different knowledge. In some Islamiyya, certificates are awarded to the students. These enable them to further their education to secondary schools, tertiary institutions and universities to acquire high education and obtain certificates of higher learning such as Higher Islamic Certificates (HIS), Diplomas, National Certificate of Education (NCE), Degrees, Masters and PhD in Arabic.

Special Needs Education

Special education refers to the education of children and adults who have learning difficulties due to their social, physical and mental needs. Special needs education in the state covers primary, JSS and SSS levels, catering for the educational needs of the hearing impaired, visual impaired, intellectual disabled, physically impaired and those with behavioural disorder.

There are special education classes at Nasoro Primary School, Gumel; School for the Mentally Retarded Children at Kazaure; Reformatory Centre, Kafin Hausa; School for the Deaf Children, Hadeja. All categories of children with special learning needs are the major beneficiaries. These are drawn from across the state. At present, there are 3,402, out of which 2,452 were males and 950 were females. However, early child care development (ECCD) classes not in existence in all the special education schools.

Non Formal Education

Non formal education (NFE) comprises of 6,640 learners with a teaching staff of 2,166. NFE includes adult literacy, continuing education and girl-child education. The providers of NFE programme in the state include: State government, LGA councils, National Mass Education Commission (NMEC), international development partners (IDPs), NGOs/CBOs and private individuals. This education is offered in the form of adult literacy, girl-child education programme, etc.

Agency for Mass Education in Jigawa state was established in April 2008 by the present administration. It covers educational provision made to create opportunities for those who are not opportuned to benefit from the secular school system. It is set to achieve ambitious objectives in line with EFA and MDG goals which talks about:

- Provision of Universal Basic Education,
- Eradication of extreme poverty and hunger, and
- Promotion of gender equality and empowering women

The Agency, in 2011/2012 has 27 women education centres, about 50% of which are in need of, renovation as well as equipments and learning materials for full operation; it also has 9 Television viewing centres at different locations in the state but facing with problems of social infrastructure like lite, satellite and communication net work etc fo function effectively as for NFE programmes. The agency operates the following programmes:

- Basic literacy programme state sponsored (9 months - 1 year)
- Local government sponsored basic literacy (9 months – 1 year)
- Post literacy programme (18 months)
- Continuing education programme (3 years)
- Voluntary literacy programme (9 – 18 months)
- NYSC functional literacy programme (18 months)
- Functional literacy/ vocational skills acquisition (18 months)
- Women education centres/vocational skills programmes (9 – 18 months)

NFE beneficiaries are: adult population; Qur’anic Tsangaya; hawking girls. The education is delivered through: Non-Formal Education Centres for the adult population, integration method for the Qur’anic Tsangaya, and open air and schools for the hawking girls. There are six core subjects such as: English Language, Mathematics, Social Studies, Primary Science, Hausa, and Islamic Religious Knowledge.

Some issues and challenges in non-formal and other educational programmes:

Non formal education is also going through numerous difficulties, some of which are:

- Inadequate qualified instructors/facilitators and weak capacity status of more about 40% of the Agency staff
- Inadequate specialists, teaching and non-teaching staff at the special education centres/schools
- Inadequate special teaching materials e.g. Tylus frame, pathfinder and white cane for the blind, hearing aids for the deaf, toys for mentally retarded and wheel chairs for physically disabled etc.
- Land acquisition, uncertainty in continuity and problem of unqualified teachers in respect of the private schools.

Table 2.8: Various Non Formal Education Programmes in Jigawa State, 2012

	Institutions	Enrolments			Staff
	/classes	Male	Female	Total	/Malam
Post literacy programme - State sponsored	2,029	962	2,991	3,382	2,029
Prison inmates Basic education	3	131	0	131	6
Remediation Programme	27	1970	1153	3127	131
Indigenous NGOs Basic Literacy	2	212	808	1,019	41
Individuals continuing education	3	317	1,166	1,484	55
Individuals Basic Literacy	2	164	628	792	24

Source: Agency for Mass Education (AME)

Currently, various non formal education institutions run the following programmes:

- Basic literacy programme.
- Post literacy classes.
- Prison inmates basic literacy programme.
- Girls Child programme.
- Continuing education programme
- Skills acquisition centre.
- Basic Literacy and Continuing Education Programmes run by Indigenous NGO and Individuals

2.3.2. Quality and Relevance

This section reviews issues relating to the qualitative aspects of education in Jigawa State. As the Dakar Framework for Action makes it clear, education is not simply about increasing enrolments and graduates, but also delivering a quality service to individuals and to the community as a whole. There is of course a need to define what is to be considered a quality education service. This section analyses the aspects of the quality of the inputs to education, learning conditions, evidence of learning achievements, and indicators of internal efficiency in Jigawa State education system.

Although quality of an educational service can be looked at from several points of view, three dimensions have been privileged in this report: learning/teaching conditions, learning achievements and internal efficiency. A student is expected to acquire certain knowledge and cognitive skills, mostly as a result of the learning environment offered while progressing through the school system.

Learning Conditions

One of the aspects of quality in education relates to the learning and teaching conditions in schools. These conditions have importance not only as a major factor for improved learning achievement, but also in and of themselves. Children attending school spend a very large amount of time there. Therefore, providing them with enjoyable physical conditions and intellectual quality is an important part of improving their living standards. Similarly, the teachers can do their best only if provided with acceptable working conditions including adequate buildings and furniture, textbooks and professional support. The teaching conditions in the school will also directly impact on the learning outcomes the school is meant to transfer to its students.

Table 2.9 gives a snapshot of the learning conditions in public pre-primary, primary, junior and senior secondary schools in Jigawa state.

Table 2.9: Learning conditions for public primary and secondary schools, Jigawa State, 2012

	PTR	Class size	% Qualified Teachers	Textbook / pupil ratio	Pupil / classroom ratio
Pre-primary*	65	61	58%	N/A	61
Primary	38	48	52%	N/A	48
JSS	24	65	84%	N/A	65
SSS	24	50	62%	N/A	50
Technical	2	40	90%	N/A	40

Source: Jigawa Simulation Model

The development of basic education is seen as a key priority to proper development in Jigawa State. Government has shown considerable commitment towards the attainment of MDG and EFA Goals. Presently there are 1,918 primary, 355 junior secondary and 129 senior secondary schools across the state. Generally, infrastructural facilities are grossly inadequate. For instance, at the pre-primary and primary levels, there are 3,578 functional, 2,575 non-functional classrooms; the additional number required is 3,559.

There are 523 ECCDE centres across the state, out of which 422 operate as public schools while 101 are owned by private proprietors with total enrolment of 66,163 pupils, out of which 45,233 are enrolled in public schools. There are 1,390 teachers for ECCD centres across the State, out of which 693 (350 male; 54 female) service the public schools. The number of primary schools is 2,019 out of which 1,918 are public and 101 are private schools. Out of the 368 junior secondary schools that exist in the State, 355 are public. There are 134 senior secondary schools in the State out of which 129 are public.

Teachers:

As can be seen in Table 2.9, the pupil/teacher ratios (PTR) are still far beyond the national norms (38 for primary and 24 for secondary schools). Another serious issue is the insufficient number of qualified teachers. For example, as at the 2011/12 session, there were 11,62315,703 (13,156 male; 2,547 female) teachers in public primary schools, out of which 7,853 (6,662 male; 1,201 female) were qualified, while 7,840 (6,494 male; 1,46 female) were unqualified teachers in pre-primary and primary. However, efforts has been intensified towards improvement of qualified teachers at the basic public schools by employing only qualified teachers.

In terms of number of teachers, gender disparity appears worrisome, in that only 15% of the teachers in all primary schools in the state are females. In the junior secondary schools, female teachers constitute 7% of the teaching staff, while 16% of the teachers in senior secondary schools are females.

Learning Achievement and Outcomes

Measuring learning achievements at different levels of the education system aims at evaluating the extent to which the pupils/students actually reach the level of knowledge and skills that they are expected to master. Expected levels of knowledge are clear enough according to official curricula with skills clearly identified in the different subject areas and different grades. The notion of quality applies not only to school factors, but also to family and community ones. In general, those schools where a large number of students acquire the prescribed skills can be described as good quality schools. At the same time, however, the family background plays a certain role in the level of learning achievement, partly due to the expenses that richer families could allocate for the education of their children, as regards learning materials, private tutoring, etc.

Curriculum:

As elsewhere in Nigeria, the curriculum implemented in Jigawa state schools is in consonance with the National curriculum. The national policy on education (2004) enumerates the curriculum of the 6-3-3-4 system of education in the country. The six years of the primary school level and 3 years of the junior secondary level are merged to make up 9-year basic education. It is in view of this development that the curriculum of the 6-3-3-4 educational system has been reviewed with the production of current revised national curriculum. The Nigeria Education Research and Development Council (NERDC) have developed various curricula for the primary, junior and senior secondary schools for use in the Federation. Pre-primary curricula are not yet released. The 9-year basic education curriculum has 3 levels as shown on the table below:

Table 2.10: Number of subjects by level, basic education

Basic education	No. of core subjects	No. of elective subjects	Total no. of subjects
Lower basic (Primary 1-3)	10	3	13
Middle basic (Primary 4-6)	11	3	14
Upper basic (JSS 1-3)	12	4	16

Source: State MOEST

As for senior secondary education, there are three types of curriculum applied in the state.

- a) Nigeria Education Research Development council (NERDC) curriculum, which is examined by both WAEC and NECO.
- b) National Business and technical Education Board (NABTED) curriculum, catering for the National Board for Technical Education and National Board for Business Education (NBBE) respectively.
- c) National Board for Arabic and Islamic studies (NBAIS) curriculum, catering for Arabic based schools and examined by the institute for education, Ahmadu Bello University Zaria.

Student performance:

At the basic level of education, although there should be 100% transition from primary level to junior secondary level, the placement examination results determine transition into senior secondary schools. The result of the placement examination is about showing 92% transition into senior secondary schools.

Overall, learning is perceived weak in Jigawa state. The learning achievement in 2012 from external examination bodies is generally poor. The table below illustrates the percentage of students who score five credits and above in different examinations at post-basic levels of education in 2012. The percentage of those who fail these examinations is more than 70% (excerpt for SSCE/NECO). Those who pass with 5 credits and above represent a mere 12% (excerpt SSCE/NECO).

Table 2.11: Post-basic examination results 2011 to 2012

Examination bodies	2010			2011			2012		
	Total sat	5 credits and above	% of Credits	Total sat	5 credits and above	% of Credits	Total	5 credits and above	% of Credits
WASSCE/WAE C	11,836	3,234	27%	15,049	4,304	29%	16,194	3,570	22%
SSCE/NECO	10,247	2,018	20%	14,892	745	5%	16,870	5,547	33%
NABTEB/NTC	N/A	N/A	N/A	N/A	N/A	N/A	233	11	5%
SISCE/(ABU) & STQE(ABU)	N/A	N/A	N/A	N/A	N/A	N/A	3,094	2909	94%

Source: State MOEST

Different factors can be accounted for the low performance, including inadequate motivation /incentives, preponderance of unqualified teachers to the tune of 42% and 8% at the basic and secondary levels of education respectively, and inadequate teaching and learning materials. The need for doubling effort by the school heads and teachers has become very necessary.

The present administration has started showing interest and commitment to the challenge through capacity building of teachers as well as the administrative staff, recruitment of new staff and prompt release of targeted budgetary provisions. The State Government established a State Educational Inspectorate and Monitoring Unit (SEIMU). Nine Zonal Education Offices were re- established for grass root monitoring and inspections of schools.

Internal Efficiency

This section presents data on internal efficiency situation with particular reference to promotion, repetition and dropout in respect of enrolment figures. In order to achieve the universal basic education, it is *sine qua non* that all eligible children should enter the first grade of primary education and complete the full cycle of basic education. This means that once they are enrolled into Grade 1 of Primary, pupils should remain through the end of the cycle without leaving (dropping out from) it if the completion rate is to be 100 percent.

Cohort analysis enables the computation of flows from lower to higher class and from lower to a higher level of education. The results are used as indicators to measure the internal efficiency as well as proxy indicators on the quality of education. It has been observed that at present, a portion of children who enrolled in schools, especially in primary education, were leaving the system, without completing it, thus affecting the internal efficiency of Jigawa education sector (low survival rate, low coefficient of efficiency and high level of wastage).

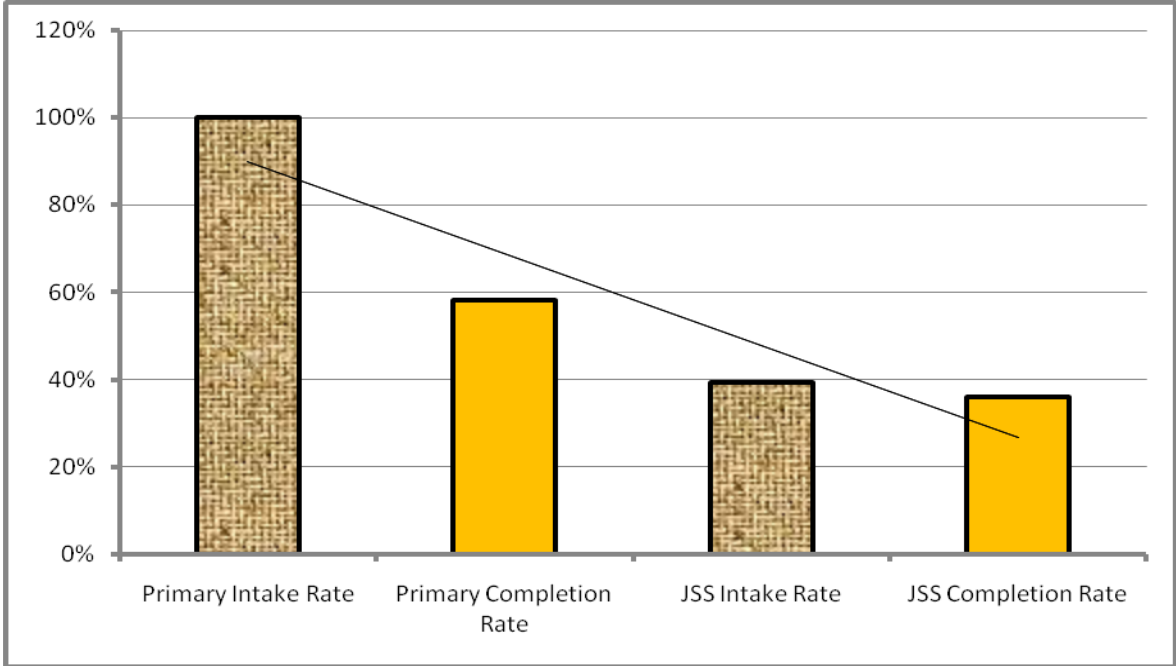
Table 2.12: Internal efficiency indicators, Primary education, Jigawa State, 2012			
Basic efficiency indicators		Average duration of study (years):	
Total Actual Input:	8,303	per graduate:	9.18
Total Actual Output:	381	per drop-out:	6.07
Ideal I/O ratio:	8.00	for the cohort:	6.36
Actual I/O ratio:	21.79		
Wastage Ratio:	1.72	Survival rates:	
Coefficient of efficiency:	0.37	To Grade 2	102.9%
		To Grade 3	101.4%
		To Grade 4	97.7%
Pupil-years wasted		To Grade 5	86.0%
Due to repeaters	1,498	To Grade 6	74.0%
Due to drop-outs	3,756	To Grade 7	62.3%
Total Pupil-years wasted	5,254	To Grade 8	56.1%
Proportion of wastage:			
due to repeaters	28.5%		
due to drop-outs	71.5%		

The left-side figures of Table 2.12 show that, under the current flow rates (promotion, repetition and dropout rates), out of 1000 pupils who are assumed to have entered the first grade of primary education in Jigawa, 852 of this cohort would be able to complete the primary cycle. In other words, even if all 6-year old children entered the schools, 15 percent of them would not complete grade 6 of primary education if the present flow rates continued. From an economic point of view, the “coefficient of

internal efficiency” is used as a measure of what proportion of resources reaches their intended targets, as opposed to being spent on children who either are repeating or will drop out before completion. Calculations of the “coefficient of internal efficiency” result in values of 0.86. These values mean that 16% (i.e. 100% minus 86%) of all resources spent on teachers’ salaries, infrastructure, overhead etc. are wasted, being spent on pupils either repeating (i.e. not gaining new skills) or who will drop out before completion (i.e. not consolidating the skills being gained into the prescribed level).

Figure 2.8 shows the trend for intake and completion rate for Primary and Junior Secondary school respectively. The trend depict that intake is reasonably high but completion rate is very low. Perhaps, this could be due to mass dropout and repetition at the upper primary level going to JSS.

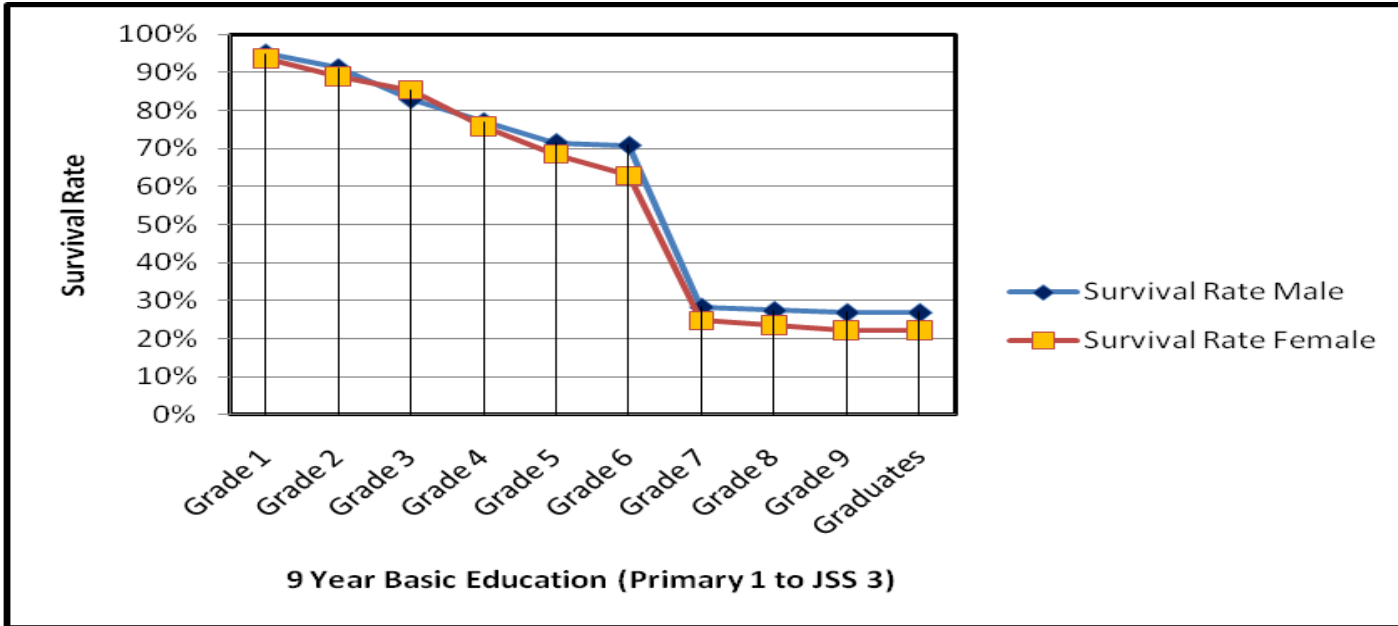
Figure 2.8: Intake and completion rates through Jigawa school system, 2012



Source: 2012 Jigawa SESP Simulation Model

According to Figure 2.9, even though above 90% of eligible children had theoretically entered the first grade of primary education (including nomadic and islamiyya schools), about 75% of them would complete the primary education cycle. Those who would continue with junior and senior secondary education represent less than 30% of eligible population: however the proportion of females is fare.

Figure 2.9: Survival rate in public primary and JSS in Jigawa state, 2012



Source: 2012 Jigawa SESP Simulation Model

Of the two problems impacting on internal efficiency, grade repetition is less of a problem. Dropouts appear to be a more serious problem. Figure 2.9 shows a step decline in the surviving cohort through the grades within the primary level, but more importantly between primary and junior secondary levels: out of the initial cohort of pupils entering into primary grade 1, only 28% of the boys and 24% of the girls continue through secondary schools.

It is hoped that enforcing the rule game of the Universal Basic Education Programme (meaning automatic transfer from primary to junior secondary levels) could drastically reduce the number of those to discontinue education after primary cycle. However, one should be alerted on the implications in terms of resources required to cater for the increasing candidates for secondary education, in light of the difficult learning conditions already prevailing in both primary and secondary schools.

2.3.3 Partnerships and Private Sector Participation

Contributions are made by various private sectors of the society to education in Jigawa State such as banks, individuals, ETF, NGOs and CBOs. The banks contribute in renovation of schools, building of new blocks of classrooms, labs, libraries and supply of generators to boarding primaries and boarding senior secondary schools. Indigenes (individually or by group, as well as some non indigenes, have built schools ranging from nursery, primary, junior secondary and senior secondary schools. Some CBOs provided Islamiyya schools. The teachers are either voluntary or paid meagre amount.

The spread of the private schools are mostly in urban areas and a few larger communities. This scarcity of private schools in rural areas is due to few children and uninterested parents. However, strategies are in place to undertake wide scope advocacy and sensitisation in order to attract improved private sector participation.

2.3.4. Infrastructural Facilities

There are 9,332 classrooms in pre-primary and primary schools. However, 23% of these are in need of major repairs. In junior secondary schools, there are 1,382 classrooms while 14% need repairs. The senior secondary schools have a total 1,161 classrooms with 3% needing repairs.

Despite the huge investment of the state government on education, there are still number of schools that do not have sufficient teaching/learning materials (for example, recommended textbooks), laboratory equipment/specimen, furniture and ICT Labs etc.

The policy is that every primary school student should have exclusive use of the four core textbooks for mathematics, English, science and social studies i.e. a textbook/student ratio of 4 to 1. Table 2.9 shows, however, that the ratio in primary schools is 0.30:1 (instead of 4:1), which means that only 7.8 percent of the prescribed core textbooks are available. The situation is similar in secondary schools: the student-textbook ratio is 0.25:1 in JSS and 1.3:1 in SSS.

Generally, about 45% of the school environment is deplorable, with most of the infrastructures needing repairs. The general observation is that there are many dilapidated structures in some of the schools in the state. However, less than 50% of the schools are in poor condition in terms of physical infrastructure and facilities. Examples of these state of affair is

that in pre-primary/primary schools in the state, 23% of the total classrooms are needing major repairs while 38% of the total classrooms have insufficient pupils/students' furniture. In terms of accommodation for teachers, the boarding primary/JSS and SSS, there is less problem. However, plan for construction of more staff quarters and students hostels are in place. The ratio of boarding schools' students to hostel is 1:112. Some staff quarters are in bad shape and need rehabilitation/renovation.

The existence of State Educational Inspectorate and Monitoring Unit (SEIMU) responsible for quality assurance in basic and secondary education system, and the re-establishment of nine Zonal Education Offices for grass root monitoring and inspections of schools has greatly improve the quality of teaching/learning process – this led to punctuality and preparedness of the teachers as well as using curriculum and giving class and home work to students etc. In addition, the state government has distributed such items as core textbooks, maps, charts and audio-visual aids to some secondary schools in the state for improve learning achievement.

2.3.5. Higher Education

Higher education is constitutionally the responsibility of the Federal government. However, most states, like Jigawa state, established their own higher education institutions. Students can apply for entry either in federal or state institutions. The State has ten tertiary Institutions, of which eight are state-owned namely:

- College of Education, Gumel;
- Jigawa State Polytechnic, Dutse;
- College of Islamic and Legal studies, Ringim;
- Binyaminu Usman College of Agriculture, Hadejia;
- Informatics Institutes, Kazaure;
- Jigawa College of Arts, Science & Remedial Studies
- School of Nursing, Birnin Kudu;
- School of Health Technology, Jahun, and;
- Hussaini Adamu Federal Polytechnic Kazaure;
- Federal University Dutse (FUD)

All these state institutions are under the supervision of the Ministry of Education, Science and Technology, with the exception of the Schools of Nursing and School of Health Technology, which are under the Ministry of Health, then Hussaini Adamu Federal Polytechnic, Kazaure and Federal University Dutse, which are under the Federal Government.

Table 2.13: Higher education statistics, 2012

	Enrolment			Teaching Staff			Student/ Teacher Ratio
	M	F	T	M	F	T	
College of Education, Gumel	2,872	1,861	4,733	198	11	209	23
Jigawa State Polytechnic, Dutse	1,243	127	1,370	94	5	99	14
Binyaminu Usman College of Agriculture, Hadejia	1532	95	1,627	46	3	49	33
College of Islamic & Legal Studies, Ringim	2,668	1,438	4,106	82	9	91	45
Informatics Institute, Kazaure	1,478	91	1,569	27	0	27	58
Jigawa College of Arts, Science & Remedial Studies	482	33	515	38	2	40	13
Total	10,275	3,645	13,920	485	30	515	27

Source: State MOEST

The issue of what balance needs to be struck between tertiary and other levels of education, is the subject of international debate. A report argues that “it will be difficult to sustain rates of expansion in African tertiary education at current pace and costs and there is a call for urgent reforms in order to safeguard the quality of the education service.”² The report calls for a control of pupils/students flows after basic education and for consideration of alternative modes of providing educational services at this level. Another important issue is about increasing the proportion of tertiary students enrolled in scientific and technical programmes. Promotion of science teaching is an urgent matter with strong effects in many related areas.

All the institutions in Jigawa state have a very low staffing and enrolment situation, suggesting they are not operating at full capacity to the higher educational needs of the state. Apart from the college of education, with staff strength of 220, the rest of the tertiary institutions have between 9 to 46 teaching staff. Although the general staff students ratio stand as 1:21 that of school of nursing is too low with 1:2. This raises the issues of economy scale and cost-efficiency of state-level higher education institutions.

Enrolment increases have been steady over the recent past years (see Table 2.14). It is reported that seven tertiary institutions in the state are not operating at targeted capacity due to inadequate facilities. For example, during the 2004/05 academic year, data available indicated that only 50% of the applicants were offered admission into College of Education, 30% into State Polytechnic, 25% into School of Nursing, 25% into School of Health Technology, 40% into the College of Islamic and Legal Studies and 65% into Informatics Institute.

² “Dakar + 7 Report”, UNESCO/BREDA.

Table 2.14: Enrolments at HEIs, 2011/12-2013/14, Jigawa State

Year	Base Line Data			Projected data per Simulation Model					
	2011/2012			2012/2013			2013/2014		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
College of Education, Gumel	2,872	1,861	4,733	3,352	2,111	5,462	3,903	2,370	6,273
Jigawa State Polytechnic, Dutse	1,243	127	1,370	1,652	207	1,859	2,195	338	2,533
Binyaminu Usman College of Agriculture, Hadejia	1,532	95	1,627	1,469	110	1,579	1,400	128	1,528
College of Islamic Legal Studies, Ringim	2,668	1,438	4,106	4,029	2,500	6,529	3,926	2,317	6,243
Informatics Institute, Kazaure	1,478	91	1,569	1,425	112	1,537	1,367	138	1,505
Jigawa College of Arts, Science & Remedial Studies	482	33	515	461	43	504	438	55	493

Source: State MOEST and Simulation Model

Despite recent drive of female enrolment, females represent slightly over 10% of total enrolments at HEIs. Those few are mainly concentrated in some occupational areas, notably teaching and nursing, which are traditionally female dominated. Students from the richest households account for a disproportionately large share of all HEIs enrolments in Jigawa State. Nearly two-thirds of HEI students came from the richest 40 percent of households in 2006 (see Table 2.14)

Table 2.14: Current enrolments at polytechnic/professional and university by household consumption quintile, 2006, Jigawa State

QUINTILE	%
1	0.0
2	11.1
3	24.1
4	24.1
5	40.7

Source: NLSS

All the tertiary institutions in the state are mainly funded by the state government and partly the Education Trust Fund (ETF).

2.3.6. Cost and Financing

As elsewhere in Nigeria, the Jigawa State Government (JSG) annual budget is based on incremental budgeting. Budget implementation has been poor with large divergences between approved budgets and actual expenditures in most years, particularly with respect to capital expenditure. However, there is increased commitment by the new government to 100% release of budgetary provisions. There is also a renewed emphasis on accountability and transparency.

Funding Sources:

The identified funding sources are:

- i. Federal Government: (a) UBEC matching grant; (b) FTS monthly allowance; (c) ETF intervention; (d) Self help projects funds.
- ii. State government with: (a) monthly salaries and allowances; (b) capital projects; (c) running costs; (d) provision of teaching and learning materials; (e) provision of scholarships to tertiary institutions students.
- iii. 27 local government areas with: (a) payment of salaries to primary schools teachers; (b) assistance to LGEAs; (c) provision of uniform and other items for new intakes into junior secondary schools; (d) conveyance to and from schools of students etc.
- iv. International development partners, including UNICEF, UNESCO, DFID, and the World Bank
- v. Private donations, given by individuals towards the upliftment of education in the state.
- vi. Philanthropic organizations, including (a) Ta'Annabi Foundation; (b) Sule Udi Memorial Foundation

Jigawa State Government is the main source of public funding for tertiary and secondary education and it provides the state matching grant to access UBE Intervention Funds. The salaries of the teaching and non-teaching staff at government primary schools are the responsibility of Local Government Education Authorities (see Table 2.15).

In 2007, State and LGAs education budgets, taken together, represent 95 percent of all domestic public resources (42 percent by the state and 53 percent by LGAs). Federal direct funding (UBEC matching grant, Self help project and ETF) represented 5 percent. International development partners' financial support has been marginal in the order of less than 1 percent of resources.

Financial Allocations and Expenditures

Budget implementation was poor though based on incremental model. There was wide disparity between approved budget and actual release. The share of education in the State Government budget was 29.2% in 2012. However, 34% of the total allocation was not released, which represents the share of educational expenditure of 11.4%, that is far less than half of the approved total budget.

There is increased commitment by the new government to 100% release of budgetary provisions with renewed emphasis on accountability and transparency for the year 2008 to 2012. In the Fiscal Year 2012, there has been a tremendous contribution from other sources outside the State Government. The resource envelope available from non-governmental sources in 2005 indicated the following: ETF – N37m; donor agencies – N15m; external loans – N338m for UBE; and private/community contributions (mainly in kind).

Sub-sectoral budget allocations tend to be based on rolling projections on previous years rather than strategic priorities. The total allocation to Education in 2012 was approximately N11.8b. The breakdown was as follows:

- Basic education (including primary, JSS, ANFE, vocational, nomadic, moral education) - 22.3%;

- Post-basic education including senior secondary and tertiary – 28.5%

Table 2.16 proportional allocation to different sectors, Jigawa State Ministry of Education, Science and Technology, 2008 -2012

Details	2008	2009	2010	2011	2012
Total state allocation to Primary schools	6,551,948,750	9,677,852,439	10,304,148,724	4,112,071,000	4,839,404,999
Total state allocation to JSS	1,154,726,250	1,688,603,372	1,818,379,187	1,912,953,000	1,289,575,552
Total State allocation to SSS	6,025,873,000	1,701,960,000	4,932,180,410	5,109,592,002	4,394,627,314
Total state allocation to Higher education	1,243,913,000	286,489,225	1,621,523,212	1,528,389,558	2,008,492,942
Total state allocation to other agencies	140,758,000	700,814,458	986,564,782	54,541,018	2,816,143,794
UBEC-IF	N/A	N/A	N/A	N/A	N/A
ETF	N/A	N/A	N/A	N/A	N/A
MDG	N/A	N/A	N/A	N/A	N/A
Local Government allocation to education	4,800,000,000	7,000,000,000	7,272,000,000	10,520,000,000	12,498,289,700
School fees collected	N/A	N/A	N/A	N/A	N/A
Donor funding	N/A	N/A	N/A	177,071,445	126,905,000
others (specify)	N/A	N/A	N/A		N/A
TOTAL	19,917,219,000	21,055,719,494	26,934,796,314	23,414,618,023	27,973,439,300

Source: State MOEST

Government allocated N8.7 Billion to Ministry of Education Science and Technology and its Parastatals in 2008. To address the issue of inadequate funding of education, the sector will require substantial investments.

Table 2.17 Sub-sector allocation of Jigawa State Ministry of Education, Science and Technology, 2008 -2012

MDA	2008	2009	2010	2011	2012
Ministry of Education	4,749,000,000	5,035,079,000	3,461,999,931	4,112,071,000	9,879,325,896
Agency for Nomadic Education	8,500,000	109,100,000	252,360,714	291,140,007	543,217,000
SUBEB	7,698,175,000	11,257,355,811	12,122,527,910	12,753,020,003	7,592,212,624
Education Inspectorate Unit	7,901,000	30,325,929	30,735,593	27,812,010	46,875,872
Agency for Mass Education		111,080,916	147,374,069	160,778,001	271,659,828
State Library Board		54,985,229	62,893,904	57,865,000	151,267,178
Science and Technical Schools Board	669,773,000	794,740,000	769,900,051	739,685,008	1,630,622,478
College of Agric	152,510,000	184,889,225	175,899,615	244,261,000	392,875,977
Scholarship Board	132,857,000	504,422,384	493,200,502	420,664,008	1,458,891,326
Informatics Institute	42,000,000	414,454,226	388,783,528	386,675,542	663,887,573
Islamic Education Bureau	607,100,000	721,960,000	700,280,428	997,521,002	1,887,025,838

State Polytechnic	282,546,000	236,001,716	258,921,013	303,990,007	1,097,677,410
Islamic Legal Studies	158,257,000	195,490,288	184,719,037	239,505,000	504,465,406
College of Education	608,600,000	769,019,000	613,200,019	947,858,009	1,853,434,893
TOTAL	15,117,219,000	20,418,903,724	19,662,796,314	21,682,845,597	27,973,441,312

Source: State MOEST

What emerges from the above tables is that the state is investing disproportionately in favour of senior secondary education. In 2007, the salaries for teachers of basic education schools (including pre-primary, primary, junior secondary, nomadic education) were N4.5 billion, while the salaries for senior secondary school teachers alone were N3.58 billion. The total staff salary for Science and Technical Schools Board in the year 2007 was N162.2 million. It is noted that a senior secondary school teacher earns a wage, which is 80% higher than his/her counterpart elsewhere in the country. It raises the question of the sustainability of such measure in view of the enormous challenge to further increase the enrolments, therefore teaching staff at senior secondary level.

The costs of feeding in the year 2007 were N43 million for boarding primary schools, N25.9 million for junior secondary schools, N25.4 million for senior secondary schools and N90.2 million for Science and Technical Schools Board.

In terms of capital costs, the data for pre-primary and junior secondary schools is not available for the year 2007. However, the total sum of capital project for senior secondary schools was N1.93 billion in 2006 and N666.5 million in 2007. The State Government has allocated the sum of N306 million for tertiary institutions in the State in the year 2007.

The state has not allocated resources for staff training and development. The priority was given to staff salary and other constructional investments. It was only in 2008 that sum of N468 million was allocated to train teachers in various categories in both the Ministry of Education and SUBEB.

Unit Costs

In 2012, unit costs of education per child per annum for all levels were as follows: Primary/Basic (N25,146); Senior Secondary (N208,586); Tertiary (N893,412).

Relative costs to Parents and Government are as follows: Primary/Basic (Government, N6,600; Parents, N1,200); Senior Secondary (Government, N22,470, Parents, N4,000); Tertiary (Government N17,367; parents N8,000).

According to the parents' questionnaire administered during the education sector analysis (2008), it was found that the burden on parents was weighty considering the economic situation. The average social costs at all the levels were reported as follows: Pre-Primary - N20,000; Primary - N30,000; Secondary -N30,000; Tertiary - N50,000.

The above unit cost data show that, probably except for secondary education, parents pay several times much more than the government for the education of their children.

State Finance

As stated in J-SEEDS, Jigawa State mainly benefits from two sources of revenue, namely, the Internal Revenue, and the Federal Transfer that is statutory allocation from the Federation Account and Added Tax on which Jigawa is highly dependant (about 95% of total State revenue in 2005, see table 2.2). Internally generated revenue (IGR) accounted only for 5%, which makes the state highly vulnerable to the instability in the nation's economy, in particular the oil.

Table 2.2: State government resources by income sources, 2008 – 2012 Jigawa (N million rounded)

Details	20008	2009	2010	2011	2012
Statutory Allocation from Federal Government	25,000,000,000	27,000,000,000	24,570,000,000	30,000,000,000	36,154,744,000
Excess Crude Oil from Federal Government	17,000,000,000	5,000,000,000	7,960,000,000	8,600,000,000	633,823,000
Value Added Tax	4,000,000,000	5,000,000,000	6,465,000,000	7,500,000,000	8,270,790,000
Local Govt Resources	19,847,097,850	17,729,399,150	18,509,620,000	22,677,468,350	31,337,234,435
Internally generated revenue	2,364,305,000	2,955,295,000	3,246,500,000	4,018,455,000	4,607,000,000
Other Revenue	476,500,000	962,000,000	512,500,000	652,000,000	2,716,480,000
TOTAL	68,687,902,850	58,646,694,150	61,263,620,000	73,447,923,350	83,720,071,435

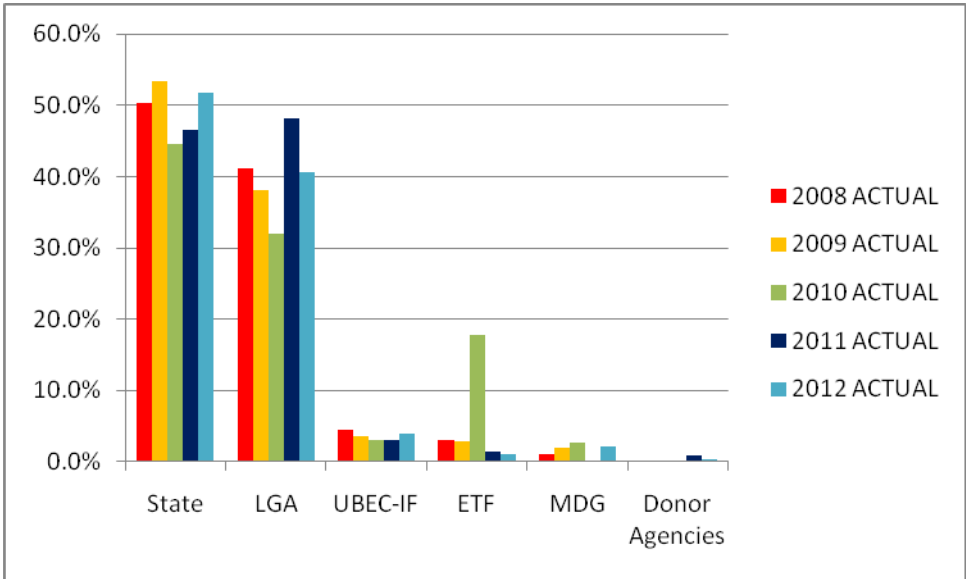
Sources: MOEST, Directorate of Budget and Economic Planning, Min of Finance and Ministry for Local Government.

The State finances are also completed by some grants and loans from the Federal Government and various international partners mostly used in the execution of agricultural, rural development programmes and water rehabilitation projects (J-SEEDS). One can note the Federal allocation to the State increased from N12.4 billion in 2002 to N18.5 billion in 2005, mainly to due to the increasing oil price. The State government has been instituting measures to improve its revenue drive in order to minimize its dependence on federation account allocation and borrowing, the objective being to generate enough internal revenue to pay salaries and overhead by 2010 and leave a surplus.

In 2002, Jigawa State Government engaged itself in a process of strengthening the Public Expenditure Management (PEM), technically supported by DFID, “to promote a disciplined budget formulation and implementation, check arbitrariness in resource allocation, eliminate or curtail the incidence of extra budgetary expenditure and put a cap in public debt charges” (J-SEEDS).

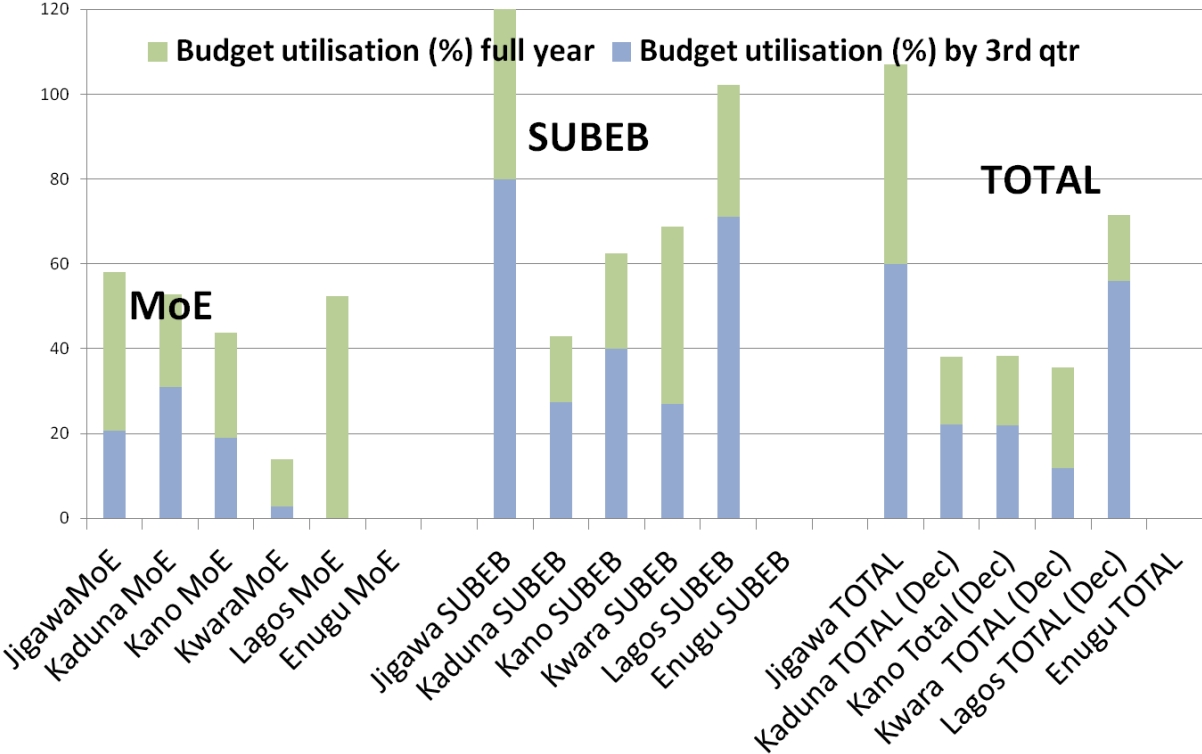
In the year 2012, LGAs has spent the sum of N12,498,289,727 as its support to education in the state. This amount reflects approximately 40% of the total state education budget. While the state has expended the sum of N15, 925,370,744 reflecting 52% of the education budget for the year. The remaining 8% was a contribution from othe stake holders (UBEC-IF, MDG, ETF and Donor Agencies). The chart below signifies the level of support accordingly.

Figure 2.4A: State Education Budget and Sources of fund as a % of total expenditure



Source 2012 Actual Budget Expenditure

Figure 2.4B: State education budget utilisation 2012 among selected ESSPIN States



Conclusions of Section 2: Major Challenges to Educational Service Delivery

- Enrolment trends in primary education, as it includes integrated islamiyya and nomadic primary schools, are improving but there is still considerable inequality across LGAs and between boys and girls.
- Gender disparity in education has been found to be at the disadvantage of girl-child in both primary and secondary enrolment, except in islamiyya schools.
- In terms of teachers, gender disparity appears to be worse, in that only 13% of the teachers in all primary schools in the state are females. In the junior secondary schools female teachers constitute 8% of the teaching staff, around 14% in senior secondary and 6% in higher education institutions.
- Shortage of teachers in both the required quantity and quality, especially at basic education level. This particularly affects the sciences, technical subjects and English language.
- There is substantial infrastructural deficiency. The pupil/classroom ratio for basic education is currently 1:48. There are also problems with sanitation and water supplies. This indicates overcrowded classrooms, mostly in urban schools. As a result, many children are unable to have adequate learning access due to lack of facilities.
- Limited resources: this limitation incapacitates government from meeting the ever increasing educational needs of the population.
- Low private sector participation: the contribution of private sector to the educational pursuit of the state is very negligible. This leads to overwhelming dependence on the limited resources at the disposal of government amidst other competing demands.
- Low income among parents or stakeholders. This leads to inability of parents to meet the educational needs of their children. This also, along with other socio-cultural factors, act as constraining factors in raising enrolment and decreasing transition rates as parents would rather have their children go to farms and/or attend to some chores than be in schools.
- The high and increasing population of primary and junior secondary school age children who are out of school and which create enormous pressures and constraints in expanding equitable access to basic education.
- The integration of islamiya schools has greatly improve access to education as well as enhance community participation in formal education system.

SECTION THREE: POLICY AND STRATEGIC FRAMEWORK

3.1 Key Policy Directions

Jigawa State Government has developed its own policy goal in J-SEEDS, in line with the Federal Ministry of Education's directions and policy framework, which is *“to empower people through improved and non-discriminatory access to quality education. This will enable people to be productive members of society and positively contribute to social transformation. Provision of quality education is perhaps the surest and fastest way to human capital formation, which is sine-qua-non for a sustained development.”* (J-SEEDS, 2004)

The same document set ten specific policy targets to be achieved by 2022 for reaching quality education for all. The present education sector diagnosis is a good opportunity to review the current situation against the objectives defined in 2012 and monitor, whether or not, they have been achieved.

- “
- *“Raise school enrolment from the current level of 55% to 70% for Primary, 26% to 43% for JSS and 23% to 25% SSS by 2022 with particular emphasis on the enrolment and retention of girls;*
- *Increase literate population from 52% to 60% by 2022;*
- *Achieve a 40:1 pupil/teacher ratio and pupil-classroom of 40:1 by 2022”*

The policy targets as expressed in the J-SEEDS have been optimistic. There is yet the question of the feasibility of such objectives and targets has been appraised.

However renewed and genuine efforts are made by the current administration to:

i. Improve Access: through the introduction of free education for the female and the physically challenged, re-established the Agency for Mass Education and the Agency for Nomadic Education and set machinery in motion for the mainstreaming of Quranic-Tsangaya to into the formal education.

ii. Improve Quality of Education at all levels by establishing SEIMU, re-establishment of Zonal Education Offices, recruited 788 teachers for senior secondary school contracted NTI / COE Gumel to train unqualified and under qualified teachers of pre-tertiary level and instituted Visitation Panels for the past time ever for the tertiary education etc

iii. Improve the learning environment by means of renovating school buildings at all levels and constructing additional ones, supply of instructional materials

The policy objective of education is contained in Government vision statement as follows:-

To empower people through improved and non-discriminatory access to quality education and enable them to be productive members of the society

In the light of the above consistent with the International Development Goals and the new Education For All (EFA) initiative to which Nigeria is committed to as per the year 2000 Dakar Declaration, specific goals of Jigawa State Education Sector are to:

- *“Raise school enrolment from the current level of 55% to 70% for Primary, 26% to 43% for JSS and 23% to 25% SSS by 2022 with particular emphasis on the enrolment and retention of girls;*
- *Increase literate population from 52% to 60% by 2022;*

- *Achieve a 40:1 pupil/teacher ratio and pupil-classroom of 40:1 by 2022”*

ASC 2012 shows that primary enrolment is 475,035 out of which 200,173 are female,

while JSS is 89,286 out of which 37,761 are female. The data shows the targets have been achieved and hence further targets can be set to improve further.

The overall development objectives and priorities of the State Government are contained in the J-SEEDS 2004 which in line with the National Economic Empowerment and Development Strategy (NEEDS, 2004). The document emphasizes improving the standard of living of the people by pursuing pro-poor economic growth and social development policies. Specifically, these include:

- The pursuit of poverty reduction through promotion of agricultural production and active support for small and medium scale enterprises (SMEs), micro-enterprises and other income generating activities for self-employment and ultimate economic empowerment;
- Building a conducive investment climate in terms of institutions and infrastructure. This would involve massive resuscitation of dysfunctional infrastructure and the building of new ones particularly roads, power supply and others;
- Pursuing information and communication technology, and market infrastructure. This would also involve institutional reforms with focus on good governance and for effective and efficient institutions and processes;

Exploiting human resources and social development involving the development of formal and non-formal education, provision of effective health, delivery water and sanitation.

Policy Objective 1: Improving Access and Expanding Opportunities

Policy Priorities	Specific Targets	Key Strategies	Activities
AEO1: Increase ECCDE Enrolment	<ul style="list-style-type: none"> To increase ECCDE gross enrolment rate from 18% baseline in 2012 to 58% by 2022 	<ul style="list-style-type: none"> Reproduce and distribute 1,496 copies of ECCDE policy guidelines by 2022 	<ul style="list-style-type: none"> MOEST SUBEB LEAs Schools SBMCs
		<ul style="list-style-type: none"> Sensitization and advocacy for stakeholders' participation in ECCDE Programm 	
		<ul style="list-style-type: none"> Establish ECCDE centers in 1,496 primary schools 	
		<ul style="list-style-type: none"> Encourage community/private support to ECCDE development to increase GER from 6% baseline 2012 to 10% by 2022. 	
AEO 2: To continue implementing free and compulsory universal basic education	<ul style="list-style-type: none"> Increase gross intake rate from 53% and 38% in (2012) to 66% & 75% by 2022 in Primary and JSS respectively. 	<ul style="list-style-type: none"> Conduct needs assessment for the establishment of more basic education schools 	
		<ul style="list-style-type: none"> Promote communities and SBMCs participation in sighting, constructing and managing schools especially in the underserved geographical areas Encourage private sector contribution in the establishment and management of primary and JSS schools Carry out regular media (radio, television and print) activities on enrolment into primary and JSS 	
AEO 3: Improve Gender parity index	<ul style="list-style-type: none"> Improve GPI from 0.79 & 0.74 in 2012 to 0.99 & 	<ul style="list-style-type: none"> Intensify advocacy and sensitization of stakeholders on the needs and benefits for 	<ul style="list-style-type: none">

(GPI) in Primary & JSS	<i>0.94 in primary and JSS respectively by 2022.</i>	<p>girls' education.</p> <ul style="list-style-type: none"> • Mainstream Girls Education Initiatives (GEI) into every aspect of the state education programme including: <ul style="list-style-type: none"> - Improvement of school infrastructure to cater for the special needs of girls. - Creating equal opportunities for subject offering particularly in areas of critical needs. • Provision of essential learning packages • Develop capacities of Women SBMC members to engage effectively with communities to promote Girls' Education • Provide socio economic support to poor parents in order to release girls for schooling. 	
AEO 4: Establishment of additional Nomadic schools at basic level.	<ul style="list-style-type: none"> • To increase the number of nomadic schools from 185 in 2012 baseline to 205 by 2022. 	<ul style="list-style-type: none"> • Recruit more qualified teachers • Procure and distribute teaching and learning materials to schools and pupils. • Support the provision of additional classrooms and utilities • Provide capacity building to the existing teachers 	MOEST/SU BEB LGEAs Communities /SBMCs ANE
AEO 5: Support the integration of additional IQTE centres	<ul style="list-style-type: none"> • To increase the number of IQTE centres from 49 in 2012 baseline to 990 by 2022. 	<ul style="list-style-type: none"> • Recruit more qualified teachers • Procure and distribute teaching and learning materials to schools and pupils. • Support the provision of additional classrooms and 	MOEST/SU BEB LGEAs Communities /SBMCs

		<p>utilities</p> <ul style="list-style-type: none"> • Provide capacity building to the existing teachers 	
AEO 6: Promote access to quality education for special needs children in the state	<ul style="list-style-type: none"> • To increase GER of children with special needs from 1%, 5% and 4% (2012) to 2.2%, 7% and 6% by 2022 for primary, JSS and SSS respectively. 	<ul style="list-style-type: none"> • Improve enrolment drive campaigns at State, LGA and community levels. • Recruit additional qualified teachers • Procure and distribute teaching and learning materials • Construct additional classrooms • Provide water facilities • Provide toilet facilities 	
AEO 7: improve classroom /pupil ratio in Basic Education and Senior Secondary Schools.	<ul style="list-style-type: none"> • To achieve student classroom ratio from 48:1, 65:1 and 55:1 in 2012 baseline to 40:1, 60:1 and 50:1 by 2022 in primary, JSS and SSS respectively. 	<ul style="list-style-type: none"> • Construct 1000, 83, 85 and 51 classrooms in regular primary, Nomadic primary, Islamiyya primary and IQTE respectively by 2022 • Construct 194, 416 and 34 classrooms for regular JSS, Vocational JSS and Islamiyya JSS respectively by 2022 • Renovate 23% and 14% of classrooms with major repairs in primary and JSS by 2022 	SUBEB, STEB, ANE, LGEAs MoEST, STEB and IEB
		<ul style="list-style-type: none"> • Construct 627, 65 and 46 additional classrooms by 2022 in regular SSS, Science/Vocational and SSS Islamiyya respectively. • Provide additional student furniture to accommodate 104,314 students by 2022. • Renovate 3% of classrooms in SSS by 2022 	
AEO 8: expand access to Science,	<ul style="list-style-type: none"> • To increase Science; Technical 	<ul style="list-style-type: none"> • Establish more science; technical and vocational schools. • Construct 50 additional 	MOEST

<p>Technical and Vocational Education at Post Basic Education Level.</p>	<p>and Vocational Students' enrolments from 8% and 6% baseline in 2012 to 9% and 10% by 2022 for males and females respectively.</p>	<p>classrooms and toilet facilities for science; technical and vocational schools by 2022.</p> <ul style="list-style-type: none"> • Create public awareness on the benefits and importance of TVE • Increase female participation in TVE to reach gender parity by 2022 	
<p>AEO 9: expand the capacity of teacher education (COE) institutions to enrol more students from post basic education level</p>	<ul style="list-style-type: none"> • To Increase student enrolment in college of education particularly in the following areas: <ul style="list-style-type: none"> - Languages from 21% and 38% (baseline in 2012) to 30% and 40% by 2022 for male and female respectively. - Science from 23% and 17% (baseline in 2012) to 40% and 25% by 2022 for male and female respectively. - Vocational and Technical Education from 7% and 1% (baseline in 2012) to 20% and 10% by 2022 for male and female respectively. 	<ul style="list-style-type: none"> • Recruitment of more teacher educators from 209 (baseline in 2012) to 800 by 2022 to complement increasing enrolment of students for NCE/Teacher Education programmes in English, Hausa, Mathematics, Sciences and French • Construct and furnish 12 lecture theatres of 500 seating capacity. • Construct, furnish and equip mathematics and science laboratories. • Construct and equip Language laboratories for the teaching of Hausa, English, French and Arabic. • Expand and stock the existing Libraries with adequate materials and ICT facilities. • Construct and equip Micro Teaching Rooms for coaching and drilling of teaching skills 	<p>MOEST, COE</p>

	<ul style="list-style-type: none"> - Art/Social Sc. & from 48% and 42% (baseline in 2012) to 49% and 43% by 2022 for male and female respectively. 		
	<ul style="list-style-type: none"> • Increase enrolment of persons with special needs by 25% at COE by 2022 	<ul style="list-style-type: none"> • Introduce courses for various special need education • Provide facilities and equipment for persons with special needs. 	
<p>AEO 10: To expand admission capacity of Polytechnics and Monotechnics to enrol more students.</p>	<ul style="list-style-type: none"> • To increase Enrolment capacity in Polytechnic from 12% and 3.5% (2012) to 20% and 5% by 2022 for male and females respectively • To increase Enrolment capacity in Monotechnics from 60% and 45.5% (2012) to 65% and 50% by 2022 for male and females respectively 	<ul style="list-style-type: none"> • Recruit additional 523 lecturers for Polytechnic and Monotechnics by 2022 • Construct and furnish 12 additional Classrooms of 120 seating capacity. • Construct, furnish and equip science laboratories. 	MOEST, Polytechnic and Monotechnics
<p>AEO 11: Improve enrolment rate into adult Literacy with focus on women</p>	<ul style="list-style-type: none"> • To achieve adult literacy rate from the baseline of 66% and 51% in 2012 to 88% and 73.8% by 2022 for men and women respectively 	<ul style="list-style-type: none"> • To increase the enrolment of adult learners in basic literacy programme from the baseline of 38,901 in 2012 to 49,797 by 2022 • Provide primers and relevant learning materials for adult learners. • Improved the monthly allowances for Facilitators and Instructors. • Establish forums for collaboration between State, LGAs and CBOs 	MOEST and AME

		to monitor the continuation of NFE programmes.	
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Policy Objective 2: Ensuring Quality and Relevance of Education Provision

2. Priorities	Specific Targets	Key Strategies/Options	Responsible Agencies
QTR1: Improve ECCDE services	<ul style="list-style-type: none"> To train 1500 teachers in public and 220 in private schools on implementation of Pre-primary curriculum by 2022 To provide 226,530 instructional materials for ECCDE by 2022 	<ul style="list-style-type: none"> Retrain 99% of pre-primary teachers by 2022 Provide Instructional materials for ECCDE 	<ul style="list-style-type: none"> SUBEB
QTR2: Enhanced the use and application of curriculum at all levels of basic education	<ul style="list-style-type: none"> To make available all the relevant curriculums to 3,454 Primary and JSS by 2022. 	<ul style="list-style-type: none"> Procure and distribute National Curriculum for all subjects Train teachers on how to use the National Curriculum, while improving teachers capacity to adopt the National curriculum to suit state peculiarities 	<ul style="list-style-type: none"> SU BE B, LG EAs
	<ul style="list-style-type: none"> Improve internal efficiency 	<ul style="list-style-type: none"> Improve flow rates to an average of 97 %, 2% and 1% as promotion, repetition and dropout rates respectively in all grades by 2022in basic education Attain 63% and 78% increase of completion rate by 2022over the 62,427 and 21,604 in 2012 for graduates of primary and JSS. Employ a range of community and school-based mechanisms to reduce dropouts, especially girls' dropouts Enhance the teaching and learning of Hausa Language in Primary 1 – 3 Provide fund for direct schools funding 	<ul style="list-style-type: none"> MO EST SU BE B SIE MU JER D Zon al insp ecto rate
	<ul style="list-style-type: none"> A sustainable policy on textbook and teaching-learning materials 	<ul style="list-style-type: none"> Establish policy on textbooks and teaching-learning materials Provision of 4 core textbooks to 100% of the students by 	<ul style="list-style-type: none"> MOEST SUBEB LGEAs

2. Priorities	Specific Targets	Key Strategies/Options	Responsible Agencies
	utilisation	2022(lifespan: 3 years for textbooks and 4 years for teacher guides)	
	<ul style="list-style-type: none"> Professional and pedagogical upgrading of teachers 	<ul style="list-style-type: none"> Train 100% of each of the 42%, 10% and 8% unqualified teachers for primary, JSS and SSS respectively by 2022 Ensure teachers register with TRCN In liaison with COEs and National Teachers' Institute, provide professional capacity building to teachers on regular basis. 	MOEST SUBEB
	<ul style="list-style-type: none"> Improving school management capacities 	<ul style="list-style-type: none"> Organize training and workshops at State and Zonal levels for supervisory inspectors, PTA & SBMC members (250 supervisors and Inspectors to be trained continuously in school management through 2022 Continuous training for all school head and principals 	MOEST COE SUBEB SEIMU
	<ul style="list-style-type: none"> Development of sustainable quality assurance mechanisms 	<ul style="list-style-type: none"> Conduct regular employment of qualified teachers through intensive screening, aptitude test and interviewing the applicants to ascertain capable teachers. Ensure total coverage of the syllabus Provide instructional materials to support teachers 	MOEST CSC SUBEB
	<ul style="list-style-type: none"> Intensify the monitoring of learning achievement 	<ul style="list-style-type: none"> Strengthen the organ responsible for MLA Conduct MLA Test tri-annually: training of teachers, inspectors on the MLA techniques, employ the utilisation of results in decision making as well as it's periodic publication for public consumption 	MOEST SUBEB LGEAs SEIMU
QTR3: Improve the quality and relevance of senior secondary	<ul style="list-style-type: none"> Ensuring total coverage of the syllabus, especially English Language, Mathematics and Science Subjects 	<ul style="list-style-type: none"> Attract and retain English Language, Mathematics and Science teachers Increase the percentage of students passing with 5 credits or more to 70% by 2022. 	<ul style="list-style-type: none"> MOEST SIE MU SUBEB

2. Priorities	Specific Targets	Key Strategies/Options	Responsible Agencies
education		<ul style="list-style-type: none"> • Mobilise and encourage students to study science subjects • implement policy for minimum standards for science facilities (labs, equipment, etc) by 2022. 	B
	<ul style="list-style-type: none"> • Increased private sector contribution to SSS development 	<ul style="list-style-type: none"> • Be firm to the guidelines for establishment of private schools. • Provide incentives to encourage private sector participation 	<ul style="list-style-type: none"> • MOEST
QTR4: Improve the quality and relevance of special education at COE	<ul style="list-style-type: none"> • Improve learning condition for 5% and 2% enrolment by 2022 over the 2% and 2% in 2012 for male and female persons with special need 	<ul style="list-style-type: none"> • Provide enabling environment for special need education • Provide incentive packages for persons with special needs 	MOEST
QTR 5: To enhance the quality of teaching/learning in college of Education.	<ul style="list-style-type: none"> • To increase the number of qualified teachers graduating from College of Education, from the base line of 2,539 in 2012 to 9,521 by 2022. 	<ul style="list-style-type: none"> • Improved the capacity of teachers (168 by 2022) in the effective application of the following methods of teaching : <ul style="list-style-type: none"> ✓ Child Centred Approach. ✓ Activity Based Approach to Teaching & Learning. ✓ Group Dynamics in Teaching. ✓ Development and use of instructional materials. ✓ Micro Teaching Techniques. ✓ Demonstration Techniques. ✓ Effectiveness of Field trips/excursion/surveys in teaching. ✓ Problem Solving Approach in Teaching and Learning. ✓ The use of Action Research in Teaching and Learning. • Improved the capacity of 230 teachers by 2022 in the effective application of the following methods of teaching to improve the literacy level of English Language learners. <ul style="list-style-type: none"> *Child Centred Approach. *Activity Based Approach to Teaching & Learning. * Group Dynamics in Teaching. * Drilling of teachers in 	MOEST, COE

2. Priorities	Specific Targets	Key Strategies/Options	Responsible Agencies
		<p>communicative competence teaching methodology.</p> <ul style="list-style-type: none"> * Use of dramatization, role plays, simulation and games in the teaching of English language. * Drilling and coaching of English language teachers in the use of jolly phonics as a technique to improve the listening, speaking and reading skills of English language learners. * Development and use of instructional materials. <p>Micro Teaching Techniques.</p> <ul style="list-style-type: none"> * Demonstration Techniques. <p>Effectiveness of Field trips and excursions in teaching.</p> <ul style="list-style-type: none"> * Problem Solving Approach in Teaching and Learning. * The use of Action Research in Teaching and Learning. <ul style="list-style-type: none"> * Improving the capacity of teachers to develop bench marks for English language teaching across the levels of basic education (lower, middle and upper basic education levels) 	

2. Priorities	Specific Targets	Key Strategies/Options	Responsible Agencies
		<ul style="list-style-type: none"> ● Provision of Instructional Materials to cater for the increasing number of students learning Hausa, English, French, Mathematics and Sciences. <p>*Provision of stationery materials (charts, diagrams, pictures, drawings, maps, etc) for the teaching of English, Hausa, French, Mathematics and Sciences.</p> <p>*Provision of teaching and learning equipments such as projectors, computers, TV sets, cameras, DVD, CDs, Radios e.t.c. for the teaching of Hausa, English, French, Mathematics and Sciences.</p> <ul style="list-style-type: none"> ● Provision of Science teaching equipment and consumables. 	
<p>QTR 6: To enhance the quality of teaching/learning in Polytechnic and Monotechnics.</p>	<ul style="list-style-type: none"> ● To increase the number of graduating enrolment from Polytechnic and Monotechnics, from the base line of 18,591 and 1,784 in 2012 to 27,194 and 37,772 by 2022 for males and females respectively. 	<ul style="list-style-type: none"> ● Improved the 99% capacity of 1,238 teachers by 2022 in order to enhances performances in breading efficient workforce and economic administrators to the state. ● Provision of Science teaching equipment and consumables 	<p>MOEST, Polytechnic & CILS, COA, Informatics & JICORAS</p>
<p>QTR 7: Improve adult literacy Pass Rates, with a focus on continuing education and remedial studies.</p>	<ul style="list-style-type: none"> ■ To attain adult literacy Pass Rate of 70% and 70% by 2022 from the base line of 68% and 0% in 2012 for continuing education and remedial studies respectively. 	<ul style="list-style-type: none"> ● Increase the availability of relevant and ‘easy to read’ literature for new literates ● Motivate facilitators /instructors with adequate monthly remunerations ● Induce international development partners into NFE programmes, especially mass literacy programmes 	<ul style="list-style-type: none"> ● MOEST ● AME

Policy Objective 3: Improving Educational Planning and Management (PME)

4. Priorities	Specific Targets	Key Strategies/Options	Responsible Agency
PME1: Functional EMIS	<ul style="list-style-type: none"> Capacity building/development on ICT Application and Data Analysis for EMIS personnel. 	<ul style="list-style-type: none"> Regular systematic training on various aspects of educational data work at all levels of operation (data collection, storage, processing, retrieval, analysis, report development and generating key-performance indicators) Provision of ICT to support e-learning and e-working environment in the MOEST, MDAs and SUBEB. Provision of computers, laptops, printers, photocopiers, projectors and scanners. Full-scale maintenance and updating of ICT tools (as an integral part of the overall ICT strategy) by competent personnel at all levels. 	MOEST, MDAs, SUBEB & LGEAs.
	<ul style="list-style-type: none"> Institutionalizing the use of EMIS data in decision making. 	<ul style="list-style-type: none"> Ensuring efficient record keeping Generating reliable data for meaningful decision making by 2022 	MOEST, MDAs & SUBEB
PME2: Planning and management capacities strengthened at all levels	<ul style="list-style-type: none"> Personnel re-skilling 	<ul style="list-style-type: none"> Intensive, short term, job-demand-driven, hands-on training on a regular basis, predicted on systematic needs assessment Resource Planning and management-related training and continuous retraining for: directors, education officers, admin and technical personnel and LGEAs Education Secretaries, inspectors, head teachers & classroom teachers etc. Attaining computer literacy and fluency by 2022 Attaining data analysis capability with aid of computer by 2022 	MOEST, MDAs & SUBEB

4. Priorities	Specific Targets	Key Strategies/Options	Responsible Agency
	<ul style="list-style-type: none"> Decentralization of authorities for Educational Management 	<ul style="list-style-type: none"> Streamlining responsibilities among different units and agencies of the Ministry through regular inter-departmental and inter-Agency dialogues Effective devolution of decision making and action to Local Governments Education Authorities, Educational Institution and Management Committees in respects of staff, student/pupil discipline, school maintenance etc 	MOEST, MDAs & SUBEB
	<ul style="list-style-type: none"> Continuous update of the Institutionalized 3-year ESOP 	<ul style="list-style-type: none"> Annual review of SESOP to ensure that SESOP remains responsive to the changing educational needs and aspirations of the State and to build SESOP into the monitoring and evaluation activities of the sector (see PME3) Application of participatory methodologies in the development of SESOP, including regular consultations with stakeholders as well as selection and training of competent personnel in developing SESOP Holding evaluation meeting on the process of SESP & SESOP 	MOEST, LGEAs and SEIMU
PME3: Empowering monitoring and evaluation	<ul style="list-style-type: none"> Establishment of appropriate reporting and dissemination mechanisms 	<ul style="list-style-type: none"> Strengthen monitoring and evaluation activities into the structure of Education MDAs, Zonal Offices & LGEAs, etc) Integration of training and re-training on monitoring, evaluation, reporting and dissemination of information into all management-related training programmes Establishment of monitoring indicators and benchmarks at all levels as a prelude to sector performance report Tasks and schedules properly spelt out 	<ul style="list-style-type: none"> MOEST, MDAs, SUBEB, SEIMU, Zonal Offices & LGEAs, etc)

4. Priorities	Specific Targets	Key Strategies/Options	Responsible Agency
	<ul style="list-style-type: none"> All schools should be monitored twice or thrice a year 	<ul style="list-style-type: none"> Strengthen the capacity of SEIMU for quality assurance in schools SEIMU to intensify Quality Assurance Evaluation in schools SEIMU to prepare and submit QAE reports annually Provision of ICT technical support to enhance QAE linkages to EMIS and monitoring and evaluation 	MOEST, SUBEB, SEIMU, Zonal Offices & LGEAs, etc)
PME4: Improved education budget and budgetary reforms	<ul style="list-style-type: none"> Attain realistic (evidence-based) budget for recurrent and capital expenditure 	<ul style="list-style-type: none"> Regular and wide consultation with the MDAs for input into budget call circular Establishing criteria for sharing resource allocation to education sector Systemic data collection by EMIS Internal budget training for MOEST, SUBEB, MDAs and EMIS personnel Provide training in resource projections, operational and Activity based budgeting 	Directorate of Budget and Economic Planning MOEST, SUBEB, MDAs, SBMC, LGEA, School & EMIS
	<ul style="list-style-type: none"> Improved capacity for Financial Management at all levels 	<ul style="list-style-type: none"> Identification of the training needs for capacity building on financial management at all levels Provision of all training facilities including ICT equipments 	MOEST SUBEB LGEA MDAs SBMCs Min. of Finance
	<ul style="list-style-type: none"> Enhanced funding for education 	<ul style="list-style-type: none"> Financial allocation to education increased to 32% by 2022 (from current level of 29.5% - 2012) Capacity development in project development to increase credibility of the projects and attract funding from non-state and external partners Improve resource management and transparency 	Directorate of budget and Economic Planning MOEST
	<ul style="list-style-type: none"> Improved education sector expenditure tracking 	<ul style="list-style-type: none"> Establish sustainable mechanism for internal and external auditing Established budget monitoring and project implementation mechanism Publication and dissemination of 	<ul style="list-style-type: none"> State Audit Directorate of budget and economic planning MOEST.

4. Priorities	Specific Targets	Key Strategies/Options	Responsible Agency
		annual sector performance evaluation reports	

Policy Objective 4: Ensuring Sustainable Funding and Improved Financial Management.

POLICY OBJECTIVES	SPECIFIC TARGETS	KEY STRATEGIES	RESPONSIBLE AGENCY
EDF 1 Education Budget and Budgetary Reforms	<ul style="list-style-type: none"> Attain realistic (evidence-based) budget for recurrent and capital expenditure. Intensify school-based budgeting 	<ul style="list-style-type: none"> consultation with the ministry for input into budget call circular Establishing criteria for resource allocation to education Systemic data collection for EMIS Internal budget training for ministry personnel and MDAs, SUBEB training in school-based budgeting supported by appropriate facilities 	<ul style="list-style-type: none"> Directorate of Budget and Economic Planning MOEST SUBEB SBMC LGEA School
EDF 2 Improved Capacity for Financial Management at all levels	<ul style="list-style-type: none"> Capacity development for financial managers at all levels 	<ul style="list-style-type: none"> Conducting training needs assessment provision of all training facilities Conduct of the training on financial management 	MOEST SUBEB LGEA SBMCs Min. of Finance
EDF 3 Enhanced/Increased Funding for Education	<ul style="list-style-type: none"> The current funding is 29.5% The target is 32% by the year 2022 	<ul style="list-style-type: none"> Financial management need assessment 	Directorate of budget and Economic Planning MOEST
EDF 4 Improved Education Sector Expenditure Tracking	<ul style="list-style-type: none"> Establish sustainable mechanism for internal and external Auditing Established budget monitoring and project implementation mechanism. 	<ul style="list-style-type: none"> Annual budget publication and dissemination Publication of annual budget performance for feed back 	<ul style="list-style-type: none"> State Audit Directorate of budget and economic planning MOEST.

SECTION FOUR: MANAGEMENT AND IMPLEMENTATION FRAMEWORK

4.1 Performance Target and Indicators

Performance indicators are key component of the implementation and monitoring process. Quantitative and qualitative data will guide the planning and management process, inform sector performance assessment and, as a result, any subsequent decision-making relating to the implementation of the SESP and the rolling, medium-term SESOP. Such implementation and monitoring system is aimed at ensuring a comprehensive management and evaluation framework which will yield timely, relevant and evidence-based information for decision-making and necessary adjustment.

The performance monitoring system will address the following needs for ensuring sector performance:

a) ***The need to have a holistic and comprehensive grasp of the status of implementation in relation to SESP and SESOP 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 appropriate decisions are taken that support commitment to the relevant issues.

b) ***The need to maintain focus on problem areas, key issues, critical concerns and priorities***

There should be provision for special and possibly unforeseen policy directions which may need particular monitoring. The tracking of indicators will provide an early warning of unexpected circumstances. The different policy options and scenario, which were thought out during the SESP process, will be reviewed and employed to help cope with new developments.

c) ***The need to generate support for educational interventions***

Specific interventions will be necessary in order to correct possible shortcomings and to increase the probability of the successful implementation of SESP and SESOP. This may call for a revision of targets, options and indicators, especially during annual sector reviews and at the stage of the preparation of a new SESOP.

d) ***The need to provide feedback to all stakeholders***

The monitoring system should assist in providing clear and unambiguous feedback to stakeholders through periodic reporting procedures. It involves the communication and information on the achievements by means of indicators, and more importantly a solid technical work to analyze the prevailing problems as well as the ways and means for improving the sector performance. Such indicator-feedback system will encourage an effectively participatory approach in educational development.

Table 5.1 Equitable Access

EDUCATIONAL INDICATORS EXPENDITURE FRAMEWORK	BASELINE	PROJECTION RESULTS									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
UNIT COSTS											
ACCESS AND EQUITY											
Literacy rates (16 +)	98%	98%	98%	100%	98%	96%	94%	92%	91%	90%	88%
Male	123%	123%	124%	126%	123%	121%	118%	116%	113%	111%	110%
Female	73%	73%	74%	75%	74%	73%	72%	71%	70%	69%	68%
Gender parity index	0.59	0.59	0.60	0.60	0.60	0.60	0.61	0.61	0.62	0.62	0.62
Gross enrolment ratios (GER)											
Pre-primary	18%	22%	26%	30%	34%	38%	42%	46%	50%	54%	58%
Male	18%	22%	26%	30%	34%	38%	42%	46%	50%	54%	58%
Female	19%	23%	27%	31%	35%	39%	43%	47%	51%	55%	59%
Gender parity index	1.04	1.04	1.03	1.03	1.03	1.02	1.02	1.02	1.02	1.02	1.02
Share of private education	32%	28%	25%	23%	22%	21%	20%	19%	18%	18%	17%
Primary	56%	56%	56%	57%	59%	60%	62%	65%	68%	71%	74%
Male	63%	62%	63%	65%	67%	69%	71%	73%	76%	79%	81%
Female	50%	48%	48%	49%	50%	51%	53%	56%	60%	63%	67%
Gender parity index	0.79	0.77	0.76	0.75	0.74	0.74	0.75	0.77	0.79	0.81	0.82
Share of private education	3%	4%	5%	6%	6%	6%	6%	6%	6%	5%	5%
Junior Secondary	26%	24%	23%	23%	24%	26%	29%	32%	35%	38%	43%
Male	30%	29%	28%	28%	29%	31%	35%	40%	44%	49%	54%
Female	22%	20%	18%	17%	18%	20%	22%	23%	25%	27%	31%
Gender parity index	0.74	0.69	0.64	0.63	0.64	0.65	0.62	0.59	0.56	0.56	0.57
Share of private education	2%	3%	5%	6%	6%	7%	7%	7%	7%	7%	8%
Senior Secondary	23%	22%	22%	20%	19%	19%	19%	20%	22%	26%	29%
Male	38%	36%	36%	34%	32%	31%	31%	33%	36%	41%	46%
Female	10%	9%	9%	8%	8%	8%	8%	9%	11%	13%	14%
Gender parity index	0.25	0.26	0.25	0.25	0.25	0.25	0.26	0.28	0.31	0.31	0.31

Share of private education	1%	1%	1%	1%	1%	1%	1%	2%	2%	2%	2%
Higher	4%	4%	5%	5%	6%	6%	7%	8%	8%	9%	10%
Male	6%	7%	8%	8%	9%	10%	11%	12%	13%	14%	15%
Female	2%	2%	2%	2%	3%	3%	3%	4%	4%	4%	5%
Gender parity index	0.26	0.36	0.36	0.37	0.37	0.38	0.38	0.39	0.40	0.40	0.41
Registration rates to:											
Junior Secondary											
Male	39%	43%	47%	51%	56%	60%	64%	68%	72%	76%	80%
Female	39%	42%	45%	48%	50%	53%	56%	59%	61%	64%	67%
Senior Secondary											
Male	100%	100%	100%	100%	100%	100%	100%	101%	101%	101%	101%
Female	30%	33%	35%	38%	41%	44%	47%	50%	52%	55%	58%

Source: Jigawa State simulation model

Table 5:2 Quality and Efficiency (Public School)

QUALITY AND EFFICIENCY	BASELINE	PROJECTION RESULTS									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Basic education											
Survival rate M	27.5%	31.2%	35.2%	39.3%	43.6%	48.2%	52.9%	57.9%	63.2%	68.6%	74.4%
Survival rate F	23.5%	26.4%	29.4%	32.7%	36.1%	39.9%	43.8%	48.0%	52.5%	57.2%	62.3%
Wastage rate M	168.6%	141.9%	119.9%	101.4%	85.8%	72.3%	60.6%	50.3%	41.3%	33.2%	26.0%
Wastage rate F	221.3%	191.6%	165.9%	143.7%	124.2%	107.1%	92.0%	78.5%	66.5%	55.7%	46.0%
Coefficient of efficiency M	37.2%	41.3%	45.5%	49.6%	53.8%	58.0%	62.3%	66.5%	70.8%	75.1%	79.3%
Coefficient of efficiency F	31.1%	34.3%	37.6%	41.0%	44.6%	48.3%	52.1%	56.0%	60.1%	64.2%	68.5%
Pupil/teacher ratios											
Pre-primary											
Public	65.3	62.7	60.2	57.7	55.2	52.6	50.1	47.6	45.1	42.5	40.0
Private	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0
Primary											
Public	37.8	38.0	38.2	38.4	38.6	38.9	39.1	39.3	39.5	39.8	40.0
Private	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0
Junior Secondary											
Public	23.7	19.9	14.5	10.5	7.6	5.5	4.0	2.9	2.1	1.5	1.1
Private	12.8	12.8	12.7	12.7	12.7	12.7	12.6	12.6	12.6	12.6	12.5
Senior Secondary											
Public	22.5	17.0	12.8	9.7	7.3	5.5	4.1	3.1	2.3	1.7	1.3
Private	9.4	9.4	9.3	9.3	9.2	9.2	9.1	9.1	9.1	9.0	9.0
Pupil/classroom ratios											
Pre-primary											
Public	60.9	58.8	56.7	54.6	52.5	50.4	48.4	46.3	44.2	42.1	40.0
Private	32.0	32.0	32.0	32.0	32.0	32.0	32.0	32.0	32.0	32.0	32.0
Primary											
Public	50.9	49.3	48.6	48.0	47.4	46.8	46.2	45.7	45.1	44.5	44.0

Private	42.6	42.7	42.7	42.8	42.8	42.8	42.9	42.9	42.9	43.0	43.0
Junior Secondary											
Public	64.6	74.1	73.4	72.6	71.9	71.1	70.4	69.7	69.1	68.3	67.6
Private	17.3	17.3	17.3	17.2	17.2	17.2	17.1	17.1	17.1	17.0	17.0
Senior Secondary											
Public	52.0	292.7	302.7	274.3	236.8	196.4	156.8	121.4	91.4	67.2	48.3
Private	7.3	7.3	7.3	7.2	7.2	7.2	7.1	7.1	7.1	7.0	7.0

Source: Jigawa State simulation model

Table 5.3 Resource Mobilization (N000)

BUDGETARY AND FINANCING FRAMEWORKS (000 NAIRA)	BASELINE	PROJECTION RESULTS									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Pre-primary education (public)	1,123,611	1,330,376	1,612,864	1,941,483	2,324,637	2,772,563	3,297,816	3,915,920	4,646,243	5,513,194	4,554,608
Recurrent costs	407,913	521,061	697,636	906,056	1,152,331	1,443,790	1,789,430	2,200,384	2,690,551	3,277,457	3,983,466
Construction & other investments	715,699	809,314	915,228	1,035,427	1,172,306	1,328,774	1,508,387	1,715,536	1,955,692	2,235,737	571,142
Unit cost	25	22	22	21	22	22	23	24	25	27	20
Salaries as % of recurrent total	65%	73%	74%	75%	76%	77%	78%	79%	80%	81%	82%
Recurrent as % of total	36%	39%	43%	47%	50%	52%	54%	56%	58%	59%	87%
Primary education (public)	10,349,287	9,492,359	10,515,205	11,766,150	12,798,518	14,117,139	15,826,427	17,491,972	19,304,055	21,305,652	22,578,222
Recurrent costs	8,934,696	8,023,759	8,456,749	9,061,181	9,859,189	10,740,064	11,765,621	13,013,458	14,411,671	15,964,208	17,687,181
Construction & other investments	1,414,592	1,468,600	2,058,457	2,704,969	2,939,329	3,377,074	4,060,805	4,478,514	4,892,384	5,341,444	4,891,042
Unit cost	22	20	22	23	24	25	26	27	28	28	28
Salaries as % of recurrent total	64%	76%	76%	76%	76%	76%	76%	76%	76%	75%	75%
Recurrent as % of total	86%	85%	80%	77%	77%	76%	74%	74%	75%	75%	78%
Junior Secondary (public)	3,779,944	3,559,460	4,713,764	6,855,948	10,267,807	15,860,846	24,922,919	39,153,714	61,592,467	97,812,668	158,161,857
Recurrent costs	3,725,393	3,507,539	4,579,563	6,462,695	9,621,238	14,996,190	23,987,459	38,144,387	60,423,172	96,300,490	156,709,569
Construction & other investments	54,551	51,921	134,201	393,253	646,569	864,656	935,460	1,009,327	1,169,295	1,512,179	1,452,288
Unit cost	42	43	60	86	121	167	229	317	444	625	880
Salaries as % of recurrent total	70%	82%	86%	88%	90%	92%	93%	93%	94%	95%	95%
Recurrent as % of total	99%	99%	97%	94%	94%	95%	96%	97%	98%	98%	99%
Senior Secondary (public)	3,713,469	3,365,548	4,319,835	5,464,171	7,138,016	9,550,298	13,578,930	20,265,151	31,659,780	51,135,818	78,846,950
Recurrent costs	3,707,754	3,360,995	4,302,253	5,386,758	6,996,955	9,288,079	13,118,534	19,441,872	30,158,642	48,571,597	77,865,660
Constructions & other investments	5,715	4,553	17,582	77,413	141,062	262,219	460,396	823,278	1,501,138	2,564,221	981,290
Unit cost	58	54	69	92	123	166	225	308	423	580	767
Salaries as % of recurrent total	59%	75%	81%	84%	87%	89%	90%	91%	92%	93%	94%

Recurrent as % of total	100%	100%	100%	99%	98%	97%	97%	96%	95%	95%	99%
Higher education (public)	3,205,789	2,553,098	3,061,410	3,675,567	4,420,163	5,326,969	6,437,938	7,810,317	9,526,250	11,714,243	14,020,231
Recurrent costs	3,132,035	2,532,681	3,034,912	3,640,644	4,373,343	5,262,866	6,347,768	7,678,789	9,324,340	11,379,562	13,982,247
Constructions & other investments	73,753	20,418	26,498	34,923	46,820	64,103	90,171	131,527	201,910	334,681	37,984
Unit cost	171	159	164	171	177	185	193	203	214	228	237
Salaries as % of recurrent total	28%	28%	28%	28%	29%	30%	30%	31%	33%	34%	36%
Recurrent as % of total	98%	99%	99%	99%	99%	99%	99%	98%	98%	97%	100%
Literacy programmes	2,048,425	1,935,701	1,896,520	1,868,780	1,850,506	1,840,239	1,836,875	1,839,575	1,847,695	1,860,734	1,879,794
Recurrent costs	1,774,442	1,887,546	1,847,597	1,819,073	1,800,002	1,788,920	1,784,727	1,786,582	1,793,839	1,805,999	1,822,676
Construction & other investments	273,982	48,156	48,924	49,706	50,505	51,318	52,148	52,994	53,856	54,735	57,118
Unit cost	53	44	42	41	40	39	39	38	38	38	38
Teacher salaries as % of recurrent total	82%	84%	83%	83%	82%	82%	81%	81%	80%	80%	79%
Recurrent as % of total	87%	98%	97%	97%	97%	97%	97%	97%	97%	97%	97%
Total costs	31,407,913	30,162,534	34,608,241	40,721,275	48,643,750	60,118,244	77,503,849	103,118,219	142,381,363	204,457,116	294,896,382
Recurrent costs	27,305,090	25,650,961	29,104,498	33,887,034	40,909,469	51,178,708	67,082,256	91,288,779	128,657,975	188,096,832	283,916,094
Capital costs	4,102,824	4,511,573	5,503,743	6,834,242	7,734,281	8,939,536	10,421,593	11,829,439	13,723,388	16,360,284	10,980,288
-											
Percentage distribution of cost estimates for education by level											
Early childhood care	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pre-primary education	3.7%	4.5%	4.8%	4.9%	4.9%	4.7%	4.3%	3.9%	3.3%	2.7%	1.6%
Primary education (public)	33.7%	32.2%	31.1%	29.6%	26.9%	24.0%	20.8%	17.2%	13.7%	10.5%	7.7%
Nomadic education	2.1%	2.6%	2.6%	2.5%	2.4%	2.2%	2.0%	1.7%	1.4%	1.1%	0.8%
Integrated IQTE education	0.9%	1.2%	1.2%	1.3%	1.3%	1.2%	1.1%	1.0%	0.8%	0.7%	0.5%
Junior Secondary education (public)	12.3%	12.1%	13.9%	17.2%	21.6%	26.9%	32.8%	38.6%	43.8%	48.4%	54.0%
Senior Secondary education (public)	12.1%	11.4%	12.8%	13.7%	15.0%	16.2%	17.8%	20.0%	22.5%	25.3%	26.9%
Science, technical and commercial education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Higher education (public)	12.0%	11.7%	12.0%	12.1%	12.0%	11.5%	10.7%	9.6%	8.4%	7.1%	5.5%
Mass Literacy	6.7%	6.6%	5.6%	4.7%	3.9%	3.1%	2.4%	1.8%	1.3%	0.9%	0.6%
Other non formal programmes	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.0%	0.0%
Continuing education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Cross-cutting expenditures	16.0%	17.2%	15.5%	13.5%	11.7%	9.7%	7.7%	6.0%	4.4%	3.2%	2.3%
Total	99.8%	99.8%	99.8%	99.7%	99.8%	99.8%	99.8%	99.8%	99.9%	99.9%	99.9%
Distribution of cost estimates for education by level (N000)											
Early childhood care	0	0	0	0	0	0	0	0	0	0	0
Preschool education	1,123,611	1,330,376	1,612,864	1,941,483	2,324,637	2,772,563	3,297,816	3,915,920	4,646,243	5,513,194	4,554,608
Primary education (public)	10,349,287	9,492,359	10,515,205	11,766,150	12,798,518	14,117,139	15,826,427	17,491,972	19,304,055	21,305,652	22,578,222
Nomadic education	649,963	770,242	874,831	1,004,653	1,133,152	1,289,743	1,485,697	1,694,989	1,929,631	2,194,385	2,279,288
Integrated IQTE education	285,042	343,259	421,604	513,959	610,145	722,243	859,578	1,009,372	1,177,649	1,367,610	1,328,784
Junior Secondary education (public)	3,779,944	3,559,460	4,713,764	6,855,948	10,267,807	15,860,846	24,922,919	39,153,714	61,592,467	97,812,668	158,161,857
Senior Secondary education (public)	3,713,469	3,365,548	4,319,835	5,464,171	7,138,016	9,550,298	13,578,930	20,265,151	31,659,780	51,135,818	78,846,950
Science, technical and commercial education	0	0	0	0	0	0	0	0	0	0	0
Higher education (public)	3,701,510	3,440,357	4,055,708	4,800,353	5,700,722	6,792,056	8,120,884	9,750,089	11,768,631	14,313,182	16,031,240
Mass Literacy	2,048,425	1,935,701	1,896,520	1,868,780	1,850,506	1,840,239	1,836,875	1,839,575	1,847,695	1,860,734	1,879,794
Other non formal programmes	102,415	97,952	96,836	96,246	96,088	96,296	96,818	97,616	98,661	99,930	101,395
Continuing education	14,118	9,144	9,372	9,676	10,077	10,598	11,274	12,159	13,342	15,015	17,902
Cross-cutting expenditures (MOE)	4,929,952	5,078,469	5,231,474	5,389,100	5,551,490	5,718,787	5,891,141	6,068,705	6,251,637	6,440,101	6,634,264
Cross-cutting expenditures (Other ministries)	0	0	0	0	0	0	0	0	0	0	0
Total	30,755,236	29,492,717	33,831,876	39,810,966	47,596,680	58,903,237	76,083,133	101,477,786	140,495,573	202,295,589	292,684,311
Total State/LGA resources	83,720,071	87,906,075	92,301,379	96,916,448	101,762,270	106,850,384	112,192,903	117,802,548	123,692,675	129,877,309	136,371,175
Public expenditure on education as % of total state expenditure	33.4%	33.7%	34.1%	34.4%	34.7%	35.1%	35.4%	35.7%	36.1%	36.4%	36.7%
Public expenditure on education	27,973,439	29,662,486	31,450,504	33,343,168	35,346,471	37,466,747	39,710,685	42,085,349	44,598,203	47,257,129	50,070,452
Pre-primary education	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%

Primary education	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%
Nomadic education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Integrated IQTE education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Junior Secondary	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%
Senior Secondary	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%
Science, technical and commercial education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Higher	7.2%	7.2%	7.2%	7.2%	7.2%	7.2%	7.2%	7.2%	7.2%	7.2%	7.2%
Other education programmes	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
Other cross-cutting expenditures	5.6%	54.8%	54.8%	54.8%	54.8%	54.8%	54.8%	54.8%	54.8%	54.8%	54.8%

Source: Jigawa State simulation model

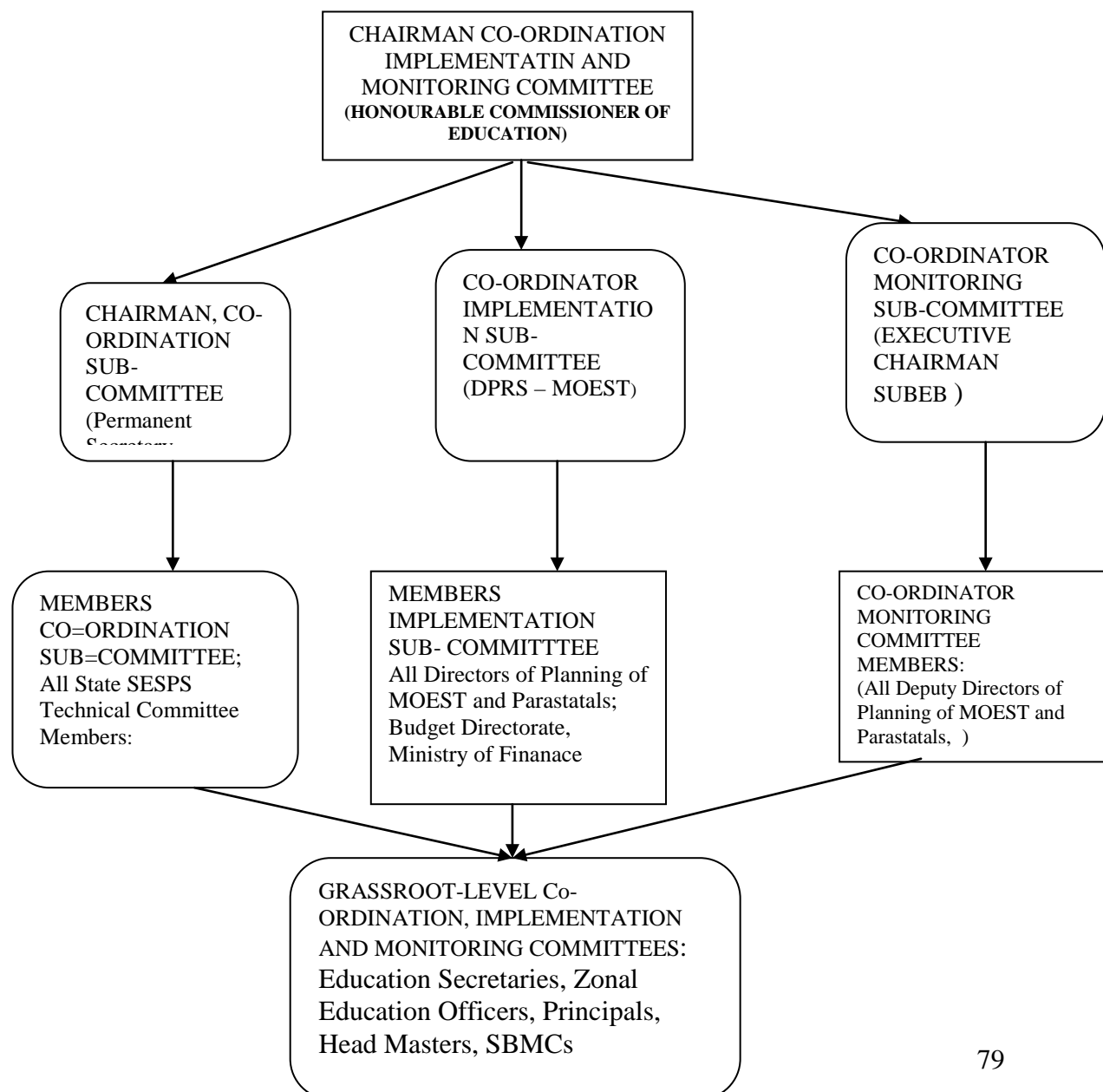
4.2 Implementation and Coordination

The implementation of SESP over the ten-year period will require full mobilisation of all available resources and high sense of commitment on the part of the education managers to ensure proper supervision and constant monitoring for the desired results to materialize.

Therefore, a structure needs to be set up to ensure timely implementation and proper co-ordination by responsible agencies. The structure to be setup is in form of a committee directly under the chairmanship of the Honourable Commissioner of Education. The composition of the committee cuts across all Parastatals of the Ministry, Local Education Authorities down to school level as indicated in the following Organogramme. The committee should have the following term of reference:

- Formulation of policy guidelines for successful execution of SESP in the state.
- Provide political support to ensure discharge of responsibility in terms of logistic and funding.
- Mobilise stakeholders to support and participate in the implementation and coordination.

ORGANIZATIONAL STRUCTURE FOR THE IMPLEMENTATION OF SESP / SESOP IN JIGAWA STATE



4.3 The implementation of SESP entails implications which implied gains and challenges

Some of the implications for the implementation of SESP in Jigawa State include the following :

- i. Involment of other MDAs outside the education circle to provide a multisectoral appraoach towards solving educational problems in the state.
- ii. Provision of incentives to motivate and induce committment and support from stakeholders for growth and development of education to meet various educational policies (e.g. Vision 2020, EFA etc).
- iii. Provide sense of direction for policy makers and management of education in the state.
- iv. Improves standard of education in the state which in turn increases educational development generally.
- v. It attracts national and international development partners in the state which willpromote quality of teaching and learning.

4.4 RISKS AND CHALLENGES OF IMPLEMENTING SESP

There are many risks and challenges that are bound to inhibit the implementation of SESP in Jigawa state. These can be classified as general and objectives specified

- Fear of inadequate funding and low political will on the importance of the continuation of the SESP implementation by the incoming government before the ending of the target year.
- Continued apathy of parents towards western education and rapid increasing rate of primary and Junior Secondary school age children who are out of school create enormous pressures and constraints in expanding equitable access to Basic Education.
- Fear of full sustainability of the programme due to the ESSPIN expiring period of supporting the programme. Government may decide to adjust the plan for funding reasons.
- Low private sector participation: the contribution of private sector to the educational pursuit of the state is very negligible. This leads to overwhelming dependence on the limited resources at the disposal of government amidst other competing demands.
- Fear of scarcity of qualified science teachers more especially at basic and secondary school level. The number of the qualified science teachers the State College of education is producing is negligible compared to the state need.

1. Favourable Climatic Conditions : Jigawa State is characterized by seasonal rainfalls which are associated with windstorms that damage school buildings. This constitute unforeseen expenses.

2. Funding : This is perhaps the most serious challenge for the smooth implementation of SESP in the state considering the huge financial implication of the plan, on one hand and the fact the state relies on Federal Allocations for over 95% of its finances, on the other hand.

Any shortfall in the Federal Allocation is therefore bound to have serious repercussion on the available resources to implement SESP.

3. Inflation : closely tied to funding is inflation of market prices of goods and services required to implement the plan. The prices of building materials, for example have under gone dramatic increases over the years and the tendency for further increase is eminent.

4. ICT Deficit : Majority of the key officers in the implementation of SESP are deficient ICT manipulation that will ease analysis of input, output and outcomes to ascertain attainment of objectives.

4.5 CONSTRAINTS AND CHALLENGES IN ACHIEVING THE DESIRED OBJECTIVES

The following are the major constraints to the delivery of Educational Services in the State in achieving the desired objectives:

Policy Objective 1: Improving Access and Expanding Opportunities.

- Low income among parents or Stakeholders. This leads to inability of parents to meet the educational needs of their children. This also, along with other socio-cultural factors, act as constraints in raising enrolment and decreasing transition rates as parents would rather have their children go to farms and/or attend to some chores than to be in schools.
- The high and increasing population of primary and Junior Secondary school age children who are out of school create enormous pressures and constraints in expanding equitable access to Basic Education.
- Gender disparity in education has been found to be the disadvantage of girl-child education in both primary and secondary enrolment. This coupled with the shortage of female teachers at pre-primary, primary and senior secondary schools who could serve as role models or facilitate girls' attendance, retention, completion and learning outcomes constitutes hindrance to achieving the objective on access.
- There are problems of inadequate sanitation facilities and water supplies. As a result, many children are unable to have adequate learning access due to lack of these facilities.
- Distance and difficult terrain. Villages are scattered and schools be located to about three kilometre distance which often prevent parents from allowing their children to attend such schools. Thus, neighbourhood schools that are supposed to cater for such children are not available due to inadequate funds.
- Religion beliefs and ignorance of value of education. A cursory look at the trend of low enrolment shows that parents religion beliefs that education is associated to changing children religious faith constitutes to apathy to enrolment. Low enrolment is more prevalent in Muslim dominated areas than other religions.
- Ignorance on the value of education by parents. Similarly, increasing rate of unemployment serve as disincentive to children enrolment or completion.

Policy Objective 2: Ensuring Quality and Relevance of Education Provision

- Shortage of qualified teachers in both the required quantity and quality, especially at basic education level. This particularly affects the Sciences, Technical subjects and English Language.
- In terms of number of teachers, gender disparity appears to be worse in that only 10% of the teachers in all primary schools in the state are females. In the Junior secondary schools female teachers constitute 5% of the Teaching staff while 8% of the Teachers in Senior Secondary Schools are females.
- Quality of learning outcomes is a big challenge. Studies have found that learning achievements in literacy, numeracy and life skills is relatively low compared to some states or national achievement.
- Shortage of provision of instructional materials to facilitate teaching and learning.
- Prevalence of unconducive learning environment in schools.
- Inadequate quality control of teaching learning processes by school heads and quality assurance officers.
- Insufficient modern quality assurance skills by school inspectors and supervisors.

Policy Objective 3: Improving Educational Planning and Management (PME)

- Non-challant attitude of planning officers and managers towards discharging their duties: this leads to falsification of data at all levels of education.
- Low capacity of planning officers on data management: manipulation of data based soft ware become difficult for the incapacitated planning officers, thus unreliable information is established. Low planning skills of education planners.
- Low capacity of education data management officers.
- Insufficient ICT facilities for data management.

Policy Objective 4: Ensuring Sustainable Funding and Improved Financial Management.

- Limited resources. This incapacitates government from meeting the ever increasing educational needs of the populace
- Low private sector participation: the contribution of private sector to the educational pursuit of the state is very negligible. This leads to overwhelming dependence on the limited resources at the disposal government amidst other competing demands.
- General poverty level of parents limits parents contributions through private costs, contributions by PTA, individual philanthropists, etc.

4.6 MITIGATION OF RISKS, CHALLENGES AND CONSTRAINTS

- Enactment of law for the implementation of SESP in the state. The implementation of the SESP to the target year needs to have legislative backing to ensure the continuity of funding and other supports by the government to the target periods.
- Involvement of private sector in educational service delivery: the contribution of private sector to the educational pursuit of the state is very important. This allows the government to attain other competing demands.

- Priority on science courses: This makes Jigawa State College of Education to adjust mode of admission to science studies and recruit more qualified science teachers.

STRATEGIES

- Advocacy/sensitization to House of Assembly members on the enforcement of a law on the implementation of SESP in the state.
- Meeting with private partners for collaborative agreement on educational service delivery.
- Provision of science biased infrastructures, equipment and other materials to the State college of education to facilitate science studies.

PRIVATE SCHOOL PROPRIETORS

Expectations from the private schools proprietors

In ensuring the objective of improving access to school is achieved, the private school service providers will be expected to:

- Contribute towards development of education in Jigawa state.
- Facilitate in promoting hygiene and sanitation in schools.
- Spread private schools to the rural areas and make the schools fees affordable to the children of the poor in the state.

On the part of the government, necessary support will be given to the private service providers in the following areas:

- Tax relief for proprietors.
- Provision of land at subsidise cost or free of charge.
- Encouragement of communities to build and own schools.
- Render termly monitoring services to their schools for quality assurance and involve them to attain achievements and standard at their schools or organizations.

In order to address the challenges of achieving the objectives of the SESP, the contributions of the stakeholders will be harnessed and improved upon.

Objective 1: Improving Access and Expanding Opportunities.

Philanthropists

Philanthropists either individual or group will be encouraged by SMOE and SUBEB through commendations and advocacy to:

- Increase provision of school uniforms to enhance access to school
- Intensify efforts in provision of classrooms, repairs of classrooms, provision of toilets, learning aids, portable water, etc.
- Provision of access roads/repair of access roads to schools.

Non Governmental Organisations (NGOs)

- **Promote** hygiene and sanitation activities in schools to increase enrolment, attendance and retention especially for girls.

Banks

- Renovate of classrooms to improve pupils/class ratio
- Supplement government effort in providing additional infrastructure and
- Supply of generator, etc.
- Provision of scholarships and sponsorships to deserving pupils and students.

Ministry of Water Resources

- Provide water and sanitation facilities in schools to encourage hygienic habits and boost enrolment and attendance.

Ministry of Women Affairs

- Improve enrolment and retention, through facilitating annual children's day.
- Sponsor children parliament to encourage social interaction.
- Provision of sponsorship to orphans and vulnerable children.
- Organise advocacy on importance of education to women and girls.
- Collaborate with other women organisations such as FOMWAN in organising enrolment drive campaign.

Ministry of Health

- Provide free health services in schools to enhance access and retention to school.
- Organise health talks in schools.

Ministry of Environment

- Support in Erosion and desertification control in schools to provide good learning environment.
- Support in environmental protection of schools and planting of plants to make schools conducive.

Ministry of Information

- Support in enrolment awareness campaign through print and non print media to increase enrolment.
- Promote education programmes regularly.
- Provide information during emergencies such as flood, windstorm and communal conflicts

Universal Basic Education Commission

- Provide more instructional materials, new physical infrastructures and renovate existing infrastructures to increase access to school.
- Provide Self help projects funds for physical structures to increase conducive learning environment.

- Provide Special education funds to cater for the education of children with special needs to increase access to schools for the physically challenged Children.
- Support Integrate Qur'an and Tsangaya Education to increase access to school for Almajiri.

Community Based Organisations (CBOs)

- Aid enrolment in schools through enlightenment to their communities.
- Provide support to schools in areas of funding, renovation of schools, maintenance of roads leading to schools, etc.

Education Task Funds (ETF)

- Construct classroom blocks, library, laboratories, and toilet blocks in schools to improve learning condition.
- Supply of furniture to create conducive atmosphere.
- Provide equipped science laboratories to schools.

Japanese International Children Aids (JICA)

- Encourage JICA to increase support for education in the state to:
- Supply more science equipments to promote science activities in schools.
- Provide instructional materials.

United Nation Children Education Funds (UNICEF)

- Promote hygiene and sanitation in schools and Supply of instructional materials to encourage enrolment in schools.
- Provide support to schools during emergencies.

ESPIN

- Give more financial assistance to children through conditional cash transfer programme to encourage more children to enrol and complete basic education.
- Increase provision of incentives such as uniforms and other relevant materials to aid enrolment and retention rate particularly girls.

Objective 2: Ensuring Quality and Relevance of Education Provision

Non Governmental Organisations (NGOs)

- Support the conduct of SBMC Trainings in promoting effective learning activities in schools.

Community Based Organisations (CBOs)

- Provide Voluntary services in schools to enhance quality education, and
- Text books (Instructional materials) to support learning

Universal Basic Education Commission

- Support conduct of trainings for teachers to promote effective teaching and learning activities in schools.

- Coordinate Federal Teacher Scheme to enhance teaching and learning in schools.
- Increase monitoring of primary schools by school inspectors at LGEAs and SUBEB.

Japanese International Children Aids (JICA)

- Increase in support for the conduct of training on Strengthen Mathematics and Science Education (SMASE) for science teachers to improve teaching of science and mathematics in schools.

United Nation Children’s Funds (UNICEF)

- Capacity building of teachers and school managers on pedagogy and leadership to facilitate learning and teaching activities.

Education Task Funds (ETF)

- Provide Library materials to facilitate teaching and learning activities in schools.
- ESPIN**
- Increase training of SBMC members to enhance their partnership in school management.
 - Increase training of school heads in school management.

Objective 3: Improving Educational Planning and Management (PME)

Directorate of Budget and Economic Planning

- Provide training of PRS personnel to build capacity of officers for good planning and management.

Education Task Funds (ETF)

- Provide computer sets to promote data management.

UNICEF

- Fund and facilitate training of EMIS personnel to make them more efficient in data analysis, storage and retrieval.

DFID/ESSPIN

- Fund and facilitate Education Planning and review processes.
- Provide capacity building of education planners and managers to enhance their efficiency.
- Provide technical support in developing MTSS.

World Bank

- Facilitate the development of Global Partnership for Education documents and process to increase service delivery to education.

Objective 4: Ensure Sustainable Funding and Improved Financial.

Directorate of Budget and Economic Planning

- Support in the annual review of Medium Term Sector Strategy (MTSS) to assess achievements of the MTSS implementation.

- Provide professional advice on Budget implementation to increase efficiencies of the officers on budget planning

Philanthropists

- Provide land for the establishment of more additional schools to sustain government responsibility to the community.
- Provide donations to schools and individuals.

Community Based Organisations (CBOs)

- Manage community schools (primary and Islamiyyah) education privately to reduce burden on government for the community.

4.7 EXPECTATIONS FROM JIGAWA STATE COLLEGE OF EDUCATION

In ensuring the objective of Quality and Relevance of Education Provision in the state, the activities of Jigawa State college of Education need to be adjusted for vital reforms in order to meet the teacher needs and safeguard the quality of education service delivery to accommodate students' flows, after post basic education for the consideration of alternative modes of providing educational services at the college. Another focus area the college should look at is about the increasing proportion of the students that will be admitted in the area of priority especially science and technical, see the table below:

Year	Base line Data		Projected data per Simulation Model								
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Male	2,872	3,217	3,604	4,038	4,524	5,068	5,677	6,360	7,125	7,982	8,942
Female	1,861	2,131	2,440	2,794	3,200	3,664	4,196	4,805	5,502	6,300	7,215

Source: State MOEST and Simulation Model

In this regard the college is expected to:

Ensure increase in the number of qualified teachers graduating from College, from the base line of 2,539 in 2012 to 9,521 by 2022.

- Increase students admission into the college in the following areas:
 - ✚ Languages from 21% and 38% (baseline in 2012) to 38% and 40% by 2022 for male and female respectively.
 - ✚ Science from 23% and 17% (baseline in 2012) to 40% and 25% by 2022 for male and female respectively.
 - ✚ Vocational and Technical Education from 7% and 1% (baseline in 2022) to 20% and 5% by 2016 for male and female respectively.
 - ✚ Art/Social Sc. & from 43% and 43% (baseline in 2012) to 43% and 43% by 2022 for male and female respectively

- Ensure recruitment of more lecturers to meet the increasing and moreover to enhance quality learning.
- Expand the capacity of teachers to meet the increase of students flow
- Increase the number of admission of persons with special needs
- Initiate courses to meet the state' future teacher needs.
- Supply facilities and equipment for persons with special needs.
- Provide adequate language labs, science laboratories and libraries, to facilitate teaching and learning process.
- Provide instructional materials that will prepare the mind of student teachers on the new method of teaching (e.g. charts, diagrams, pictures, drawings, maps, etc) of English, Hausa, French, Mathematics and Sciences.
- Supply new devices to support teaching and learning process such as projectors, computers, TV sets, cameras, DVD, CDs, Radio and other relevant materials for teaching of Hausa, English, French, Mathematics and Sciences.
- Supply of consumable teaching and learning materials for Science, languages and equipments for technical education to enhance quality teacher production.

4.8 FUNCTIONS OF STATE EDUCATIONALS INSPECTORATE AND MONITORING UNIT (SEIMU) FOR QUALITY STANDARD

Quality Assurance in school is an approach of assessing quality standard of education of the state in term of many variables available for teaching and learning, the state government regards this aspect of quality process as an important aspect in measuring the quality of education. State Educational Inspectorate and Monitoring Unit which was formally under the Governor's office is now a full autonomous Inspectorate body under the ministry of education, science and technology with a view to improving monitoring of teaching/learning activities as well the supervision of on-going projects in schools. The unit is fully equipped to enable it discharge its responsibilities efficiently. The existence of the Unit (SEIMU) is responsible for quality assurance in basic and post basic institutions, this lead to teacher's attitudinal change in punctuality, lesson preparedness, and implementation of curriculum, class work and home work to students in almost all the schools in State.

The unit works harmoniously with Jigawa Educational Resource Department (JERD), State Universal Basic Education Board (SUBEB) and other quality assurance officers in the 9 zonal inspectorate offices within the state, institutionalising the framework of collaboration to ensure that good sustainable school monitoring and evaluation is maintained for planning and policy decision making.

The nine (9) zonal inspectorates are also responsible for the payment of teacher's salaries, supervision of examinations and carry out a host of other activities that were hitherto the sole responsibility of the headquarter, this measure will further enhance decentralization and devolution of educational administration in the state.

The unit undertakes capacity building of quality assurance officers/stakeholders:

- ✚ Inspectors at SUBEB,
- ✚ Zonal officers
- ✚ Local Government Education Authorities (LGEAs),
- ✚ Principals and Head teachers
- ✚ Parent Teachers Association (PTA), and

School Based Management Committees (SBMC)

Reports and activities of the unit are properly kept, stored for dissemination to stakeholders and authorities for action and utilisation in the production of quality assurance evaluation report which is prepared quarterly and annually. The feedbacks from the agency will be useful in tracking progress in the basic and post basic institutions with a view to enhancing quality and transparency in the education sub-sector.

The unit monitors preparation and implementation of School Development Plan (SDP) and offers professional advice to school heads. This serves as check on abuse of funds apart from guidance for judicious utilisation of funds (small school grants).

4.9 ROLES OF FEDERAL MINISTRY OF EDUCATION IN IMPLEMENTATION OF SESP

Nigeria achieved independence from the United Kingdom in 1960. The current administrative system is divided into the Federal Capital Territory and 36 states with 774 local governments. Nigeria is playing many roles for the sustainability and survival of the lives of its people. But taking Education sector in particular, the management of education in Nigeria is based on federal system, so that while basic educational policy regarding structure, curriculum and school year is centrally determined, some powers over educational delivery are devolved to state and local government. The major roles of the Federal government towards Educational service delivery include:-

- Formulating a national policy on education.
- Collecting and collating data for purposes of educational planning and financing
- Maintaining uniform standards of education throughout the country.
- Controlling the quality of education in the country through the supervisory role of the Inspectorate Services Department within the Ministry.
- Harmonizing educational policies and procedures of all the states of the federation through the instrumentality of the National Council on Education.
- Effecting co-operation in educational matters on an international scale.
- Developing curricula and syllabuses at the national level in conjunction with other bodies.

Apart from the major roles, the Federal Ministry of Education owns and runs twenty-five universities, thirteen polytechnics, fifteen technical colleges, twenty colleges of education and sixty-six secondary schools. The remaining tertiary institutions are owned and funded by state governments, while other secondary schools are owned and funded by state governments, communities and private organisations. The administration and management of state government-owned secondary schools falls under the remit of state Ministries of Education. The administration of public primary schools falls under the local education authorities.

4.10 Cost and Financial Implications

Education Simulations

In light of the findings of the sector diagnosis, a finance simulation modelling exercise was carried out to support strategic planning in the education sector. After the initial situation analysis of the education sector in the baseline year, the simulation model was used to simulate two scenarios, with varying targets for service delivery and educational outcomes, and showing the corresponding cost and financing implications.

The first scenario, also called “baseline” scenario, was based on the policy objectives and targets delineated in the initial *Jigawa 10-Year Education Strategic Plan (SESP): 2009 – 2018* to assess the feasibility of this plan. The second scenario was developed to assess the applicability of some EFA benchmarks, in support of the State Government policy through to 2015, the year by which the EFA goals should be achieved, according to the commitment of the international community. These two scenarios were used to assess the desirability and viability of some policy objectives and options a(see Annex 3 for the consensus Scenarios).

The scenario selected by the state is explained below, together with some of the options and targets. In estimating the resource requirements and financing gaps, the following assumptions were made:

- The average annual increase of National GDP will be 4%
- State and LGA revenues (Federation Account, VAT, etc.) will increase, on average, by 5% annually
- Increase of the education budget as % of total State government expenditure from 23.3% in 2006 to 25% in 2015; LGAs’ expenditure on education will change from 33.6% in 2006 to 25% in 2015
- The share of recurrent budget in State and LGAs educational expenditures will increase from 40% in 2006 to 60% by 2011 and to 70% by 2019.

The following paragraphs describe the assumptions made within each subsector to derive the resource and cost implications, as well as the financing gaps.

Pre-primary education will expand from GER of 18% (2011/12) to 58% in 2021/22 for the children of age 4-5. Enrolments in public and private schools.

In primary education, the gross intake rate (GIR) into Grade 1 will increase from 53% (2012) to 75% by 2022. The same will occur with the GER in public schools that will be increasing very quickly from 55% in 2012 to 75% (2022).. The flow (promotion, repetition and dropout) rates will be improved (promotion rate raised to 95% and repetition rate lowered to 3%), and the average pupil/teacher ratio and class size reduced to 40 and 40 respectively by 2022.

The ratio of qualified teachers is expected to improve from 59% (2012) to 62% by 2022; the proportion of female teachers will increase to 20% as a means of narrowing down the gender disparity in enrolment. As regards the textbooks, the state policy is to provide the textbooks for four core subjects free of charge, with a life span of three years by 2016. The percentage of double shifting classes will decrease to 0%.

In junior secondary education, the transition rate into JS1 will reach 68% by 2022. 17% of pupils will register in Science and Technical education by 2022. Public schools will account for around 55% of total enrolment by 2022 while private education will account for 5% of total enrolment. The repetition and dropout rates are assumed to reach 1% each by 2022. The number of weekly teaching periods will be maintained at 24 by 2022 and these are maintained afterwards. The average class size will reach 40 by 2022. The ratio of qualified teachers will increase from 78% in 2012 to 90% by 2022. The share of female teachers will increase from

6 to 10%. The core textbook/pupil ratio would follow the same pattern as in primary. The proportion of double shift will be around 2% by 2022.

In senior secondary education (including science and TVET sub-sector), the transition rate into SS1 of 90% through 2022 (80% in general secondary schools and 10% in Science and Technical Education). While no technical and commercial education was provided by the private sector in 2012, its contribution will be encouraged to cater for 25% of registration by 2022. The share of the private sector in terms of GER (including general and technical) will increase from 1% in 2012 to 2% in 2022 while public education will account for 46% of GER by 2022. The repetition and dropout rates will be reduced to 1% each respectively; the number of weekly learning and teaching periods will be 30 each by 2022. The average class size will decrease from 69 to 40 in general schools and from 51 to 40 in technical and commercial ones. The ratio of qualified teachers in general education will increase from 80 to 95% and the proportion of female teachers will increase from 5 to 7% by 2022. As for technical and commercial education, the proportion of qualified teachers will increase from 20% to 38%, and the proportion of female teachers from 8% to 21%.

Higher education (state institutions) gross enrolment ratio will improve from 4% (2012) to 10% in 2022. The student/teacher ratio will be harmonized to 70:1 in all institutions, excluding College of Nurse where it will increase from a 2:1 to 20:1.

Teacher wages are assumed to increase incrementally by 3% each year. NFE teacher allowances will be increased as well. At all levels (including higher education), the classroom renovation cost is set to an equivalent of 45% of the cost for a new classroom construction, meaning that if all renovation costs were used for complete reconstructions, 45% equivalent of all existing classrooms would be renewed each year. For other unit costs, please refer to (table 12 on costs).

Table 6.3 cost requirements and funding gaps by government tier, 2012 -2020 (000 Naira)

	BASELINE	PROJECTION RESULTS									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FUNDING GAPS PER GOVERNMENT TIER											
LGAs											
LGA revenue for education	12,498,290	13,278,406	14,105,289	14,981,664	15,910,413	16,894,583	17,937,394	19,042,250	20,212,748	21,452,689	22,766,094
Recurrent	12,498,290	13,278,406	14,105,289	14,981,664	15,910,413	16,894,583	17,937,394	19,042,250	20,212,748	21,452,689	22,766,094
Capital	0	0	0	0	0	0	0	0	0	0	0
Cost requirements for education											
Pre-primary education	401,831	513,722	682,441	876,799	1,101,001	1,360,099	1,671,854	2,041,880	2,482,537	3,009,412	3,443,061
Recurrent	387,517	484,587	634,849	806,390	1,002,528	1,227,221	1,521,015	1,870,326	2,286,968	2,785,839	3,385,946
Capital	14,314	29,135	47,592	70,409	98,474	132,877	150,839	171,554	195,569	223,574	57,114
Primary education	8,516,253	7,514,965	7,802,681	8,248,389	8,824,398	9,466,762	10,406,858	11,509,290	12,739,159	14,103,721	15,523,208
Recurrent	8,487,961	7,462,096	7,695,641	8,064,451	8,577,495	9,129,055	10,000,778	11,061,439	12,249,920	13,569,577	15,034,104
Capital	28,292	52,870	107,040	183,938	246,904	337,707	406,081	447,851	489,238	534,144	489,104
Total	8,918,084	8,028,688	8,485,122	9,125,187	9,925,400	10,826,861	12,078,713	13,551,170	15,221,696	17,113,134	18,966,268
Recurrent	8,875,478	7,946,683	8,330,490	8,870,840	9,580,022	10,356,276	11,521,793	12,931,765	14,536,889	16,355,415	18,420,050
Capital	42,606	82,005	154,632	254,347	345,377	470,585	556,919	619,405	684,808	757,718	546,218
Approximate share of LGAs (primary & pre-primary)	78%	74%	70%	67%	66%	64%	63%	63%	64%	64%	70%
Recurrent	95%	93%	91%	89%	87%	85%	85%	85%	85%	85%	85%
Capital	2%	4%	5%	7%	8%	10%	10%	10%	10%	10%	10%
State Government											
State Government revenue for education	15,475,150	16,384,080	17,345,215	18,361,503	19,436,058	20,572,164	21,773,290	23,043,099	24,385,456	25,804,440	27,304,359
Recurrent	8,873,487	9,438,248	10,038,05	10,675,04	11,351,46	12,069,71	12,832,32	13,641,992	14,501,554	15,414,030	16,382,615

			6	1	3	3	7				
Capital	6,601,662	6,945,832	7,307,159	7,686,462	8,084,595	8,502,451	8,940,963	9,401,107	9,883,901	10,390,410	10,921,744
Cost requirements for education	22,489,829	22,133,846	26,123,119	31,596,088	38,718,350	49,291,383	65,425,136	89,567,048	127,159,667	187,343,983	275,930,113
Recurrent	18,429,612	17,704,278	20,774,008	25,016,194	31,329,447	40,822,432	55,560,463	78,357,014	114,121,087	171,741,416	265,496,044
Capital	4,060,218	4,429,568	5,349,111	6,579,895	7,388,903	8,468,951	9,864,674	11,210,034	13,038,581	15,602,566	10,434,070
Financing Gaps (+ gap - surplus)											
LGAs	-3,580,206	-5,249,719	5,620,167	5,856,477	5,985,014	6,067,723	5,858,682	-5,491,079	-4,991,051	-4,339,556	-3,799,825
Recurrent	-3,622,812	-5,331,723	5,774,799	6,110,824	6,330,391	6,538,307	6,415,601	-6,110,484	-5,675,859	-5,097,274	-4,346,043
Capital	42,606	82,005	154,632	254,347	345,377	470,585	556,919	619,405	684,808	757,718	546,218
State Government	7,014,680	5,749,766	8,777,904	13,234,585	19,282,292	28,719,219	43,651,846	66,523,949	102,774,211	161,539,543	248,625,754
Recurrent	9,556,124	8,266,030	10,735,952	14,341,152	19,977,984	28,752,719	42,728,136	64,715,022	99,619,532	156,327,386	249,113,428
Capital	-2,541,444	-2,516,264	1,958,048	1,106,568	-695,692	-33,500	923,710	1,808,927	3,154,679	5,212,157	-487,674
Total	3,434,474	500,048	3,157,737	7,378,108	13,297,279	22,651,496	37,793,164	61,032,870	97,783,160	157,199,987	244,825,929
Recurrent	5,933,313	2,934,307	4,961,153	8,230,328	13,647,593	22,214,412	36,312,535	58,604,537	93,943,673	151,230,112	244,767,385
Capital	-2,498,839	-2,434,259	1,803,417	-852,221	-350,315	437,085	1,480,629	2,428,332	3,839,487	5,969,875	58,545
FUNDING GAPS (CUMMULATIVE PER STATE)											
Total Resources	27,973,439	29,662,486	31,450,504	33,343,168	35,346,471	37,466,747	39,710,685	42,085,349	44,598,203	47,257,129	50,070,452
Recurrent costs	21,371,777	22,716,654	24,143,345	25,656,705	27,261,875	28,964,296	30,769,721	32,684,242	34,714,302	36,866,720	39,148,709
Capital costs	6,601,662	6,945,832	7,307,159	7,686,462	8,084,595	8,502,451	8,940,963	9,401,107	9,883,901	10,390,410	10,921,744
Total Requirements	31,407,913	30,162,534	34,608,241	40,721,275	48,643,750	60,118,244	77,503,849	103,118,219	142,381,363	204,457,116	294,896,382
Recurrent costs	27,305,090	25,650,961	29,104,498	33,887,034	40,909,469	51,178,708	67,082,256	91,288,779	128,657,975	188,096,832	283,916,094
Capital costs	4,102,824	4,511,573	5,503,743	6,834,242	7,734,281	8,939,536	10,421,593	11,829,439	13,723,388	16,360,284	10,980,288
Financing gaps in %	9.9%	-0.6%	7.6%	19.4%	34.7%	57.2%	91.6%	141.1%	215.0%	328.1%	484.5%

Recurrent costs	27.8%	12.9%	20.5%	32.1%	50.1%	76.7%	118.0%	179.3%	270.6%	410.2%	625.2%
Capital costs	-37.9%	-35.0%	-24.7%	-11.1%	-4.3%	5.1%	16.6%	25.8%	38.8%	57.5%	0.5%

Source: Jigawa State simulation model

The funding gap could be bridged in the short term. Each rolling SESOP will have to make tough decisions about priorities in relation to policies and the availability of financial and human resources. The first option to narrow the funding gaps could be by increasing allocations to education and/or reducing some costs. Inviting international development partners and local communities to provide increased support to the sector could be another option. Definitely, there is need for increased contribution of the private sector to educational development.

ANNEXES

Annex A: State Education Statistics

Table 1: Equitable Access

Indicators	Baseline Data 2012		Baseline in % as Cal on EPSSim		Target 2022	
	All	Female	All	Female	All	Female
Enrolment and Gross Enrolment rates in the Public schools						
ECCD GER	45,233	21,977	18%	13%	58%	49%
Primary GER	475,035	200,173	55%	48%	99%	97%
JSS GER	89,286	37,761	26%	22%	86%	90%
SSS GER	71,336	15,995	23%	10%	72%	75%
Completion rates						
Primary gross completion rate	38,834	27,567	94%	88%	98%	98%
JSS/Basic gross completion rate	16,531	12,769	94%	93%	96%	57%
SSS gross completion rate	15,858	3,179	95%	93%	97%	98%
Registration rates						
Primary gross intake rate	87,708	33,394	53%	42%	57%	49%
Registration rate JS1	23,476	8,908	37%	36%	50%	49%
Registration rate SS1	20,203	3,840	67%	32%	65%	38%
Reg. Science, Technical and Vocational (SS)	2,115	679	8%	6%	9%	8%
Reg. Private (SS)	132	22	0.6%	0.2%	2%	2%
% of pupils in Nomadic Schools (Primary)	4,573	1,803	3%	2%	6%	6%
% of pupils in integrated Islammiya Schools (Primary)	3,328	2,404	2%	3%	4%	8%
% of Students in private sector per level						
Primary	16,419	7,506	3.2%	3.4%	4%	4%
JSS	1,958	792	2.2%	2.1%	2%	2%
SSS	498	179	0.8%	1.1%	0.4%	0.3%
No of students in Adult Education Programme	38,901	2,316	1.35%	0.25%	1%	1%
Qur'anic	153,776	21,860	5.6%	2.3%	2%	0%
Tertialy instituonss						
College of Education, Gumel	2872	1861	1.77%	0.87%	52%	57%
Jigawa State Polytechnic, Dutse	1243	127	0.77%	0.06%	100%	100%
Binyaminu Usman College of Agriculture, Hadejia	1532	95	0.95%	0.04%	22%	6%
College of Islamic Legal Studies, Ringim	2668	1438	1.65%	0.67%	54%	87%
Informatics Institute, Kazaure	1,478	91	0.91%	0.04%	20%	6%
Jigawa College of Arts, Science & Remedial Studies	482	33	0.30%	0.02%	6%	2%

Table 2: **Quality and Efficiency of Education Services Delivery**

Indicators	Baseline Data 2012	Baseline in % as Cal	Target 2022
Student Learning Outcomes			
% of pupils passing primary leaving exam	N/A	N/A	95%
% of students achieving 5 credits at JSCE	N/A	N/A	
% of students achieving 5 credits (including English and Mathematics) at SSCE (NECO)	5,547	33%	63%
% of students achieving 5 credits (including English and Mathematics) at SSCE (WAEC)	3,570	22%	44%
Instructional Hours and Teachers Loads			
Average pupils' instructional hours per week (Primary)	25 hrs	25 hrs	25 hrs
Average students' instructional hours per week (JSS)	30hrs	30hrs	30hrs
Average students' instructional hours per week (SSS)	30hrs	30hrs	30hrs
Annual instructional hours for pupils			
Primary	1275 hrs	1275 hrs	1275 hrs
JSS	1530 hrs	1530 hrs	1530 hrs
SSS	1530 hrs	1530 hrs	1530 hrs
Average teachers' teaching load per week (hours)			
Primary	48.6 hrs	48.6 hrs	70 hrs
JSS	54 hrs	54 hrs	135 hrs
SSS	54 hrs	54 hrs	135 hrs
% of Qualified Teachers			
Primary	6,593	79%	85%
JSS	3,172	28%	30%
SSS	2,423	24%	40%
Pupil-Teacher Ratio			
Pupil –Qualified Teacher Ratio (Primary)	6,593	79%	89%
Pupil-Teacher Ratio (Primary)	13,143	45%	60%
Student-Qualified Teacher Ratio (JSS)	3,172	28%	30%
Student- Teacher Ratio (JSS)	3,773	24%	40%
Student-Qualified Teacher Ratio (SSS)	2,423	24%	40%
Student-Teacher Ratio (SSS)	2,624	22%	40%
Pupil-Textbook Ratio			
Pupil Core Textbook Ratio (Primary)	0.6	60%	70%
Student Core Textbook Ratio (JSS)	0.8	80%	85%
Student Core Textbook Ratio (SSS)	0.9	90%	100%

Table 3 : Domestic Resource Mobilization - Financing, Resources and Distribution of Education Budget

Indicator	Baseline 2012	Baseline 2012 in %	Target 2022	%
Domestic Resource Mobilization				
Education % share of consolidated resource available at State level (Federal contribution +State + Local Government)	30,755,236	33.40%	50,070,452	72%

Financing Arrangements				
- State level (Education share of State Budget)	15,475,149.60	29.50%	27,304,358	73%
- Local level (Education share of State Budget)	12,498,289.70	39.90%	22,766,094	85%
Education Sub-sectoral budget share from State Budget				
Preschool education	1,123,611	3.7%	4,554,608	1.6%
Primary education (public)	10,349,287	33.7%	22,578,222	7.7%
Nomadic education	649,963	2.1%	2,279,288	0.8%
Integrated IQTE education	285,042	0.9%	1,328,784	0.5%
SENs	57,500	0.2%	270,006	0.1%
Junior Secondary education (public)	3,779,944	12.3%	158,161,857	54.0%
Senior Secondary education (public)	3,713,469	12.1%	78,846,950	26.9%
Higher education (public)	3,701,510	12.0%	16,031,240	5.5%
Mass Literacy	2,048,425	6.7%	1,879,794	0.6%
Other non formal programmes	102,415	0.3%	101,395	0.0%
Continuing education	14,118	0.0%	17,902	0.0%
Cross-cutting expenditures (MOE)	4,929,952	16.0%	6,634,264	2.3%
Total	30,755,236	100.0%	292,684,311	100.0%

Source: Jigawa State Budget 2012 & Simulation Model

A.2 SUMMARY OF EDUCATION SECTOR STATISTICS: 2011/2012

Table 1: Type and Number of Educational Institutions below the Tertiary Level.

S/N	TYPE	PUBLIC	PRIVATE	TOTAL
1	ECCD	422	101	523
2	Primary	1,918	101	2,019
3	JSS	355	13	368
4	SSS	129	5	134
5	Non-Formal Education (NFE)	72	-	72
6	NFE(Unicef-Assiste-60-Girl-Child and60	-	-	-
7	Qur;anic) Islamiyya and Quranic Tsangaya	124	=	124

TABLE 2 A : ENROLMENT IN NON-FORMAL EDUCATION

Year	ADULT LITERACY				GIRL-CHILD			
	Male		Female		Male		Female	
2011/2012	24,405	1.6%	14,496	1.5%	N/A	N/A	1350	0.1%
2012/2013	43,411	2.9%	24,727	2.6%	N/A	N/A	6215	0.7%
2013/2014	47,752	3.2%	24,727	2.6%	N/A	N/A	11080	1.2%

TABLE 2 B : TEACHING AND ADDITIONAL TEACHING STAFF REQ FOR QUR'ANIC SCHOOL

PUBLIC					
Teaching Staff			Teaching Staff Req.		
Male	Female	Total	Male	Female	Total
238	189	427	280	262	542

TABLE 3: INSTRUCTORS AND ADDITIONAL INSTRUCTORS STAFF REQ. FOR ADULT MASS LITERACY

PUBLIC					
Instructors			Add Instructors Req.		
Male	Female	Total	Male	Female	Total
296	18	314	1,998	122	2,120

No private school in Adult Mass Literacy

TABLE 4:- ENROLMENT IN PRE-PRIMARY (ECCDE) PUBLIC AND PRIVATE

Year	PUBLIC				PRIVATE				G/TOTAL		G/TOTAL	
	Male		Female		Male		Female		Male	Female	Public	Private
2011/2012	23,256	68%	21,977	68%	10,779	32%	10,151	32%	34,035	32,128	45,233	20,930
2012/2013	25,380	65%	23,826	65%	13,836	35%	12,884	35%	39,216	36,710	49,206	26,720
2013/2014	27,605	62%	25,761	62%	17,056	38%	15,762	38%	44,661	41,523	53,365	32,819

TABLE 5:- TEACHERS AT PRE-PRIMARY SCHOOL (ECCDE) BY GENDER AND QUALIFICATION

Year	PUBLIC								PRIVATE							
	Qualified				Unqualified				Qualified				Unqualified			
	Male		Female		Male		Female		Male		Female		Male		Female	
2011/2012	350	50.5%	54	7.8%	188	27.1%	101	14.6%	212	30.6%	260	37.5%	114	16.5%	111	16.0%
2012/2013	403	51.0%	79	10.0%	197	24.9%	112	14.1%	298	37.6%	331	41.9%	138	17.4%	139	17.6%
2013/2014	463	51.4%	110	12.2%	205	22.7%	123	13.7%	400	44.3%	405	45.0%	159	17.7%	167	18.5%

TABLE 6: NON TEACHING STAFF AND ADDITIONAL REQUIRED FOR PRE-PRIMARY SCHOOL

PUBLIC						PRIVATE					
Non teaching staff			Add. Teaching staff req.			Non-teaching staff			Add. Teaching staff req.		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
0	7	7	0	113	113	0	202	202	0	449	449

TABLE 7: ENROLMENTS IN PRIMARY PUBLIC AND PRIVATE

Year	PUBLIC				PRIVATE				G/TOTAL		G/TOTAL	
	Male		Female		Male		Female		Male	Female	Public	Private
2011/2012	302,444	57.5%	223,173	42.5%	8,913	1.7%	7,506	1.4%	311,357	230,679	525,617	16,419
2012/2013	304,278	58.1%	219,361	41.9%	11,720	2.2%	10,070	1.9%	315,998	229,431	523,639	21,790
2013/2014	308,434	58.4%	219,303	41.6%	14,840	2.8%	12,858	2.4%	323,274	232,161	527,737	27,698

TABLE 8: TEACHERS AT PRIMARY SCHOOL BY GENDER AND QUALIFICATION

Year	PUBLIC								PRIVATE							
	Qualified				Unqualified				Qualified				Unqualified			
	Male		Female		Male		Female		Male		Female		Male		Female	
2011/2012	5,868	44.7%	725	5.5%	5,759	43.8%	790	6.0%	492	3.7%	264	2.0%	173	1.3%	242	1.8%
2012/2013	5,999	45.2%	925	7.0%	5,303	39.9%	1,050	7.9%	599	4.5%	319	2.4%	193	1.5%	288	2.2%
2013/2014	6,095	45.7%	1,122	8.4%	4,807	36.1%	1,308	9.8%	699	5.2%	369	2.8%	205	1.5%	329	2.5%

TABLE 9: NON TEACHING STAFF AND ADDITIONAL REQUIRED FOR PRIMARY SCHOOL

PUBLIC						PRIVATE					
Non Teaching Staff			Add. Non Teaching Staff Req.			Add Non Teaching Staff Req			Add. Teaching Staff Req.		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1554	176	1730	342	39	381	44	26	70	28	16	44

The teacher ratio for current session 2011/2012 is 1.45. However 6,549 (49.8%) are unqualified teachers and should be trained.

TABLE 10: ENROLMENTS IN JUNIOR SECONDARY - SCHOOL - PUBLIC AND PRIVATE SCHOOLS

Year	PUBLIC				PRIVATE				G/TOTAL		G/TOTAL	
	Male		Female		Male		Female		Male	Female	Public	Private
2011/2012	51,525	57.7%	37,761	42.3%	1,166	1.3%	792	0.9%	52,691	38,553	89,286	1,958
2012/2013	48,908	59.3%	33,595	40.7%	1,524	1.8%	1,384	1.7%	50,433	34,979	82,503	2,908
2013/2014	63,384	68.0%	29,885	32.0%	2,456	2.6%	1,994	2.1%	65,840	31,879	93,270	4,449

TABLE 11: TEACHERS AT JUNIOR SECONDARY SCHOOL BY GENDER AND QUALIFICATION

Year	PUBLIC								PRIVATE							
	Qualified				Unqualified				Qualified				Unqualified			
	Male		Female		Male		Female		Male		Female		Male		Female	
2011/2012	2,947	78.1%	225	6.0%	561	14.9%	40	1.1%	118	3.1%	11	0.3%	22	0.6%	2	0.1%
2012/2013	2,214	76.3%	257	8.9%	403	13.9%	28	1.0%	153	5.3%	20	0.7%	27	0.9%	2	0.1%
2013/2014	2,348	74.5%	371	11.8%	407	12.9%	27	0.8%	204	6.5%	35	1.1%	35	1.1%	3	0.1%

TABLE 12: NON-TEACHING AND ADDITIONAL REQUIRED FOR JUNIOR SECONDARY SCHOOL

PUBLIC						PRIVATE					
Non Teaching Staff			Add. Non Teaching Staff Req.			Add Non Teaching Staff Req.			Add. Teaching Staff Req.		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1619	111	1730	1158	572	1730	5	0	5	7	16	23

TABLE 13: ENROLMENTS IN SENIOR SECONDARY SCHOOLS - PUBLIC AND PRIVATE

Year	PUBLIC				PRIVATE				G/TOTAL		G/TOTAL	
	Male		Female		Male		Female		Male	Female	Public	Private
2011/2012	56,948	77.7%	16,339	22.3%	319	0.4%	179	0.2%	57,267	16,518	73,287	498
2012/2013	54,893	77.0%	16,440	23.0%	399	0.6%	215	0.3%	55,293	16,655	71,333	614
2013/2014	55,261	76.8%	16,708	23.2%	567	0.8%	366	0.5%	55,828	17,074	71,969	933

TABLE 14: TEACHERS AT SENIOR SECONDARY SCHOOL BY GENER AND QUALIFICATION

Year	PUBLIC								PRIVATE							
	Qualified				Unqualified				Qualified				Unqualified			
	Male		Female		Male		Female		Male		Female		Male		Female	
2011/2012	2,131	81.2%	292	11.1%	173	6.6%	28	1.1%	20	0.8%	11	0.4%	12	0.5%	10	0.4%
2012/2013	1,922	79.1%	328	13.5%	156	6.4%	23	1.0%	22	0.9%	12	0.5%	13	0.6%	10	0.4%
2013/2014	1,809	77.0%	374	15.9%	147	6.3%	20	0.9%	31	1.3%	16	0.7%	18	0.8%	12	0.5%

TABLE 15: ADDITIONAL NON-TEACHING STAFF REQUIRED FOR SENIOR SECONDARY SCHOOL

PUBLIC						PRIVATE					
Non Teaching Staff			Add. Non Teaching Staff Req.			Non Teaching Staff Req.			Add. Teaching Staff Req.		
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
798	572	1370	920	309	1229	8	5	13	19	10	29

TABLE 16: - ENROLMENT IN HIGHER (TERTIARY) EDUCATION

Year	2011/2012				2012/2013				2013/2014			
	Male		Female		Male		Female		Male		Female	
College of Education, Gumel	2872	60.7%	1861	39.3%	3,352	61.4%	2,111	38.6%	3,903	62.2%	2,370	37.8%
Jigawa State Polytechnic, Dutse	1243	90.7%	127	9.3%	1,652	88.9%	207	11.1%	2,195	86.7%	338	13.3%
Binyaminu UsmanCollege of Agriculture, Hadejia	1532	94.2%	95	5.8%	1,469	93.0%	110	7.0%	1,400	91.6%	128	8.4%
College of Islamic Legal Studies, Ringim	2668	65.0%	1438	35.0%	4,029	61.7%	2,500	38.3%	3,926	62.9%	2,317	37.1%
Informatics Institute, Kazaure	1478	94.2%	91	5.8%	1,425	92.7%	112	7.3%	1,367	90.9%	138	9.1%
Jigawa College of Arts, Science & Remedial Studies	482	93.6%	33	6.4%	461	91.5%	43	8.5%	438	88.8%	55	11.2%

TABLE 17: TEACHING AND NON-TEACHING STAFF FOR HIGHER (TERTIARY) EDUCATION.

Institution	No of teaching			Add teaching staff req.			No of non-teaching			Add. Non-teaching req.		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
College of Education, Gumel	198	11	209	7	3	10	300	24	324	137	10	147
Jigawa State Polytechnic, Dutse	94	5	99	29	8	37	66	4	70	3	2	5
Binyaminu UsmanCollege of Agriculture, Hadejia	46	3	49	4	2	6	88	4	92	12	10	22
College of Islamic Legal Studies, Ringim	82	9	91	4	2	6	48	9	57	20	13	33
Informatics Institute, Kazaure	27	0	27	4	2	6	104	3	107	14	8	22
Jigawa College of Arts, Science & Remedial Studies	38	2	40	4	2	6	79	8	87	16	11	27

Annex B

Epssim Simulation Results

1. Ministry of Education, Science and Technology, and parastatals

Main responsibilities of Ministry of Education, Science and Technology (MOEST):

- Provision of access to quality education for all children.
- Provision of conducive learning environment in schools in terms of adequate infrastructure, instructional materials, facilities and equipment.
- Provision of qualified teachers and their continuous training and re-training.
- Ensuring that schools are child-friendly in terms of availability of sporting and recreational facilities, healthcare, water and sanitation.
- Constant supervising, inspecting and monitoring of schools and the entire education system for quality assurance.
- Ensuring that curricula at all levels are comprehensive and relevant individual and societal needs and aspirations.

Seven Departments of MOEST:

- Department of Administration and Finance, responsible for: general administration of the Ministry; all staff matters concerning recruitments, appointments, formalization of appointments, training, postings and transfers, discipline and promotion; promotion of Junior Staff GL 01-06; recommendation of promotion of senior staff GL 07-16; advancement of staff that under-went relevant professional courses; recommendation of removal of contract appointments; formalization of appointments of staff with the Civil Service Commission (CSC); discipline of erring staff; postings and transfers of all Academic and Administrative staff of the Ministry.
- Department of School Services, responsible for: general administration of senior secondary schools, postings/transfer of students/teachers, vice-principals and principals, provision of adequate teaching staff; staff and students' discipline.
- Department of Planning, Research and Statistics, responsible for: planning the general activities of the Ministry, such as vision, mission, targets, admission/placement; school calendar, construction, renovation works; preparing annual budgets; collecting, collating, storing and analyzing data; coordinating the Student Exchange Programme (Unity Schools Program among the Northern States); serving as the secretariat for Management meetings, Tenders' Board, Joint Consultative Committee on Education (JCCE) and National Council on Education (NCE); coordinating interventions into the Ministry by ETF, UNICEF and others.
- Tertiary Education Department. The Department is responsible for: Liaising activities between Tertiary institutions and the Ministry; representing the Ministry at the Board meetings of the Tertiary Institutions; conveying all approvals and any other correspondence from the Ministry to the Institutions.
- Works Department. The Department is responsible for: Construction and renovation of school structures; Maintenance of school structures; Purchase and maintenance of schools equipment like generators, ITT equipment and many others; Purchase and

maintenance of Ministerial vehicles; Supervision of ETF projects, which include renovation, construction works and supplies;

- Educational Resource Department. The Department is responsible for: Preparation and conduct of examinations; Inspection of schools; All the necessary procedures for the establishment of new school by the state government; Recommendation of applicants seeking for teaching profession; Recommendation for the establishment of private schools; Inspection of private schools; Preparation and conduct of schools sports; Organizing seminars, workshops and conferences for teachers, Vice Principals and Principals; Recommendation for up-grading of schools; Keeping records of Exams WAEC, NECO, NABTEB and NBAIS.
- Science and Technology Department. The Department is responsible for the ICT component of the Ministry's mandate. It is also responsible for: The Computer Training Centres in the State; Development and teaching of ICT in Senior Secondary Schools; Liaising between the Informatics Institute Kazaure and the Ministry.
- Special Duties Department. The Department is responsible for: Coordinating the activities of Higher Education Development Committees established in each Senior Secondary School; Coordinating the activities of PTAs; Carrying out any ad hoc programme of the Ministry; Special assignment of any matter that may arise in any school and other departments; Any duty that may be assigned by the Hon. Commissioner or Permanent Secretary.

Parastatals

- State Universal Basic Education Board (SUBEB), in-charge of Pre-Primary, Primary and Junior Secondary Education in the State.
- Science and Technical Schools Board (STSB), responsible for Science and Technical Education in the state. It has eight Senior Secondary Schools under its supervision (two Science Secondary Schools for Boys, two Girls' Science Secondary Schools, one Girls' Computer Secondary School, three Technical Colleges and three Junior Science Secondary Schools – out of which one is for girls only)
- Islamic Education Bureau (IEB), responsible for Arabic and Islamic Education. It has twenty one schools under its supervision, four are boarding (one for Boys, three for Girls) and the remaining 17 are Day Schools.
- Agency for Mass Education, responsible for Adult and Non Formal Education.
- State Library Board, responsible for library services in the state.
- Agency for Nomadic Education: It is responsible for establishment and maintenance of Nomadic Schools, there are 185 schools under this Agency.
- Jigawa State Scholarships Board (JSSB). The Department is responsible for: The award of scholarships to candidates of Jigawa State Origin who obtain admission into Tertiary Institutions in Nigeria; To select and submit to the Government, candidates of Jigawa State origin who satisfy the conditions for the award of Scholarships Overseas; To formulate and review policies and initiate programmes on the award of scholarships; To offer such assistance, either alone or in cooperation with any person or institution of higher learning; To advice the Government on any matter relating to the award of Scholarships.

2. Education Sector Statistics: 2011/2012

Table A.1a: Type and Number of Educational Institutions below the Tertiary Level.

Type	Public	Private	Total
ECCD	422	101	523
Primary	1,918	101	2019
JSS	355	13	368
SSS	129	5	134
Non-Formal Education (NFE)	72	-	72
NFE (UNICEF-assisted: 60 girl children and 60 Qur'anic)	N/A	-	N/A
Islamiyya and Qur'anic Tsangaya	124	-	124
Total	3,020	220	3,240

Table A.1b: Number of Schools by LGEA and Type (2011/2012 Academic Session)

S/N	LGEA	No. of Primary Schools	No. of JSS	Total
1	Auyo	52	9	61
2	Babura	87	14	101
3	B/Kudu	97	18	115
4	Birniwa	70	12	82
5	Buji	40	5	45
6	Dutse	115	30	145
7	Gagarawa	54	8	62
8	Garki	103	13	116
9	Gumel	47	7	54
10	Guri	60	12	72
11	Gwaram	100	20	120
12	Gwiwa	43	10	53
13	Hadejia	27	8	35
14	Jahun	82	18	100
15	Kafin Hausa	108	18	126
16	Kaugama	74	14	88
17	Kazaure	38	12	50
18	Kirikasamma	78	13	91
19	Kiyawa	81	14	95
20	Maigatari	89	12	101
21	M/Madori	79	12	91
22	Miga	56	9	65
23	Ringim	86	15	101
24	Roni	34	11	45
25	S/Tankarkar	120	15	135
26	Taura	68	15	83
27	Yankwashi	30	11	41
	Total	1,918	355	2273

Table A.2: Public and private school enrolments, including nomadic and islamiyya schools, 2011/12

	Pre-Primary		Primary Schools			Secondary Schools			TVE Schools		
	Male	Female		Male	Female		Male	Female		Male	Female
Public			PR1	57,185	39,726	JS1	17,552	11,276		N/A	N/A
KG1			PR2	50,371	37,791	JS2	17,606	13,842		N/A	N/A
KG2			PR3	44,684	33,117	JS3	16,367	12,643		N/A	N/A
NS1	23256	21977	PR4	42,071	32,352	SS1	16,697	3,879	SS1	1,496	789
NS2			PR5	41,717	29,620	SS2	14,880	3,937	SS2	1,026	643
NS3			PR6	38,834	27,567	SS3	15,858	3,179	SS3	966	683
S/total	23256	21977		274,862	200,173		98,960	48,756		3,488	2,115
Private			PR1	3,937	2,554	JS1	261	311			
KG1			PR2	2,207	2,113	JS2	657	271			
KG2			PR3	1,412	1,528	JS3	248	210			
NS1	11,346	10,150	PR4	684	672	SS1	124	24	SS1	N/A	N/A
NS2	N/A	N/A	PR5	442	412	SS2	95	72	SS2	N/A	N/A
NS3	N/A	N/A	PR6	231	227	SS3	100	83	SS3	N/A	N/A
S/total	11,346	10,150		8,913	7,506		1485	971		N/A	N/A
Total			PR1	61,122	42,280	JS1	17,813	11,587			
KG1			PR2	52,578	39,904	JS2	18,263	14,113			
KG2			PR3	46,096	34,645	JS3	16,615	12,853			
NS1	34,602	32,127	PR4	42,755	33,024	SS1	16,821	3,903	SS1	1,496	789
NS2	N/A	N/A	PR5	42,159	30,032	SS2	14,975	4,009	SS2	1,026	643
NS3	N/A	N/A	PR6	39,065	27,794	SS3	15,958	3,262	SS3	966	683
S/total	34,602	32,127		283,775	207,679		100,445	49,727		3,488	2,115

Table A.3a: Flow rates in primary schools, 2011/12

	Public						Private					
	Promotion		Repetition		Dropout		Promotion		Repetition		Dropout	
	M	F	M	F	M	F	M	F	M	F	F	F
PRIM 1	95%	90%	1%	4%	4%	6%	90%	94%	1.0%	2.0%	9.0%	4.0%
PRIM 2	95%	94%	1%	1%	4%	5%	94%	95%	5.0%	3.0%	1.0%	2.0%
PRIM 3	90%	94%	1%	2%	9%	4%	94%	94%	6.0%	1.0%	0.0%	5.0%
PRIM 4	92%	88%	1%	1%	7%	11%	95%	96%	5.0%	2.0%	0.0%	2.0%
PRIM 5	91%	85%	2%	6%	7%	9%	99%	98%	1.0%	1.0%	0.0%	1.0%
PRIM 6	98%	88%	1%	4%	1%	11%	98%	96%	1.0%	2.0%	1.0%	2.0%

Table A.3b: Flow rates in secondary schools, 2011/12

	Public						Private					
	Promotion		Repetition		Dropout		Promotion		Repetition		Dropout	
	M	F	M	F	F	F	M	F	M	F	F	F
JS 1	92%	98%	2%	0%	6%	2%	95%	97%	1%	2%	4%	1%
JS 2	95%	95%	2%	0%	3%	5%	93%	91%	7%	8%	0%	1%
JS 3	97%	94%	1%	0%	2%	6%	97%	93%	2%	6%	1%	1%
SS 1	93%	91%	4%	5%	3%	4%	98%	99%	2%	1%	0%	0%
SS 2	96%	94%	2%	4%	2%	2%	97%	93%	2%	4%	1%	3%
SS 3	92%	95%	5%	4%	3%	1%	97%	94%	2%	6%	1%	0%

Table A.4: Enrolment structure in basic education, by level of education, proprietor, gender and location, 2011/12

	ENROLMENTS			Of which: RURAL			GROSS ENROLMENT RATIOS		
	Male+Private	Female+Private	All+Private	Male	Female	All	Male	Female	All
	All			All			All		
Pre-primary	34,035	32,128	66,163	49%	42%	18%	12%	12%	12%
Primary	283,775	86,722	370,497	51%	49%	14%	69%	55%	62%
JSS	52,691	38,553	91,244	42%	32%	1%	30%	22%	26%
Total	370,501	157,403	527,904	47%	41%	11%	43%	35%	40%
	Public			Public			Public		
Pre-primary	23,256	21,977	45,233	89%	77%	12%	8%	8%	8%
Primary	274,862	79,216	354,078	87%	85%	9%	67%	53%	60%
JSS	51,525	37,761	89,286	78%	61%	1%	30%	22%	26%
Total	349,643	138,954	488,597	85%	74%	7%	41%	33%	37%
	Private			Private			Projected School Age Population to 2012		
Pre-primary	10,779	10,151	20,930	9%	7%	24%	290,987	261,206	552,193
Primary	8,913	7,506	16,419	15%	12%	18%	452,057	419,505	871,563
JSS	1,166	792	1,958	6%	2%	1%	173,698	171,669	345,367
Total	20,858	18,449	39,307	10%	7%	14%	916,742	852,380	1,769,123

Table A.5: Teachers in pre-primary, primary and secondary schools, 2011/12

	Public			Private		
	M	F	T	M	F	T
Pre-primary Schools (3-5 years)						
Qualified	350	54	404	212	260	472
Unqualified	188	101	289	114	111	225
S/Total	538	155	693	326	371	697
Primary Schools						
Qualified	5,368	706	6,074	492	264	756
Unqualified	4,759	790	5,549	173	242	415
S/Total	10,127	1,496	11,623	665	506	1,171
JSS						
Qualified	2,947	225	3,172	118	11	129
Unqualified	561	40	601	22	2	24
S/Total	3,508	265	3,773	140	13	153
SSS						
Qualified	2,131	292	2,423	20	11	31
Unqualified	173	28	201	12	10	22
S/Total	2,304	320	2,624	32	21	53
SSS Technical						
Qualified	116	24	140	-	-	-
Unqualified	80	5	85	-	-	-
S/Total	196	29	225	-	-	-

Table A.6: Non teaching staff in primary and JSS & SSS, TVE education, 2011/12

	Public			Private		
	Head teachers	Support staff	Other staff	Head teachers	Support staff	Other staff
Primary	1,918	0	1,730	101	34	36
Junior secondary	355	536	1194	13	0	5
Senior secondary	121	316	1,054	5	0	13
TVE schools	8	128	290	0	0	0

Table A.7: Number of classes, classrooms and other rooms in primary, JSS & SSS schools

Public	Classrooms	Double shift	Classes	Labs	Staff rooms	Toilets	Other rooms
Pre-primary	743	0	743	0	0	0	0
Primary	9,332	184	10,079	21	721	1,899	189
Junior secondary	1,382	41	1,382	18	319	14	213
Senior secondary	1161	0	1161	76	130	379	188
TVE	70	0	70	16	12	12	10
Private							
Pre-primary	654	0	654	0	0	50	0
Primary	385	0	385	0	32	343	6
Junior secondary	1382	0	1382	16	12	14	213
Senior secondary	68	0	68	3	0	7	0
TVE	0	0	0	0	0	0	0

Table A.8: Non formal education, 2011/12

	Institutions	Enrolments			Staff/Malam
	/classes	Male	Female	Total	
Basic literacy prog.- state sponsored	1566	24,405	14,496	38,901	2,700
Continuing Education	81	1,557	759	2,316	35
Prison inmates Basic education	3	131	0	131	6
Remediation Programm	11	1970	1,153	3,123	135
Girls Child Education	54	0	1,350	1,350	108

Table A.9 High Education institutions, 2011.2012

	College of Education, Gumel	College of Agriculture	College of Islamic & Legal Studies	College of Arts, Science & Remedial Studies	Informatics Institute	Polytechnic
Enrolment	4733	1627	4106	515	1569	1370
Male	2872	1532	2668	482	1478	1243
Female	1861	95	1438	33	91	127
Teachers	209	49	91	40	27	99
Non Teaching staff	324	92	57	87	107	70
Senior	97	22	30	19	43	31
Junior	227	26	27	170	64	39
Infrastructure						
Classroom	309	12	78	8	5	30
Labs & special Rooms	14	9	35	6	3	29
Others	10	2	31	0	2	8

Table A.10: Teachers at Primary and Junior Secondary Schools by Gender and Qualification (%)

	PUBLIC						PRIVATE					
	2011/12		2012/13		2013/14		2011/12		2012/13		2013/14	
	M	F	M	F	M	F	M	F	M	F	M	F
Primary												
Qualified	5,368	706	5,999	925	6,095	1,122	492	264	599	319	699	369
Unqualified	4,759	790	5,303	1,050	4,807	1,308	173	242	193	288	205	329
Junior Secondary												
Qualified	2,947	225	2,214	257	2,348	371	118	11	153	20	204	35
Unqualified	561	40	403	28	407	27	22	2	27	2	35	3
Senior Secondary												
Qualified	2,131	292	1,922	328	1,809	374	20	11	22	12	31	16
Unqualified	173	28	156	23	147	20	12	10	13	10	18	12

Table A.11: Teachers and Non Teaching Staff at Higher Education Institutions by Gender (%)

Institution	No of teaching		No of non-teaching	
	Male	Female	Male	Female
College of Education, Gumel	95%	5%	84%	16%
Jigawa State Polytechnic, Dutse	92.9%	7.1%	89.2%	16.9%
Binyaminu Usman College of Agriculture, Hadejia	98.0%	2.0%	98.9%	4.5%
College of Islamic Legal Studies, Ringim	90.1%	9.9%	84.2%	7.0%
Informatics Institute, Kazaure	100.0%	0.0%	100.0%	2.9%
Jigawa College of Arts, Science & Remedial Studies	95.0%	5.0%	97.5%	9.9%

Table 12. Unit costs by level of education (Pre-primary, Primary, Secondary education) 2012 (N000)

Recurrent costs	Pre- Primary	Primary	JSS	SSS
Teachers (Wage, etc.)				
Qualified	120,998	4,263,126	1,791,882	1,316,238
UnQualified	77,799	2,112,537	267,180	155,001
Head Teachers	0	1,336,199	183,658	69,046
Incentive rural location	0	814,389	0	0
Other Staff Costs	935	0	212,120	281,598
Support personnel	935	261,230	4,526	79,980
Other non teaching staff	0	0	207,594	201,618
Learning/Teaching guides	36,775	261,230	190,909	255,276
Textbooks	36,186	779,815	181,805	246,626
Teaching guides	589	760,056	9,104	8,650
Other running costs	5,481	19,759	53,243	42,243
Training & staff development support	3,995	108,947	49,097	36,438
School feeding (per pupil)	0	90,487	0	0
Other support, per student	0	0	0	0
Other support, per class	1,486	0	4,146	5,805
Total Recurrent	241,987	18,460	2,698,992	2,119,401
Total Constructions & other investments	6,007,521	5,413,118	34,508	34,173
New constructions (incl. Separate water/sanitation facilities)	5,918,413	1,333,319	0	0
New equipment (incl. furniture)	1,228	917,820	0	0
Reconstruction (incl. Separate water/sanitation facilities)	87,880	56,198	34,508	34,173

Table 13. Unit Costs in high education institution, 2012 (N000)

	State College of Education	Polytechnic	Monotechnics
Recurrent costs	1,248.14	1,191.88	166.26
4.1 Teachers (Wage, etc.)	<u>378,248</u>	<u>171,095</u>	<u>52,313</u>
Category 1	378,248	90,490	14,478
Category 2	0	80,605	37,835
4.2 Other staff costs	<u>158,315</u>	<u>40,174</u>	<u>194,168</u>
Senior staff	82,043	17,762	97,267
Junior staff	76,272	13,108	55,457
4.4 Other running costs	<u>26,231</u>	<u>19,225</u>	<u>56,430</u>
Training & staff development support	10,731	4,225	4,930
School feeding (per pupil)	0	0	0
Other support, per student	0	0	0
Other support, per class	15,500	15,000	51,500
Total Recurrent	<u>562,794</u>	<u>230,494</u>	<u>302,911</u>
Total Constructions & other investments	<u>82,936</u>	<u>54,373</u>	<u>0</u>
New constructions	77,602	0	0
New equipment (incl. furniture)	4,351	0	0
Renovation and maintenance	983	54,373	0

Table 14 Domestic resources (0000) in 2012, Jigawa State

State resources	52,382,837
Federation account	36,154,744
Value Added Tax	8,270,790
Internally generated revenue/excess crude	5,240,823
Donour Funding (ESSPIN)	126,905
Education trust fund	320,000
UBE intervention fund	1,238,477
Others (MDGs, School Fees, Tender)	1,031,098
Education as % of total state revenue	29.5%
Allocation to Education (MOE, MOST, Health)	15,475,149.6
Of which Recurrent	57.3%
Recurrent	8,873,487.4
Capital	6,601,662.2
LGA resources	31,337,234.4
Federal allocations	31,337,234.4
Internally generated revenue	0.0
Education as % of total LGA revenue	39.9%
Allocation to Education	12,498,289.7
Of which Recurrent	12,498,289.7
Recurrent	12,498,289.7
Capital	0.0
Total allocation to Education	27,973,439
Recurrent	76.4%
Capital	23.6%
As % of total state & LGA expenditure	33.4%

3. Key Targets and Indicators to 2022 under Different Scenarios

	2011	2014	2017	2020	2021
	2012	2015	2018	2021	2022
Pre-Primary education					
Gross enrolment ratio (incl.Private)	18%	30%	42%	54%	58%
Total Teachers	693	1567	2855	4800	5663
No of classrooms	743	1655	2959	4850	5663
Primary education					
Gross intake rate	53%	62%	69%	77%	79%
Gross enrolment ratio (incl.Private)	56%	57%	62%	71%	74%
GPI GER	0.79	0.75	0.75	0.81	0.82
Students/teacher ratio	38	38	39	40	40
Student enrolments	475,035	538,434	642,277	795,250	854,685
Total Teachers	11,623	14,143	16,743	20,643	22,142
No of classrooms	10,027	11,606	14,641	19,257	21,106
Junior secondary education					
Registration rate	39%	51%	64%	76%	80%

GPI GER	0.74	0.63	0.62	0.56	0.57
Gross enrolment ratio (incl.Private)	26%	23%	29%	38%	43%
Student enrolments	91,244	84,427	116,999	169,225	194,582
Total Teachers	3,773	7,958	27,740	102,849	162,226
No of classrooms	1,436	1,571	2,846	4,804	5,749
No of Labs	26	85	212	400	489
Senior secondary education					
Registration rate	65%	69%	74%	78%	80%
Gross enrolment ratio (incl.Private)	23%	20%	19%	26%	29%
GPI GER	0.74	0.64	0.63	0.64	0.65
Student enrolments	71,336	67,791	68,985	101,349	118,224
Total Teachers	2,624	6,134	14,659	50,792	79,208
No of Labs	92	31	47	130	198
Higher education					
Gross enrolment ratio (incl.Private)	4%	5%	7%	9%	10%
GPI GER	0.27	0.29	0.29	0.29	0.33
Student enrolments	18,776	18,631	21,546	24,911	28,795
Total Teachers	525	634	1,045	1,887	877
No of classrooms	133	66	119	251	347
No of Labs	96	39	55	81	93
Expenditures					
<u>Recurrent costs</u>	<u>27,305,090</u>	<u>33,887,034</u>	<u>67,082,256</u>	<u>188,096,832</u>	<u>283,916,094</u>
Primary education	10,193,219	10,809,672	14,519,353	20,303,830	22,706,882
Junior secondary education	3,725,393	6,462,695	23,987,459	96,300,490	156,709,569
Senior secondary education	3,707,754	5,386,758	13,118,534	48,571,597	77,865,660
Higher education	3,532,268	4,190,853	7,176,815	12,696,198	15,530,659
ECCE	407,913	906,056	1,789,430	3,277,457	3,983,466
Non formal education	1,890,025	1,924,052	1,891,804	1,919,858	1,940,885
<u>Investments</u>	<u>4,102,824</u>	<u>6,834,242</u>	<u>10,421,593</u>	<u>16,360,284</u>	<u>10,980,288</u>
Primary education	1,414,592	2,704,969	4,060,805	5,341,444	4,891,042
Junior secondary education	54,551	393,253	935,460	1,512,179	1,452,288
Senior secondary education	5,715	77,413	460,396	2,564,221	981,290
Higher education	169,242	609,500	944,069	1,616,984	500,581
ECCE	715,699	1,035,427	1,508,387	2,235,737	571,142
Non formal education	274,932	50,649	53,163	55,822	58,205
<u>Available domestic resources</u>	<u>27,973,439</u>	<u>33,343,168</u>	<u>39,710,685</u>	<u>47,257,129</u>	<u>50,070,452</u>
<u>Simulation Costs</u>	<u>31,407,913</u>	<u>40,721,275</u>	<u>77,503,849</u>	<u>204,457,116</u>	<u>294,896,382</u>
<u>GAP Budget/Simulation costs</u>	<u>10%</u>	<u>19%</u>	<u>92%</u>	<u>328%</u>	<u>485%</u>

Source: Jigawa State simulation model

4. Concensus Simulation Results

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE			PROJECTION RESULTS									
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
PRE-PRIMARY EDUCATION (AGE 4-5)													
A. ENROLMENTS													
Gross enrolment ratio			18%	22%	26%	30%	34%	38%	42%	46%	50%	54%	58%
Preschool enrolments													
Public			45,233	59,518	74,567	90,412	107,086	124,623	143,058	162,427	182,769	204,123	226,530
Male			23,256	30,706	38,554	46,818	55,514	64,661	74,277	84,380	94,991	106,129	117,817
Nursery 1			13,954	17,873	22,001	26,346	30,916	35,723	40,774	46,079	51,651	57,497	63,631
Nursery 2			9,302	12,832	16,553	20,472	24,598	28,939	33,503	38,300	43,340	48,632	54,186
Female			21,977	28,812	36,013	43,594	51,571	59,962	68,781	78,047	87,779	97,994	108,712
Nursery 1			13,186	16,751	20,505	24,457	28,614	32,984	37,577	42,400	47,465	52,780	58,356
Nursery 2			8,791	12,061	15,507	19,137	22,958	26,978	31,204	35,647	40,314	45,214	50,357
Private			20,930	23,042	25,257	27,577	30,007	32,552	35,216	38,003	40,919	43,969	47,157
Male			10,779	11,904	13,084	14,321	15,617	16,974	18,395	19,882	21,438	23,066	24,768
Nursery 1			5,673	6,241	6,837	7,461	8,115	8,799	9,515	10,265	11,049	11,869	12,726
Nursery 2			5,106	5,663	6,248	6,860	7,503	8,175	8,880	9,617	10,389	11,197	12,041
Female			10,151	11,138	12,172	13,256	14,390	15,578	16,821	18,121	19,481	20,903	22,389
Nursery 1			6,395	6,809	7,241	7,692	8,163	8,654	9,166	9,700	10,257	10,837	11,442
Nursery 2			3,756	4,329	4,931	5,563	6,227	6,924	7,655	8,421	9,224	10,066	10,947
B. TEACHING AND NON													

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE TEACHING STAFF	BASELINE			PROJECTION RESULTS									
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Public													
Some indicators													
Pupil/teacher ratio		40.0	65	63	60	58	55	53	50	48	45	43	40
Total classes	743		743	1,012	1,315	1,655	2,039	2,471	2,959	3,511	4,137	4,850	5,663
Pupil/class ratio		40.0	61	59	57	55	53	50	48	46	44	42	40
New teachers		3%	0	284	327	376	432	497	573	661	765	887	1,033
Total teachers	693		693	949	1,238	1,567	1,941	2,368	2,855	3,414	4,057	4,800	5,663
Qualified M	350		350	480	627	794	984	1,202	1,450	1,736	2,065	2,446	2,888
Qualified F	54		54	85	127	180	246	329	432	558	712	901	1,133
Unqualified M	188		188	250	316	387	464	546	635	732	837	951	1,076
Unqualified F	101		101	134	169	207	247	291	338	388	443	502	566
Ratio Qualified M		51.0%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%
Ratio Qualified F		20.0%	8%	9%	10%	11%	13%	14%	15%	16%	18%	19%	20%
Ratio Unqualified M		19.0%	27%	26%	26%	25%	24%	23%	22%	21%	21%	20%	19%
Ratio Unqualified F		10.0%	15%	14%	14%	13%	13%	12%	12%	11%	11%	10%	10%
Head Teachers	0		0	0	0	0	0	0	0	0	0	0	0
Teacher/Head Teachers ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
New non-teaching staff		3%	0	3	4	5	7	8	10	13	17	22	29
Total non-teaching staff			7	10	14	19	24	32	41	53	68	87	113
Caregivers	7		7	10	14	19	24	32	41	53	68	87	113
Other non teaching staff	0		0	0	0	0	0	0	0	0	0	0	0
Teacher/Caregivers ratio		50.0	99.0	94.1	89.2	84.3	79.4	74.5	69.6	64.7	59.8	54.9	50.0
Teacher/Other non teaching staff ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Private													
Some indicators													
Pupil/teacher ratio		30	30	30	30	30	30	30	30	30	30	30	30
Total classes	654		654	720	789	862	938	1,017	1,100	1,188	1,279	1,374	1,474
Pupil/class ratio		32	32	32	32	32	32	32	32	32	32	32	32
New teachers		3%	0	93	99	105	111	117	124	131	138	146	154
Total teachers	697	<=	697	767	841	919	1,000	1,085	1,173	1,266	1,364	1,465	1,572

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>	BASILINE			PROJECTION RESULTS									
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
		Estimated 2 teachers per school (513)											
Qualified M	212		212	233	255	278	302	328	354	382	410	440	472
Qualified F	260		260	286	313	342	372	403	436	470	505	543	582
Unqualified M	114		114	125	137	149	162	175	189	204	219	235	252
Unqualified F	111		111	123	136	149	163	179	194	211	229	248	267
Ratio Qualified M		30.0%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%
Ratio Qualified F		37.0%	37%	37%	37%	37%	37%	37%	37%	37%	37%	37%	37%
Ratio Unqualified M		16.0%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%
Ratio Unqualified F		16.0%	16%	16%	16%	16%	16%	16%	17%	17%	17%	17%	17%
Head Teachers	101		101	112	122	134	145	158	170	184	198	213	228
Teacher/Head Teachers ratio		6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9	6.9
New non-teaching staff		3%	0	28	29	30	32	34	36	38	40	42	44
Total non-teaching staff			202	223	245	267	290	315	340	367	394	423	454
Caregivers	200		200	221	242	264	287	311	337	363	390	419	449
Other non teaching staff	2		2	2	2	3	3	3	3	4	4	4	5
Teacher/Caregivers ratio		3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
Teacher/Other non teaching staff ratio		346.5	346.5	346.5	346.5	346.5	346.5	346.5	346.5	346.5	346.5	346.5	346.5
Total													
Total classes			1,397	1,732	2,104	2,517	2,976	3,488	4,059	4,698	5,416	6,224	7,137
New teachers			0	377	426	481	543	615	697	792	903	1,033	1,187
Total teachers			1,390	1,716	2,080	2,486	2,941	3,452	4,028	4,680	5,420	6,265	7,235
Qualified M			562	713	882	1,072	1,287	1,529	1,804	2,117	2,475	2,886	3,360
Qualified F			314	372	440	521	618	732	867	1,027	1,218	1,444	1,714
Unqualified M			302	375	453	536	626	722	825	936	1,056	1,186	1,328
Unqualified F			212	257	305	356	411	469	532	599	672	749	834
Head Teachers			101	112	122	134	145	158	170	184	198	213	228
New non-teaching staff			0	32	33	36	39	42	46	51	57	64	73
Total non-teaching staff			209	234	259	286	315	346	381	419	462	511	567
Caregivers			207	231	256	283	312	343	378	416	458	507	562

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Other non teaching staff			2	2	2	3	3	3	3	4	4	4	5
C. TEXTBOOKS AND TEACHER GUIDES													
Public													
Books	2011	2014	90,466	59,518	74,567	90,412	107,086	124,623	143,058	162,427	182,769	204,123	226,530
Books per pupil	2	2	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Books			90,466	59,518	74,567	90,412	107,086	124,623	143,058	162,427	182,769	204,123	226,530
Teaching guides	2011	2014	693	348	429	520	621	735	863	1,007	1,170	1,355	1,566
Books per teacher	1	1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
# Teaching guides			693	348	429	520	621	735	863	1,007	1,170	1,355	1,566
Private													
Books	2011	2014	0	5,121	11,225	18,385	20,005	21,701	23,477	25,336	27,280	29,313	31,438
Books per pupil	0	2	0.0	0.7	1.3	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Books			0	5,121	11,225	18,385	20,005	21,701	23,477	25,336	27,280	29,313	31,438
Teaching guides	2011	2014	697	341	467	612	666	723	782	844	909	977	1,048
Books per teacher	1	2	1.0	1.3	1.7	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Teaching guides			697	341	467	612	666	723	782	844	909	977	1,048
Total													
Books			90,466	64,638	85,792	108,796	127,091	146,324	166,535	187,763	210,049	233,436	257,968
Teaching guides			1,390	689	896	1,132	1,288	1,458	1,645	1,851	2,079	2,332	2,614
D. CLASSROOMS AND OTHER ROOMS													
Public													
Class/classroom ratio		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Total classrooms	743		743	1,012	1,315	1,655	2,039	2,471	2,959	3,511	4,137	4,850	5,663
Classrooms to build by year			0	269	303	340	383	432	488	552	626	713	813

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE			PROJECTION RESULTS									
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Private													
Class/classroom ratio		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Total classrooms	654		654	720	789	862	938	1,017	1,100	1,188	1,279	1,374	1,474
Classrooms to build by year			0	66	69	73	76	80	83	87	91	95	100
PRIMARY													
A. ENROLMENTS			0	0	0	0	0	0	0	0	0	0	0
Intakes at Primary 1			0	0	0	0	0	0	0	0	0	0	0
Children of school intake age			165,616	170,253	175,021	179,921	184,959	190,138	195,462	200,935	206,561	212,344	218,290
Male			86,401	88,820	91,307	93,863	96,492	99,193	101,971	104,826	107,761	110,778	113,880
Female			79,216	81,434	83,714	86,058	88,467	90,944	93,491	96,109	98,800	101,566	104,410
Gross intake rates (%)													
Public	87,708		53%	55%	57%	59%	61%	63%	65%	68%	70%	73%	75%
Male	54,314	80%	63%	64%	66%	68%	69%	71%	73%	74%	76%	78%	80%
Female	33,394	70%	42%	44%	47%	49%	52%	54%	57%	60%	63%	67%	70%
Private	5,649		3%	3%	4%	4%	4%	4%	4%	4%	4%	4%	4%
Male	3,004	4%	3%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%
Female	2,645	4%	3%	3%	3%	4%	4%	4%	4%	4%	4%	4%	4%
Total	93,357		56.4%	58%	60%	62%	64%	66.7%	69%	71%	74%	77%	79%
Male			66%	68%	70%	71%	73%	75%	76%	78%	80%	82%	84%
Female			45%	48%	50%	53%	55%	58%	61%	64%	67%	70%	74%
Gross enrolment ratios													
Public			55%	53%	53%	54%	55%	57%	59%	61%	64%	67%	70%
Male			61%	60%	60%	61%	63%	65%	67%	70%	72%	75%	77%
Female			48%	46%	45%	45%	46%	48%	50%	53%	56%	59%	63%
Private			2%	2%	3%	3%	3%	4%	4%	4%	4%	4%	4%

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Male			2%	2%	3%	3%	4%	4%	4%	4%	4%	4%	4%
Female			2%	2%	3%	3%	3%	3%	4%	4%	4%	4%	4%
Of which: SENs	13		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Male	11	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Female	2	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Enrolment Total			491,454	497,968	513,992	538,434	570,797	604,548	642,277	688,997	740,109	795,250	854,685
Public			475,035	476,744	488,045	507,922	536,807	568,011	604,432	649,403	698,602	751,729	809,051
Male			274,862	278,853	287,135	300,991	319,586	338,853	358,537	381,517	406,136	432,368	460,313
Female			200,173	197,891	200,910	206,931	217,221	229,158	245,895	267,886	292,466	319,361	348,738
Of which: Regular Government			438,881	447,235	455,776	472,194	496,776	523,247	554,233	592,713	634,655	679,736	728,146
Male			252,413	262,001	268,521	280,155	296,058	312,417	328,988	348,397	369,093	391,032	414,282
Female			186,468	185,234	187,256	192,039	200,718	210,831	225,244	244,315	265,562	288,704	313,864
Of which: Nomadic			27,403	29,508	32,269	35,728	40,031	44,764	50,199	56,690	63,947	71,993	80,905
Male			15,402	16,852	18,614	20,836	23,528	26,437	29,549	33,120	37,042	41,336	46,031
Female			12,001	12,657	13,654	14,892	16,503	18,327	20,651	23,570	26,904	30,657	34,874
Of which: Islamiyyah			21,215	22,638	25,908	29,776	34,465	39,653	45,650	52,749	60,667	69,423	79,092
Male			5,040	6,944	9,309	12,001	15,100	18,485	22,152	26,304	30,881	35,910	41,428
Female			16,175	15,694	16,599	17,776	19,366	21,168	23,498	26,445	29,786	33,513	37,664
Of which: IQTE			5,349	7,727	10,302	13,210	16,580	20,304	24,528	29,491	35,111	41,436	48,543
Male			4,595	5,869	7,286	8,940	10,876	12,998	15,305	17,937	20,852	24,071	27,619

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE				PROJECTION RESULTS									
	BASELINE			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2011	Targets/	2011	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Female			754	1,858	3,016	4,270	5,704	7,306	9,223	11,554	14,259	17,366	20,924
Of which: SENs			3,402	3,664	4,008	4,450	4,996	5,591	6,232	6,962	7,755	8,611	9,533
Male			2,452	2,858	3,324	3,884	4,549	5,273	6,056	6,951	7,939	9,026	10,221
Female			950	806	684	565	447	318	176	12	-184	-415	-688
Private			16,419	21,224	25,947	30,512	33,990	36,537	37,845	39,594	41,507	43,521	45,633
Male			8,913	11,420	13,913	16,344	18,289	19,689	19,990	20,817	21,784	22,807	23,879
Female			7,506	9,805	12,034	14,168	15,701	16,848	17,855	18,777	19,723	20,714	21,754
B. TEACHING AND NON TEACHING STAFF													
Regular Government													
Some indicators													
Pupil/teacher ratio		40.0	38	38	38	38	39	39	39	39	40	40	40
Nb of classes (streams)	9,230		9,230	9,570	9,923	10,459	11,196	11,998	12,930	14,069	15,327	16,702	18,204
Student/class (streams) ratio (class size)		40.0	48	47	46	45	44	44	43	42	41	41	40
Nb of multigrade classes	0		0	0	0	0	0	0	0	0	0	0	0
% of multigrade classes		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
New teaching staff		3%	0	506	514	727	951	1,011	1,141	1,350	1,456	1,554	1,658
Total teaching staff	11,623		11,623	11,776	11,932	12,291	12,856	13,464	14,179	15,076	16,050	17,092	18,204
Qualified M	5,368		5,368	5,437	5,506	5,670	5,928	6,206	6,533	6,943	7,389	7,865	8,374
Qualified F	706		706	785	866	965	1,086	1,217	1,365	1,541	1,736	1,950	2,184
Unqualified M	4,759		4,759	4,822	4,887	5,034	5,267	5,516	5,810	6,179	6,579	7,007	7,463
Unqualified F	790		790	732	673	622	576	525	471	413	347	270	182
Ratio Qualified M		46.0%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%	46%
Ratio Qualified F		12.0%	6%	7%	7%	8%	8%	9%	10%	10%	11%	11%	12%
Ratio Unqualified M		41.0%	41%	41%	41%	41%	41%	41%	41%	41%	41%	41%	41%
Ratio Unqualified F		1.0%	7%	6%	6%	5%	4%	4%	3%	3%	2%	2%	1%
Head Teachers	1,981		1,981	2,003	2,025	2,081	2,172	2,269	2,384	2,530	2,687	2,855	3,034

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE				PROJECTION RESULTS									
	BASELINE			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Teacher/Head Teachers ratio		6.0	5.9	5.9	5.9	5.9	5.9	5.9	5.9	6.0	6.0	6.0	6.0
New non-teaching staff requirements		3%	0	76	77	109	142	151	171	202	218	233	248
Total non-teaching staff			1,730	1,753	1,777	1,831	1,916	2,007	2,114	2,248	2,394	2,550	2,717
Support Staff	0		0	0	0	0	0	0	0	0	0	0	0
Non teaching staff in schools	1,730		1,730	1,753	1,777	1,831	1,916	2,007	2,114	2,248	2,394	2,550	2,717
Teacher/Support Staff ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher/Non teaching staff in schools ratio		6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7	6.7
Private													
Some indicators													
Pupil/teacher ratio		14	14	14	14	14	14	14	14	14	14	14	14
Nb of classes	385		385	497	607	714	794	853	883	923	967	1,013	1,061
Student/class ratio		43	43	43	43	43	43	43	43	43	43	43	43
Nb of multigrade classes	0		0	0	0	0	0	0	0	0	0	0	0
% of multigrade classes		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
New teaching staff		3%	0	388	393	391	321	260	175	210	226	238	249
Total teaching staff	1,171		1,171	1,514	1,851	2,177	2,426	2,608	2,702	2,827	2,964	3,108	3,260
Qualified M	492		492	636	778	915	1,019	1,095	1,135	1,187	1,245	1,305	1,369
Qualified F	264		264	342	419	494	551	594	616	646	679	713	750
Unqualified M	173		173	224	274	323	361	388	403	422	443	466	489
Unqualified F	242		242	312	380	446	495	530	548	571	597	624	652
Ratio Qualified M		42.0%	42%	42%	42%	42%	42%	42%	42%	42%	42%	42%	42%
Ratio Qualified F		23.0%	23%	23%	23%	23%	23%	23%	23%	23%	23%	23%	23%
Ratio Unqualified M		15.0%	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%	15%
Ratio Unqualified F		21.0%	21%	21%	21%	20%	20%	20%	20%	20%	20%	20%	20%
Head Teachers	101		101	131	160	188	209	225	233	244	256	268	281
Teacher/Head Teachers ratio		11.6	11.6	11.6	11.6	11.6	11.6	11.6	11.6	11.6	11.6	11.6	11.6
New non-teaching staff requirements		3%	0	23	23	23	19	16	10	13	14	14	15
Total non-teaching staff			70	91	111	130	145	156	162	169	177	186	195

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Support Staff	34		34	44	54	63	70	76	78	82	86	90	95
Non teaching staff in schools	36		36	47	57	67	75	80	83	87	91	96	100
Teacher/Support Staff ratio		34.4	34.4	34.4	34.4	34.4	34.4	34.4	34.4	34.4	34.4	34.4	34.4
Teacher/Non teaching staff in schools ratio		32.5	32.5	32.5	32.5	32.5	32.5	32.5	32.5	32.5	32.5	32.5	32.5
Total													
Nb of classes			9,615	10,067	10,530	11,173	11,990	12,851	13,813	14,992	16,294	17,715	19,265
Nb of multigrade classes			0	0	0	0	0	0	0	0	0	0	0
New teacher requirements			0	895	907	1,119	1,273	1,272	1,316	1,560	1,682	1,792	1,907
Total teacher requirements			12,794	13,290	13,783	14,468	15,282	16,071	16,881	17,903	19,014	20,200	21,463
Qualified M			5,860	6,073	6,284	6,584	6,947	7,301	7,668	8,131	8,634	9,171	9,743
Qualified F			970	1,127	1,285	1,459	1,637	1,811	1,982	2,187	2,415	2,663	2,934
Unqualified M			4,932	5,046	5,161	5,358	5,627	5,905	6,213	6,601	7,022	7,472	7,952
Unqualified F			1,032	1,044	1,053	1,067	1,071	1,055	1,018	984	943	894	834
Head Teachers			2,082	2,133	2,184	2,268	2,381	2,494	2,617	2,773	2,942	3,123	3,315
New non-teaching staff requirements			0	99	101	132	161	167	181	214	231	247	263
Total non-teaching staff			1,800	1,844	1,888	1,961	2,061	2,163	2,276	2,417	2,572	2,736	2,912
Support personnel			34	44	54	63	70	76	78	82	86	90	95
Non teaching staff in schools			1,766	1,800	1,834	1,898	1,990	2,087	2,197	2,335	2,485	2,646	2,817
C. TEXTBOOKS AND TEACHER GUIDES													
Regular Government													
Core textbooks	2011	2013	2,375,175	794,573	813,409	846,537	894,679	946,685	1,007,386	1,082,338	1,164,336	1,252,882	1,348,419
Core subject books per pupil	5.00	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
# Textbooks			2,375,175	794,573	813,409	846,537	894,679	946,685	1,007,386	1,082,338	1,164,336	1,252,882	1,348,419
Teaching guides	2011	2012	11,623	2,355	2,386	2,458	2,571	2,693	2,836	3,015	3,210	3,418	3,641

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>				PROJECTION RESULTS									
	BASELINE			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2011	Targets/	2011	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Books per teacher	1.00	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
# Teaching guides			11,623	2,355	2,386	2,458	2,571	2,693	2,836	3,015	3,210	3,418	3,641
Private													
Core textbooks	2011	2014	16,419	5,306	6,487	7,628	8,497	9,134	9,461	9,899	10,377	10,880	11,408
Core subject books per pupil	1.00	1.0	1.00	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
# Textbooks			16,419	5,306	6,487	7,628	8,497	9,134	9,461	9,899	10,377	10,880	11,408
Teaching guides	2011	2014	293	378	463	544	606	652	675	707	741	777	815
Books per teacher	1.00	1.0	1.00	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
# Teaching guides			293	378	463	544	606	652	675	707	741	777	815
Total													
Textbooks			2,391,594	799,879	819,895	854,165	903,176	955,820	1,016,848	1,092,236	1,174,713	1,263,762	1,359,827
Teaching guides			11,916	2,734	2,849	3,002	3,178	3,345	3,511	3,722	3,951	4,195	4,456
D. CLASSROOMS AND OTHER ROOMS													
Regular Government													
% of double shift classes (classes)		-1.1%	-1%	-1%	-1%	-1%	-1%	-1%	-1%	-1%	-1%	-1%	-1%
Total classrooms	9,332		9,332	9,675	10,032	10,575	11,319	12,130	13,073	14,224	15,497	16,887	18,405
Classrooms to build by year			0	343	357	543	745	811	942	1,151	1,272	1,390	1,518
# Staff rooms (incl. Office and store)	721		721	748	776	818	876	939	1,012	1,102	1,200	1,309	1,427
Staff rooms to build by year			0	27	28	42	58	63	73	90	99	108	118
Classroom/staff room ratio		12.9	12.9	12.9	12.9	12.9	12.9	12.9	12.9	12.9	12.9	12.9	12.9
# Block of 2 VIP toilets	1,899		1,899	1,969	2,043	2,154	2,306	2,472	2,665	2,900	3,161	3,445	3,756
Block of 2 VIP toilets to build each year			0	70	73	111	152	166	193	236	260	285	311

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE			PROJECTION RESULTS									
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Classroom/Block of 2 VIP toilets ratio		4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9
# Total other rooms (incl. Library and clinics)	210		210	218	226	238	255	273	294	320	349	380	415
Other rooms to build by year			0	8	8	12	17	18	21	26	29	31	34
Classroom/other room ratio		44.4	44.4	44.4	44.4	44.4	44.4	44.4	44.4	44.4	44.4	44.4	44.4
Private													
% of double shift classes (classes)		0.0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total classrooms	385		385	497	607	714	794	853	883	923	967	1,013	1,061
Classrooms to build by year			0	112	110	106	81	59	30	40	44	46	48
# Staff rooms (incl. Office and store)	32		32	41	51	59	66	71	74	77	81	84	88
Staff rooms to build by year			0	9	9	9	7	5	3	3	4	4	4
Classroom/staff room ratio		12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0
# Block of 2 VIP toilets	343		343	444	543	640	713	768	796	834	875	919	965
Block of 2 VIP toilets to build each year			0	101	99	96	74	54	28	38	41	44	46
Classroom/Block of 2 VIP toilets ratio		1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1
# Total other rooms (incl. Library and clinics)	6		6	8	9	11	12	13	14	14	15	16	17
Other rooms to build by year			0	2	2	2	1	1	0	1	1	1	1
Classroom/other room ratio		64.2	64.2	64.2	64.2	64.2	64.2	64.2	64.2	64.2	64.2	64.2	64.2
Total													
Total classrooms			9,717	10,173	10,640	11,289	12,114	12,984	13,956	15,147	16,463	17,900	19,466
Classrooms to build by year			0	456	467	649	825	870	972	1,192	1,316	1,436	1,566
# Staff rooms (incl. Office and store)			753	789	826	877	942	1,010	1,086	1,178	1,281	1,393	1,515
Staff rooms to build by year			0	36	37	51	65	68	76	93	103	112	122
# Block of 2 VIP toilets			2,242	2,413	2,586	2,793	3,020	3,240	3,461	3,734	4,036	4,364	4,721
Block of 2 VIP toilets to build			0	171	173	207	226	220	221	273	302	328	357

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
each year													
# Total other rooms (incl. Library and clinics)			216	225	235	249	267	286	308	335	364	396	431
Other rooms (incl. Main store, clinics) to build by year			0	9	10	14	18	19	22	27	29	32	35
NOMADIC EDUCATION													
A. ENROLMENTS													
Number of children receiving Nomadic Education			27,403	29,508	32,269	35,728	40,031	44,764	50,199	56,690	63,947	71,993	80,905
Male			15,402	16,852	18,614	20,836	23,528	26,437	29,549	33,120	37,042	41,336	46,031
Female			12,001	12,657	13,654	14,892	16,503	18,327	20,651	23,570	26,904	30,657	34,874
B. TEACHING AND NON TEACHING STAFF													
Pupil/teacher ratio		40	34	34	35	35	36	37	37	38	39	39	40
New trainers		3%	0	257	91	111	134	146	164	192	212	232	254
Total teaching staff			817	1,105	1,175	1,266	1,382	1,507	1,649	1,819	2,005	2,207	2,427
Teachers	632		632	863	926	1,007	1,108	1,217	1,342	1,489	1,652	1,829	2,023
Head Teachers	185		185	241	248	259	274	289	307	329	353	378	405
Teacher/Head Teachers ratio		5.0	3.4	3.6	3.7	3.9	4.0	4.2	4.4	4.5	4.7	4.8	5.0
New non-teaching staff required		3%	0	16	5	6	8	9	10	11	12	14	15
Total non teaching staff			41	55	59	64	69	76	83	91	101	111	122
Other non teaching staff	41		41	55	59	64	69	76	83	91	101	111	122
Teacher/Other non teaching staff ratio		19.9	19.9	19.9	19.9	19.9	19.9	19.9	19.9	19.9	19.9	19.9	19.9
C. TEXTBOOKS AND TEACHER GUIDES													
Core textbooks	2011	2013	137,015	49,180	53,781	59,547	66,718	74,606	83,665	94,483	106,578	119,988	134,842

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Core subject books per pupil	5.00	5	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
# Textbooks			137,015	49,180	53,781	59,547	66,718	74,606	83,665	94,483	106,578	119,988	134,842
Teaching guides	2011	2013	632	276	294	316	345	377	412	455	501	552	607
Books per teacher	1.00	1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
# Teaching guides			632	276	294	316	345	377	412	455	501	552	607
D. CLASSROOMS AND other rooms (incl. Main store, clinics)													
Classrooms			548	590	645	715	801	895	1,004	1,134	1,279	1,440	1,618
Mobile		50	548	590	645	715	801	895	1,004	1,134	1,279	1,440	1,618
Permanent		0	0	0	0	0	0	0	0	0	0	0	0
Other rooms			0	0	0	0	0	0	0	0	0	0	0
Rooms 1		0	0	0	0	0	0	0	0	0	0	0	0
Rooms 2		0	0	0	0	0	0	0	0	0	0	0	0
Total			548	590	645	715	801	895	1,004	1,134	1,279	1,440	1,618
Classrooms			548	590	645	715	801	895	1,004	1,134	1,279	1,440	1,618
Other rooms			0	0	0	0	0	0	0	0	0	0	0
Rooms to build by year			0	42	55	69	86	95	109	130	145	161	178
ISLAMIYYAH EDUCATION													
A. ENROLMENTS													
Number of children receiving Islamiyyah Education			21,215	22,638	25,908	29,776	34,465	39,653	45,650	52,749	60,667	69,423	79,092
Male			5,040	6,944	9,309	12,001	15,100	18,485	22,152	26,304	30,881	35,910	41,428
Female			16,175	15,694	16,599	17,776	19,366	21,168	23,498	26,445	29,786	33,513	37,664
B. TEACHING AND NON TEACHING STAFF													
Pupil/teacher ratio		40	29	30	31	32	33	35	36	37	38	39	40
New trainers		3%	0	118	103	119	141	152	172	198	216	234	253

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total teaching staff			728	851	937	1,039	1,161	1,292	1,440	1,613	1,800	2,002	2,218
Teachers	653		653	749	827	919	1,029	1,147	1,280	1,436	1,604	1,784	1,977
Head Teachers	75		75	102	110	120	132	145	160	177	197	218	241
Teacher/Head Teachers ratio		8.4	8.4	8.4	8.4	8.4	8.4	8.4	8.4	8.4	8.4	8.4	8.4
New non-teaching staff required		3%	0	4	1	2	2	2	3	3	3	4	4
Total non teaching staff			11	15	16	17	19	20	22	24	27	30	33
Other non teaching staff	11		11	15	16	17	19	20	22	24	27	30	33
Teacher/Other non teaching staff ratio		74.3	74.3	74.3	74.3	74.3	74.3	74.3	74.3	74.3	74.3	74.3	74.3
C. TEXTBOOKS AND TEACHER GUIDES													
Core textbooks	2011	2013	106,075	37,729	43,181	49,627	57,442	66,088	76,084	87,916	101,111	115,705	131,820
Core subject books per pupil	5.00	5	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
# Textbooks			106,075	37,729	43,181	49,627	57,442	66,088	76,084	87,916	101,111	115,705	131,820
Teaching guides	2011	2013	653	213	234	260	290	323	360	403	450	500	555
Books per teacher	1.00	1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
# Teaching guides			653	213	234	260	290	323	360	403	450	500	555
D. CLASSROOMS AND other rooms (incl. Main store, clinics)													
Classrooms			424	453	518	596	689	793	913	1,055	1,213	1,388	1,582
Mobile		0%	0	0	0	0	0	0	0	0	0	0	0
Permanent		50	424	453	518	596	689	793	913	1,055	1,213	1,388	1,582
Other rooms			0	0	0	0	0	0	0	0	0	0	0
Rooms 1		0	0	0	0	0	0	0	0	0	0	0	0
Rooms 2		0	0	0	0	0	0	0	0	0	0	0	0
Total			424	453	518	596	689	793	913	1,055	1,213	1,388	1,582
Classrooms			424	453	518	596	689	793	913	1,055	1,213	1,388	1,582
Other rooms			0	0	0	0	0	0	0	0	0	0	0
Rooms to build by year			0	28	65	77	94	104	120	142	158	175	193
INTEGRATED IQTE EDUCATION													

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
A. ENROLMENTS													
Number of children receiving Integrated Education			5,349	7,727	10,302	13,210	16,580	20,304	24,528	29,491	35,111	41,436	48,543
Male			4,595	5,869	7,286	8,940	10,876	12,998	15,305	17,937	20,852	24,071	27,619
Female			754	1,858	3,016	4,270	5,704	7,306	9,223	11,554	14,259	17,366	20,924
B. TEACHING AND NON TEACHING STAFF													
Pupil/teacher ratio		40	22	24	26	28	29	31	33	35	36	38	40
New trainers		3%	0	140	90	94	103	107	116	131	142	154	167
Total teaching staff			238	344	427	513	606	700	801	915	1,037	1,167	1,308
Secular teachers	189		189	319	397	476	562	650	743	849	962	1,083	1,214
Head Teachers	49		49	25	31	37	44	50	58	66	75	84	94
Teacher/Head Teachers ratio		12.9	12.9	12.9	12.9	12.9	12.9	12.9	12.9	12.9	12.9	12.9	12.9
New non-teaching staff required		3%	0	24	20	21	22	23	25	28	30	32	35
Total non teaching staff			50	72	89	106	125	144	163	186	209	235	262
Other non teaching staff	50		50	72	89	106	125	144	163	186	209	235	262
Teacher/Other non teaching staff ratio		5.0	4.8	4.8	4.8	4.8	4.9	4.9	4.9	4.9	5.0	5.0	5.0
C. TEXTBOOKS AND TEACHER GUIDES													
Core textbooks	2011	2013	26,745	12,878	17,170	22,017	27,633	33,841	40,879	49,152	58,519	69,061	80,905
Core subject books per pupil	5.00	5	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
# Textbooks			26,745	12,878	17,170	22,017	27,633	33,841	40,879	49,152	58,519	69,061	80,905
Teaching guides	2011	2013	238	0	0	0	0	0	0	0	0	0	0
Books per teacher	1.00	1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
# Teaching guides			238	0	0	0	0	0	0	0	0	0	0
D. CLASSROOMS AND OTHER ROOMS													

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Classrooms			107	155	206	264	332	406	491	590	702	829	971
Total classrooms	50		107	155	206	264	332	406	491	590	702	829	971
Classrooms to build			0	48	52	58	67	74	84	99	112	127	142
Other rooms			5	8	10	13	17	20	25	29	35	41	49
Blocks of 2 VIP toilets	20		5	8	10	13	17	20	25	29	35	41	49
Block of 2 VIP toilets to build each year			0	2	3	3	3	4	4	5	6	6	7
Total			112	162	216	277	348	426	515	619	737	870	1,019
Classrooms			107	155	206	264	332	406	491	590	702	829	971
Other rooms			5	8	10	13	17	20	25	29	35	41	49
Rooms to build by year			0	50	54	61	71	78	89	104	118	133	149
SENs (children with special education needs)													
A. ENROLMENTS													
Number of children receiving SENs			3,415	3,679	4,024	4,466	5,012	5,606	6,244	6,972	7,761	8,614	9,533
Public			3,402	3,664	4,008	4,450	4,996	5,591	6,232	6,962	7,755	8,611	9,533
Male			2,452	2,858	3,324	3,884	4,549	5,273	6,056	6,951	7,939	9,026	10,221
Female			950	806	684	565	447	318	176	12	-184	-415	-688
Private			13	15	16	17	16	14	12	9	6	3	0
Male			11	13	14	14	14	12	10	8	5	3	0
Female			2	2	3	3	3	2	2	2	1	1	0
B. TEACHING AND NON TEACHING STAFF													
Public													
Pupil/teacher ratio	50		71	69	67	65	63	60	58	56	54	52	50
New trainers	3%		0	10	9	11	13	15	17	21	24	27	31
Total Teaching Staff			48	57	64	73	85	99	114	132	153	176	203
Special Education teachers	45		45	53	60	69	80	93	107	124	143	165	191
Head Teachers	3		3	4	4	5	5	6	7	8	10	11	13
Teacher/Head Teachers ratio	15.0		15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0
New non-teaching staff required	3%		0	4	5	6	7	9	10	11	13	15	17

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE			PROJECTION RESULTS									
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total non teaching staff			27	30	34	39	45	52	60	69	80	92	106
Other non teaching staff	27		27	30	34	39	45	52	60	69	80	92	106
Teacher/Other non teaching staff ratio		1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8
Private													
Pupil/teacher ratio		0	0	0	0	0	0	0	0	0	0	0	0
New trainers		0%	0	0	0	0	0	0	0	0	0	0	0
Total Teaching Staff			0	0	0	0	0	0	0	0	0	0	0
Special Education teachers	0		0	0	0	0	0	0	0	0	0	0	0
Head Teachers	0		0	0	0	0	0	0	0	0	0	0	0
Teacher/Head Teachers ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
New non-teaching staff required		0%	0	0	0	0	0	0	0	0	0	0	0
Total non teaching staff			0	0	0	0	0	0	0	0	0	0	0
Other non teaching staff	0		0	0	0	0	0	0	0	0	0	0	0
Teacher/Other non teaching staff ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
C. TEXTBOOKS AND TEACHER GUIDES													
Public													
Core textbooks	2011	2013	5,670	6,107	6,680	7,416	8,327	9,319	10,386	11,604	12,925	14,351	15,888
Core subject books per pupil	5.00	5	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
# Textbooks			5,670	6,107	6,680	7,416	8,327	9,319	10,386	11,604	12,925	14,351	15,888
Teaching guides	2011	2013	10	11	13	15	17	20	23	26	31	35	41
Books per teacher	1.00	1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
# Teaching guides			10	11	13	15	17	20	23	26	31	35	41
Private													
Core textbooks	2011	2013	0	0	0	0	0	0	0	0	0	0	0
Core subject books per pupil	2.00	2	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Textbooks			0	0	0	0	0	0	0	0	0	0	0
Teaching guides	2011	2013	0	5	4	5	7	8	9	10	12	14	16
Books per teacher	2.00	2	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Teaching guides			0	5	4	5	7	8	9	10	12	14	16

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>			PROJECTION RESULTS										
	BASELINE			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
D. CLASSROOMS AND OTHER ROOMS													
Public Total			106	114	125	138	155	174	194	216	241	268	296
Classrooms													
Total classrooms		85	40	43	47	52	59	66	73	82	91	101	112
Classrooms to build			0	3	4	5	6	7	8	9	9	10	11
Toilets													
Blocks of 2 VIP toilets		7	6	6	7	7	8	9	10	12	13	14	16
Block of 2 VIP toilets to build each year			0	0	1	1	1	1	1	1	1	1	2
Specialized rooms													
Specialized rooms		2	20	22	24	26	29	33	37	41	46	51	56
Specialized rooms to build each year			0	2	2	3	3	3	4	4	5	5	5
Other rooms													
Other rooms		1	40	43	47	52	59	66	73	82	91	101	112
Other rooms to build each year			0	3	4	5	6	7	8	9	9	10	11
Private Total			0	0	0	0	0	0	0	0	0	0	0
Classrooms													
Total classrooms		0	0	0	0	0	0	0	0	0	0	0	0
Classrooms to build			0	0	0	0	0	0	0	0	0	0	0
Toilets													
Blocks of 2 VIP toilets		0	0	0	0	0	0	0	0	0	0	0	0
Block of 2 VIP toilets to build each year			0	0	0	0	0	0	0	0	0	0	0
Specialized rooms													
Specialized rooms		0	0	0	0	0	0	0	0	0	0	0	0
Specialized rooms to build each year			0	0	0	0	0	0	0	0	0	0	0
Other rooms													
Other rooms		0	0	0	0	0	0	0	0	0	0	0	0
Other rooms to build each year			0	0	0	0	0	0	0	0	0	0	0

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE			PROJECTION RESULTS									
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total			106	114	125	138	155	174	194	216	241	268	296
JUNIOR SECONDARY SCHOOLS (JSS)													
A. ENROLMENTS													
Registration rates													
Total	24,692		39%	43%	46%	50%	53%	56%	60%	63%	67%	70%	74%
Male	15,038	100%	39%	43%	47%	51%	56%	60%	64%	68%	72%	76%	80%
Female	9,654	82%	39%	42%	45%	48%	50%	53%	56%	59%	61%	64%	67%
Gross Enrolment Ratios			26%	24%	23%	23%	24%	26%	29%	32%	35%	38%	43%
Student enrolments			91,244	86,350	82,365	84,427	90,807	101,945	116,999	132,934	149,802	169,225	194,582
Public			89,286	83,392	78,619	79,385	84,957	95,032	108,814	123,421	138,853	156,570	179,712
Male			51,525	49,674	48,943	49,915	53,160	58,910	68,590	79,333	90,693	102,255	116,546
Female			37,761	33,718	29,676	29,470	31,797	36,122	40,225	44,088	48,160	54,315	63,166
Of which: Regular Government			77,123	72,194	68,200	69,051	74,117	83,159	95,466	108,556	122,449	138,470	159,410
Male			43,871	42,437	41,952	42,928	45,870	51,000	59,576	69,134	79,292	89,692	102,561
Female			33,252	29,757	26,248	26,123	28,247	32,159	35,890	39,423	43,157	48,778	56,849
Of which: Vocational/Technical			892	1,167	1,415	1,746	2,208	2,851	3,699	4,690	5,832	7,202	8,986
Male			515	695	881	1,098	1,382	1,767	2,332	3,015	3,809	4,704	5,827
Female			377	472	534	648	826	1,083	1,367	1,675	2,023	2,498	3,158
Of which: Islamiyyah/IQTE			8,929	8,607	8,355	8,680	9,557	10,996	12,911	14,996	17,263	19,942	23,460
Male			5,153	5,067	5,090	5,291	5,742	6,480	7,682	9,044	10,521	12,066	13,986

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Female			3,776	3,540	3,264	3,389	3,816	4,515	5,229	5,952	6,742	7,876	9,475
Of which: SENs			2,342	2,325	2,341	2,467	2,727	3,140	3,750	4,436	5,188	6,024	7,091
Male			1,986	1,972	1,999	2,096	2,293	2,608	3,115	3,694	4,327	4,996	5,827
Female			356	354	343	371	434	531	634	742	861	1,029	1,263
Private			1,958	2,958	3,745	5,042	5,850	6,913	8,184	9,513	10,949	12,656	14,870
Male			1,166	1,524	1,657	2,211	2,612	3,124	3,860	4,674	5,557	6,481	7,599
Female			792	1,433	2,088	2,831	3,238	3,789	4,325	4,839	5,392	6,174	7,271
Total			91,244	86,350	82,365	84,427	90,807	101,945	116,999	132,934	149,802	169,225	194,582
Male			52,691	51,198	50,600	52,126	55,773	62,034	72,449	84,007	96,249	108,736	124,145
Female			38,553	35,151	31,764	32,301	35,035	39,911	44,549	48,928	53,552	60,489	70,437
B. TEACHING AND NON TEACHING STAFF													
Regular Government													
Some indicators													
Nb of classes	1,382	1382	1,382	1,126	1,071	1,093	1,182	1,336	1,545	1,770	2,011	2,291	2,657
Weekly teacher workloads	24	24	24	24	24	24	24	24	24	24	24	24	24
Student/class ratio (class size)		60	65	64	64	63	63	62	62	61	61	60	60
Teacher utilization rate		95%	2109%	1547%	1135%	832%	610%	448%	328%	241%	177%	130%	95%
New teaching staff required		3%	0	543	1,410	2,351	3,922	6,549	10,724	16,494	25,214	39,332	64,031
Total teaching staff	3,773		3,773	4,190	5,437	7,562	11,149	17,182	27,093	42,318	65,565	101,842	161,041
Qualified M	2,947		2,947	3,281	4,268	5,949	8,793	13,583	21,470	33,614	52,204	81,281	128,833
Qualified F	225		225	267	368	543	845	1,371	2,272	3,719	6,027	9,773	16,104
Unqualified M	561		561	598	745	991	1,396	2,051	3,074	4,554	6,670	9,763	14,494
Unqualified F	40		40	44	57	79	116	177	277	431	664	1,025	1,610
Ratio Qualified M		80.0%	78%	78%	78%	79%	79%	79%	79%	79%	80%	80%	80%
Ratio Qualified F		10.0%	6%	6%	7%	7%	8%	8%	8%	9%	9%	10%	10%
Ratio Unqualified M		9.0%	15%	14%	14%	13%	13%	12%	11%	11%	10%	10%	9%
Ratio Unqualified F		1.0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>	BASELINE			PROJECTION RESULTS									
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Principals	355		355	394	512	712	1,050	1,619	2,553	3,989	6,182	9,605	15,193
Teacher/Principals ratio		10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6
New non-teaching staff requirements		3%	0	248	644	1,074	1,791	2,989	4,891	7,518	11,484	17,902	29,125
Total non-teaching staff			1,730	1,920	2,490	3,460	5,098	7,851	12,371	19,309	29,896	46,406	73,331
Support personnel	536		536	596	773	1,076	1,587	2,448	3,862	6,035	9,356	14,541	23,006
Non teaching staff in schools	1,194		1,194	1,324	1,716	2,384	3,510	5,403	8,509	13,274	20,540	31,865	50,325
Teacher/Support personnel ratio		7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0
Teacher/Non teaching staff in schools ratio		3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
Private													
Some indicators													
Nb of classes	113	113	113	171	217	293	340	403	478	556	642	743	875
Weekly teacher workloads	30	30	30	30	30	30	30	30	30	30	30	30	30
Student/class ratio (class size)		17	17	17	17	17	17	17	17	17	17	17	17
Teacher utilization rate		278%	278%	278%	278%	278%	278%	278%	278%	278%	278%	278%	278%
New teaching staff required		3%	0	86	71	114	78	101	121	129	142	168	214
Total teaching staff	153		153	232	294	396	461	546	647	754	869	1,007	1,185
Qualified M	118		118	179	227	306	355	420	499	581	669	775	913
Qualified F	11		11	17	21	28	33	39	46	53	61	71	83
Unqualified M	22		22	33	42	57	66	77	92	106	122	141	166
Unqualified F	2		2	3	4	6	7	9	11	14	16	19	24
Ratio Qualified M		77.0%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%	77%
Ratio Qualified F		7.0%	7%	7%	7%	7%	7%	7%	7%	7%	7%	7%	7%
Ratio Unqualified M		14.0%	14%	14%	14%	14%	14%	14%	14%	14%	14%	14%	14%
Ratio Unqualified F		1.0%	1%	1%	1%	2%	2%	2%	2%	2%	2%	2%	2%
Principals	13		13	20	25	34	39	46	55	64	74	85	100
Teacher/Principals ratio		11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8
New non-teaching staff requirements		3%	0	3	2	4	3	3	4	4	5	5	7
Total non-teaching staff			5	8	10	13	15	18	21	25	28	33	39

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Support personnel	0		0	0	0	0	0	0	0	0	0	0	0
Non teaching staff in schools	5		5	8	10	13	15	18	21	25	28	33	39
Teacher/Support personnel ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher/Non teaching staff in schools ratio		30.6	30.6	30.6	30.6	30.6	30.6	30.6	30.6	30.6	30.6	30.6	30.6
S/Total													
Some indicators													
Nb of classes			1,495	1,297	1,288	1,385	1,522	1,738	2,022	2,326	2,652	3,034	3,532
New teaching staff required			0	629	1,481	2,466	4,000	6,650	10,845	16,623	25,356	39,500	64,245
Total teaching staff			3,926	4,422	5,731	7,958	11,610	17,728	27,740	43,071	66,434	102,849	162,226
Qualified M			3,065	3,460	4,494	6,255	9,148	14,003	21,968	34,195	52,873	82,056	129,746
Qualified F			236	283	389	571	878	1,410	2,318	3,773	6,088	9,844	16,187
Unqualified M			583	632	787	1,048	1,462	2,128	3,166	4,660	6,793	9,905	14,660
Unqualified F			42	47	61	85	123	186	289	444	680	1,044	1,634
Total Principals			368	414	537	746	1,089	1,665	2,608	4,053	6,256	9,691	15,293
New other staff required			0	250	647	1,078	1,793	2,992	4,895	7,522	11,489	17,907	29,132
Total other staff			1,735	1,928	2,499	3,473	5,113	7,869	12,392	19,334	29,925	46,439	73,370
Total support staff			536	596	773	1,076	1,587	2,448	3,862	6,035	9,356	14,541	23,006
Non teaching staff in schools			1,199	1,332	1,726	2,397	3,525	5,421	8,530	13,299	20,569	31,898	50,364
C. TEXTBOOKS AND TEACHER GUIDES													
Regular Government													
Core textbooks	2011	2013	714,288	222,378	209,652	211,694	226,553	253,419	290,172	329,124	370,274	417,519	479,232
Core subject books per student	8.00	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
# Textbooks			714,288	222,378	209,652	211,694	226,553	253,419	290,172	329,124	370,274	417,519	479,232
Teaching guides	2011	2013	7,546	2,095	2,719	3,781	5,574	8,591	13,547	21,159	32,783	50,921	80,521
Books per teacher	2.00	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Teaching guides			7,546	2,095	2,719	3,781	5,574	8,591	13,547	21,159	32,783	50,921	80,521

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>				PROJECTION RESULTS									
	BASELINE			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2011	Targets/ Options	2011	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Private													
Core textbooks	2011	2019	979	1,479	1,873	2,521	2,925	3,456	4,092	4,757	5,474	6,328	7,435
Core subject books per pupil	2.00	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Textbooks			979	1,479	1,873	2,521	2,925	3,456	4,092	4,757	5,474	6,328	7,435
Teaching guides	2011	2013	306	116	147	198	230	273	324	377	435	503	593
Books per teacher	2.00	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Teaching guides			306	116	147	198	230	273	324	377	435	503	593
Total													
Textbooks			715,267	223,857	211,524	214,215	229,478	256,875	294,264	333,880	375,748	423,847	486,667
Teaching guides			7,852	2,211	2,866	3,979	5,805	8,864	13,870	21,536	33,217	51,424	81,113
D. CLASSROOMS AND OTHER ROOMS													
Regular Government													
% of double shift classes		0.0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total classrooms	1,382		1,382	1,126	1,071	1,093	1,182	1,336	1,545	1,770	2,011	2,291	2,657
Classrooms to build by year		2%	0	0	0	21	89	154	209	225	241	280	366
# Laboratories	18		18	15	14	14	15	17	20	23	26	30	35
Labs to build by year			0	0	0	0	1	2	3	3	3	4	5
Classroom/labs ratio		76.8	76.8	76.8	76.8	76.8	76.8	76.8	76.8	76.8	76.8	76.8	76.8
# Staff rooms (incl. Office and store)	319		319	260	248	253	274	309	358	411	467	532	618
Staff rooms to build by year			0	0	0	5	21	36	49	52	56	65	86
Classroom/staff room ratio		4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3
# Block of 2 VIP toilets	14		14	11	11	11	12	14	16	18	20	23	27
Block of 2 VIP toilets to build each year			0	0	0	0	1	2	2	2	2	3	4
Classroom/Block of 2 VIP toilets ratio		98.7	98.7	98.7	98.7	98.7	98.7	98.7	98.7	98.7	98.7	98.7	98.7
# Total other rooms (incl. Library and clinics)	213		213	173	165	168	182	206	238	272	309	352	409

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE				PROJECTION RESULTS									
	BASELINE			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Other rooms to build by year			0	0	0	3	14	24	32	35	37	43	56
Classroom/other room ratio		6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5
Private													
% of double shift classes		0.0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total classrooms	113		113	171	217	293	340	403	478	556	642	743	875
Classrooms to build by year		2%	0	58	46	76	48	63	75	79	85	101	132
# Laboratories	3		3	5	6	8	9	11	13	15	17	20	23
Labs to build by year			0	2	1	2	1	2	2	2	2	3	3
Classroom/labs ratio		37.7	37.7	37.7	37.7	37.7	37.7	37.7	37.7	37.7	37.7	37.7	37.7
# Staff rooms (incl. Office and store)	5		5	8	10	13	15	18	21	25	28	33	39
Staff rooms to build by year			0	3	2	3	2	3	3	3	4	4	6
Classroom/staff room ratio		22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6	22.6
# Block of 2 VIP toilets	18		18	27	35	47	54	64	76	88	102	118	139
Block of 2 VIP toilets to build each year			0	9	7	12	8	10	12	12	14	16	21
Classroom/Block of 2 VIP toilets ratio		6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3
# Total other rooms (incl. Library and clinics)	4		4	6	8	10	12	14	17	20	23	26	31
Other rooms to build by year			0	2	2	3	2	2	3	3	3	4	5
Classroom/other room ratio		28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3	28.3
S/Total													
Total classrooms			1,495	1,297	1,288	1,385	1,522	1,738	2,022	2,326	2,652	3,034	3,532
Classrooms to build by year			0	58	46	97	136	217	284	303	326	381	498
# Laboratories			21	19	20	22	24	28	33	38	43	50	58
Staff rooms to build by year			0	2	1	2	2	4	5	5	5	6	8
# Staff rooms (incl. Office and store)			324	268	257	266	289	327	379	435	495	565	657
Staff rooms to build by year			0	3	2	8	23	39	52	56	60	70	91
# Block of 2 VIP toilets			32	39	45	58	66	78	92	106	122	141	166
Block of 2 VIP toilets to build			0	9	7	12	8	11	14	15	16	19	25

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>	BASELINE		PROJECTION RESULTS										
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
each year													
# Total other rooms (incl. Library and clinics)			217	180	173	179	194	220	255	292	332	379	440
Other rooms to build by year			0	2	2	6	15	26	35	37	40	47	61
JSS VOCATIONAL /TECHNICAL EDUCATION													
B. TEACHING AND NON TEACHING STAFF													
Regular Government													
Some indicators													
Nb of classes	78	78	78	184	387	690	1,009	1,404	1,877	2,384	2,955	3,621	4,453
Weekly teacher workloads	24	24	24	24	24	24	24	24	24	24	24	24	24
Student/class ratio (class size)		11	11	11	11	11	11	11	11	11	11	11	11
Teacher utilization rate		746%	746%	746%	746%	746%	746%	746%	746%	746%	746%	746%	746%
New teaching staff required		3%	0	49	93	141	152	190	230	252	287	337	421
Total teaching staff	34		34	80	169	301	440	612	818	1,039	1,287	1,577	1,940
Qualified M	21		21	50	104	186	272	379	506	643	798	978	1,203
Qualified F	4		4	9	20	36	52	73	97	124	154	189	233
Unqualified M	8		8	19	40	71	104	145	195	248	308	378	466
Unqualified F	1		1	2	5	8	11	15	19	24	28	33	39
Ratio Qualified M		62.0%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%	62%
Ratio Qualified F		12.0%	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%
Ratio Unqualified M		24.0%	24%	24%	24%	24%	24%	24%	24%	24%	24%	24%	24%
Ratio Unqualified F		3.0%	3%	3%	3%	3%	3%	2%	2%	2%	2%	2%	2%
Principals	8		8	0	0	1	1	2	2	3	3	4	5
Teacher/Principals ratio		368.4	368.4	368.4	368.4	368.4	368.4	368.4	368.4	368.4	368.4	368.4	368.4
New non-teaching staff requirements		3%	0	212	400	595	630	775	924	995	1,115	1,293	1,599
Total non-teaching staff			151	352	730	1,287	1,861	2,559	3,382	4,249	5,207	6,311	7,680
Support personnel	21		21	50	104	186	273	380	509	647	803	985	1,213
Non teaching staff in schools	130		130	303	626	1,101	1,588	2,179	2,873	3,602	4,405	5,326	6,467
Teacher/Support		1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6	1.6

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE			PROJECTION RESULTS									
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
personnel ratio													
Teacher/Non teaching staff in schools ratio		0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
S/Total													
Some indicators													
Nb of classes			78	184	387	690	1,009	1,404	1,877	2,384	2,955	3,621	4,453
New teaching staff required			0	49	93	141	152	190	230	252	287	337	421
Total teaching staff			34	80	169	301	440	612	818	1,039	1,287	1,577	1,940
Qualified M			21	50	104	186	272	379	506	643	798	978	1,203
Qualified F			4	9	20	36	52	73	97	124	154	189	233
Unqualified M			8	19	40	71	104	145	195	248	308	378	466
Unqualified F			1	2	5	8	11	15	19	24	28	33	39
Total Principals			8	0	0	1	1	2	2	3	3	4	5
New other staff required			0	212	400	595	630	775	924	995	1,115	1,293	1,599
Total other staff			151	352	730	1,287	1,861	2,559	3,382	4,249	5,207	6,311	7,680
Total support staff			21	50	104	186	273	380	509	647	803	985	1,213
Non teaching staff in schools			130	303	626	1,101	1,588	2,179	2,873	3,602	4,405	5,326	6,467
C. TEXTBOOKS AND TEACHER GUIDES													
Regular Government													
Core textbooks	2011	2013	7,136	5,598	11,699	20,786	30,294	41,992	55,907	70,764	87,354	106,620	130,632
Core subject books per pupil	8.00	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
# Textbooks			7,136	5,598	11,699	20,786	30,294	41,992	55,907	70,764	87,354	106,620	130,632
Teaching guides	2011	2013	68	40	84	150	220	306	409	519	644	789	970
Books per teacher	2.00	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Teaching guides			68	40	84	150	220	306	409	519	644	789	970
Total													
Textbooks			7,136	5,598	11,699	20,786	30,294	41,992	55,907	70,764	87,354	106,620	130,632

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE			PROJECTION RESULTS									
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Teaching guides			68	40	84	150	220	306	409	519	644	789	970
D. CLASSROOMS AND OTHER ROOMS													
Regular Government													
% of double shift classes		44.0%	44%	44%	44%	44%	44%	44%	44%	44%	44%	44%	44%
Total classrooms	54		54	128	268	478	699	973	1,302	1,654	2,051	2,514	3,093
Classrooms to build by year		2%	0	74	140	210	222	274	328	353	396	463	579
# Laboratories	8		8	19	40	71	103	144	192	244	302	370	455
Labs to build by year			0	11	21	31	33	40	48	52	58	68	85
Classroom/labs ratio		6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8
# Staff rooms (incl. Office and store)	8		8	19	40	71	103	144	192	244	302	370	455
Staff rooms to build by year			0	11	21	31	33	40	48	52	58	68	85
Classroom/staff room ratio		6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8
# Block of 2 VIP toilets	8		8	19	40	71	103	144	192	244	302	370	455
Block of 2 VIP toilets to build each year			0	11	21	31	33	40	48	52	58	68	85
Classroom/Block of 2 VIP toilets ratio		6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8
# Total other rooms (incl. Library and clinics)	20		20	47	99	177	259	361	482	613	760	931	1,145
Other rooms to build by year			0	27	52	78	82	102	121	131	147	171	214
Classroom/other room ratio		2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7
S/Total													
Total classrooms			54	128	268	478	699	973	1,302	1,654	2,051	2,514	3,093
Classrooms to build by year			0	74	140	210	222	274	328	353	396	463	579
# Laboratories			8	19	40	71	103	144	192	244	302	370	455
Staff rooms to build by year			0	11	21	31	33	40	48	52	58	68	85
# Staff rooms (incl. Office and store)			8	19	40	71	103	144	192	244	302	370	455
Staff rooms to build by year			0	11	21	31	33	40	48	52	58	68	85
# Block of 2 VIP toilets			8	19	40	71	103	144	192	244	302	370	455

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Block of 2 VIP toilets to build each year			0	11	21	31	33	40	48	52	58	68	85
# Total other rooms (incl. Library and clinics)			20	47	99	177	259	361	482	613	760	931	1,145
Other rooms to build by year			0	27	52	78	82	102	121	131	147	171	214
ISLAMIYAH/IQTE JSS													
B. TEACHING AND NON TEACHING STAFF													
Pupil/teacher ratio		40	17	20	22	24	26	29	31	33	35	38	40
New trainers		3%	0	0	0	0	5	15	30	32	33	33	40
Total teaching staff			518	278	251	236	234	243	267	292	318	343	375
Secular teachers	483		483	260	234	220	218	226	249	273	297	320	350
Head Teachers	35		35	19	17	16	16	16	18	20	22	23	25
Teacher/Head Teachers ratio		13.8	13.8	13.8	13.8	13.8	13.8	13.8	13.8	13.8	13.8	13.8	13.8
New non-teaching staff required		3%	0	0	0	0	0	0	1	1	1	1	1
Total non teaching staff			15	8	7	7	7	7	8	8	9	10	11
Other non teaching staff	15		15	8	7	7	7	7	8	8	9	10	11
Teacher/Other non teaching staff ratio		34.5	34.5	34.5	34.5	34.5	34.5	34.5	34.5	34.5	34.5	34.5	34.5
C. TEXTBOOKS AND TEACHER GUIDES													
Core textbooks	2011	2013	41,224	13,512	13,575	14,110	15,311	17,281	20,486	24,118	28,055	32,176	37,295
Core subject books per pupil	8.00	8	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
# Textbooks			41,224	13,512	13,575	14,110	15,311	17,281	20,486	24,118	28,055	32,176	37,295
Teaching guides	2011	2013	1,036	104	93	88	87	91	99	109	119	128	140
Books per teacher	2.00	2	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Teaching guides			1,036	104	93	88	87	91	99	109	119	128	140
D. CLASSROOMS AND OTHER ROOMS													

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>	BASELINE			PROJECTION RESULTS									
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Classrooms			198	191	186	193	212	244	287	333	384	443	521
Total classrooms	45		198	191	186	193	212	244	287	333	384	443	521
Classrooms to build			0	0	0	7	19	32	43	46	50	60	78
Other rooms			6	6	6	6	6	7	9	10	12	13	16
Blocks of 2 VIP toilets	33		6	6	6	6	6	7	9	10	12	13	16
Block of 2 VIP toilets to build each year			0	0	0	0	1	1	1	1	2	2	2
Total			204	197	191	199	219	252	296	343	395	457	537
Classrooms			198	191	186	193	212	244	287	333	384	443	521
Other rooms			6	6	6	6	6	7	9	10	12	13	16
Rooms to build by year			0	0	0	7	20	33	44	48	52	61	81
SENs JSS													
A. ENROLMENTS													
Number of children receiving SENs			2,342	2,325	2,341	2,467	2,727	3,140	3,750	4,436	5,188	6,024	7,091
Male			1,986	1,972	1,999	2,096	2,293	2,608	3,115	3,694	4,327	4,996	5,827
Female			356	354	343	371	434	531	634	742	861	1,029	1,263
B. TEACHING AND NON TEACHING STAFF													
Pupil/teacher ratio		234	234	234	234	234	234	234	234	234	234	234	234
New trainers		3%	0	0	0	0	0	0	1	1	1	1	1
Total teaching staff			10	2	2	2	3	3	4	5	5	6	8
Secular teachers	7		7	2	1	2	2	2	3	3	4	4	5
Head Teachers	3		3	1	1	1	1	1	1	1	2	2	2
Teacher/Head Teachers ratio		2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3
New non-teaching staff required		3%	0	0	0	0	0	0	0	0	0	1	1
Total non teaching staff			5	1	1	1	1	2	2	2	3	3	4
Other non teaching staff	5		5	1	1	1	1	2	2	2	3	3	4
Teacher/Other non teaching staff ratio		2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
C. TEXTBOOKS AND TEACHER GUIDES													

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE				PROJECTION RESULTS									
	BASELINE			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Core textbooks	0	2013	2,848	943	913	990	1,158	1,417	1,692	1,978	2,297	2,744	3,369
Core subject books per pupil	8.00	8	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
# Textbooks			2,848	943	913	990	1,158	1,417	1,692	1,978	2,297	2,744	3,369
Teaching guides	0	2013	20	1	1	1	1	1	1	1	1	2	2
Books per teacher	2.00	2	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Teaching guides			20	1	1	1	1	1	1	1	1	2	2
D. CLASSROOMS AND OTHER ROOMS													
Classrooms			45	45	45	47	52	60	72	85	100	116	136
Total classrooms		52	45	45	45	47	52	60	72	85	100	116	136
Classrooms to build			0	0	0	2	5	8	12	13	14	16	21
Other rooms			6	6	6	6	7	8	9	11	12	14	17
Blocks of 2 VIP toilets		8	6	6	6	6	7	8	9	11	12	14	17
Block of 2 VIP toilets to build each year			0	0	0	0	1	1	1	2	2	2	3
Total			51	50	51	53	59	68	81	96	112	130	153
Classrooms			45	45	45	47	52	60	72	85	100	116	136
Other rooms			6	6	6	6	7	8	9	11	12	14	17
Rooms to build by year			0	0	0	3	6	9	13	15	16	18	23
SENIOR SECONDARY SCHOOLS (SJSS)													
A. ENROLMENTS													
Registration rates to Senior Secondary Schools													
SSS Total													
Male	17,909	112%	100%	100%	100%	100%	100%	100%	100%	101%	101%	101%	101%
Female	4,541	73%	30%	33%	35%	38%	41%	44%	47%	50%	52%	55%	58%
Gross Enrolment Ratios													
Total			23%	22%	22%	20%	19%	19%	19%	20%	22%	26%	29%

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>	BASILINE			PROJECTION RESULTS									
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Male			38%	36%	36%	34%	32%	31%	31%	33%	36%	41%	46%
Female			10%	9%	9%	8%	8%	8%	8%	9%	11%	13%	14%
Student enrolments			71,834	70,086	71,158	68,416	67,077	66,578	69,886	76,583	87,491	103,042	120,287
Public			71,336	69,597	70,610	67,791	66,379	65,804	68,985	75,497	86,134	101,349	118,224
Male			55,341	53,708	54,906	52,944	51,754	51,408	53,218	57,213	63,913	74,974	87,545
Female			15,995	15,889	15,704	14,847	14,625	14,395	15,766	18,284	22,221	26,375	30,678
Of which: Regular Public			51,330	50,796	52,348	51,017	50,661	50,943	54,077	59,888	69,118	82,406	97,422
Male			41,335	40,669	42,142	41,182	40,790	41,047	43,041	46,862	53,008	62,955	74,414
Female			9,995	10,127	10,206	9,835	9,871	9,896	11,036	13,027	16,110	19,451	23,009
Of which: Science/Technical			5,603	5,605	5,779	5,649	5,651	5,708	6,149	6,931	8,150	9,780	11,605
Male			3,488	3,476	3,647	3,607	3,613	3,676	3,896	4,286	4,896	5,871	7,004
Female			2,115	2,129	2,132	2,042	2,038	2,031	2,253	2,645	3,254	3,909	4,602
Of which: IQTE/ Islamiyyah			7,799	8,165	8,751	8,873	9,193	9,588	10,660	12,378	14,965	18,400	22,335
Male			4,373	4,625	5,118	5,311	5,559	5,887	6,472	7,364	8,680	10,714	13,132
Female			3,426	3,540	3,633	3,562	3,634	3,701	4,189	5,014	6,285	7,686	9,203
Of which: SENs			1,417	1,543	1,735	1,827	1,944	2,084	2,333	2,706	3,251	4,048	4,991
Male			1,176	1,296	1,482	1,582	1,695	1,831	2,049	2,367	2,828	3,533	4,377
Female			241	247	252	246	249	252	284	339	422	514	614
Private			498	489	548	625	698	774	902	1,086	1,358	1,693	2,064
Male			319	335	367	369	375	387	415	462	534	648	780
Female			179	155	180	256	323	387	486	624	823	1,045	1,284
Total			71,834	70,086	71,158	68,416	67,077	66,578	69,886	76,583	87,491	103,042	120,287
Male			55,660	54,043	55,273	53,313	52,129	51,795	53,634	57,675	64,447	75,622	88,325
Female			16,17	16,04	15,88	15,10	14,948	14,782	16,252	18,908	23,044	27,420	31,962

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE			PROJECTION RESULTS									
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
			4	3	5	3							
B. TEACHING AND NON TEACHING STAFF													
General													
Regular Government													
Some indicators													
Nb of classes	1,161	1161	9	14	23	35	55	88	150	265	489	932	1,766
Weekly teacher workloads	30	28	30	30	30	29	29	29	29	29	28	28	28
Student/class ratio (class size)		50.0	6,492	3,991	2,453	1,508	927	570	350	215	132	81	50
Teacher utilization rate		95%	13%	16%	20%	24%	29%	36%	43%	53%	64%	78%	95%
New teaching staff required		3%	0	839	1,268	1,389	2,006	2,770	4,436	7,089	11,656	19,511	30,184
Total teaching staff	2,624		2,624	3,362	4,495	5,713	7,494	9,966	13,982	20,457	31,178	49,212	77,084
Qualified M	2,131		2,131	2,730	3,649	4,636	6,080	8,083	11,338	16,584	25,268	39,873	62,438
Qualified F	292		292	374	499	634	830	1,103	1,545	2,258	3,438	5,420	8,479
Unqualified M	173		173	223	300	384	506	677	956	1,407	2,157	3,425	5,396
Unqualified F	28		28	36	47	60	78	103	144	209	316	495	771
Ratio Qualified M		81.0%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%	81%
Ratio Qualified F		11.0%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%
Ratio Unqualified M		7.0%	7%	7%	7%	7%	7%	7%	7%	7%	7%	7%	7%
Ratio Unqualified F		1.0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Principals	129		129	165	221	281	369	490	688	1,007	1,535	2,424	3,797
Teacher/Principals ratio		20.3	20.3	20.3	20.3	20.3	20.3	20.3	20.3	20.3	20.3	20.3	20.3
New other staff required		3%	0	437	661	724	1,045	1,443	2,310	3,691	6,067	10,153	15,703
Total other staff			1,370	1,755	2,345	2,980	3,908	5,195	7,287	10,658	16,238	25,622	40,121
Support personnel	316		316	405	541	688	903	1,200	1,684	2,464	3,756	5,929	9,287
Non teaching staff in schools	1,054		1,054	1,350	1,804	2,292	3,005	3,995	5,602	8,193	12,482	19,693	30,834
Teacher/Support personnel ratio		8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3	8.3
Teacher/Non teaching staff in schools ratio		2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
Private													

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>				PROJECTION RESULTS									
	BASELINE			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Some indicators													
Nb of classes	68	68	68	67	75	87	97	108	127	153	192	241	295
Weekly teacher workloads	30	30	30	30	30	30	30	30	30	30	30	30	30
Student/class ratio (class size)		7	7	7	7	7	7	7	7	7	7	7	7
Teacher utilization rate		291%	291%	291%	291%	291%	291%	291%	291%	291%	291%	291%	291%
New teaching staff required		3%	0	1	8	11	10	11	17	24	35	43	49
Total teaching staff	53		53	52	59	67	76	84	99	119	150	188	230
Qualified M	20		20	20	22	26	29	32	37	45	57	71	87
Qualified F	11		11	11	12	14	16	18	21	25	31	39	48
Unqualified M	12		12	12	13	15	17	19	23	27	34	43	53
Unqualified F	10		10	10	11	13	14	16	18	22	27	34	41
Ratio Qualified M		38.0%	38%	38%	38%	38%	38%	38%	38%	38%	38%	38%	38%
Ratio Qualified F		21.0%	21%	21%	21%	21%	21%	21%	21%	21%	21%	21%	21%
Ratio Unqualified M		23.0%	23%	23%	23%	23%	23%	23%	23%	23%	23%	23%	23%
Ratio Unqualified F		19.0%	19%	19%	19%	19%	19%	18%	18%	18%	18%	18%	18%
Principals	5		5	5	6	6	7	8	9	11	14	18	22
Teacher/Principals ratio		10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6	10.6
New other staff required		3%	0	0	2	3	3	3	4	6	9	11	12
Total other staff			13	13	14	17	19	21	24	29	37	46	56
Support personnel	0		0	0	0	0	0	0	0	0	0	0	0
Non teaching staff in schools	13		13	13	14	17	19	21	24	29	37	46	56
Teacher/Support personnel ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher/Non teaching staff in schools ratio		4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
S/Total													
Some indicators													
Nb of classes			77	81	98	121	152	196	276	418	681	1,173	2,061
New teaching staff required			0	840	1,276	1,400	2,016	2,782	4,453	7,113	11,691	19,554	30,234
Total teaching staff			2,677	3,414	4,554	5,781	7,570	10,050	14,081	20,577	31,328	49,400	77,314
Qualified M			2,151	2,749	3,671	4,662	6,109	8,115	11,375	16,629	25,324	39,944	62,526
Qualified F			303	385	511	648	846	1,120	1,566	2,283	3,469	5,459	8,528

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Unqualified M			185	235	313	399	524	697	979	1,434	2,191	3,468	5,449
Unqualified F			38	45	58	72	92	119	162	230	343	529	812
Principals			134	170	227	287	376	498	698	1,018	1,549	2,441	3,819
New other staff required			0	438	663	727	1,048	1,446	2,314	3,697	6,076	10,164	15,714
Total other staff			1,370	1,768	2,360	2,997	3,926	5,216	7,311	10,687	16,274	25,668	40,177
Support personnel			316	405	541	688	903	1,200	1,684	2,464	3,756	5,929	9,287
Other non teaching staff			1,067	1,363	1,819	2,308	3,024	4,015	5,626	8,222	12,518	19,739	30,890
C. TEXTBOOKS AND TEACHER GUIDES													
General													
Regular Government													
Core textbooks	2011	2012	525,870	166,920	165,886	156,699	152,779	151,000	157,465	171,233	193,965	227,552	264,915
Core subject books per students	9.00	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0
# Textbooks			525,870	166,920	165,886	156,699	152,779	151,000	157,465	171,233	193,965	227,552	264,915
Teaching guides	2011	2012	2,624	840	1,124	1,428	1,874	2,491	3,496	5,114	7,795	12,303	19,271
Books per teacher	1.00	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
# Teaching guides			2,624	840	1,124	1,428	1,874	2,491	3,496	5,114	7,795	12,303	19,271
Private													
Core textbooks	2011	2012	996	245	274	313	349	387	451	543	679	846	1,032
Core subject books per pupil	2.00	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Textbooks			996	245	274	313	349	387	451	543	679	846	1,032
Teaching guides	2011	2012	106	26	29	34	38	42	49	60	75	94	115
Books per teacher	2.00	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Teaching guides			106	26	29	34	38	42	49	60	75	94	115
S/Total													
Textbooks			526,866	167,165	166,160	157,012	153,128	151,387	157,916	171,777	194,644	228,398	265,947
Teaching guides			2,730	867	1,153	1,462	1,911	2,534	3,545	5,174	7,869	12,397	19,386

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>				PROJECTION RESULTS									
	BASELINE			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2011	Targets/	2011	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
D. CLASSROOMS AND OTHER ROOMS													
General													
Regular Government													
% of double shift classes		0.0%	-	-89%	-79%	-69%	-60%	-50%	-40%	-30%	-20%	-10%	0%
Total classrooms	1,161		1,161	130	109	113	136	175	249	378	610	1,035	1,766
Classrooms to build by year		2%	0	0	0	4	22	40	73	129	232	426	731
# Laboratories	76		76	9	7	7	9	11	16	25	40	68	115
Labs to build by year			0	0	0	0	1	3	5	8	15	28	48
Classroom/labs ratio		15.3	15.3	15.3	15.3	15.3	15.3	15.3	15.3	15.3	15.3	15.3	15.3
# Staff rooms (incl. Office and store)	130		130	15	12	13	15	20	28	42	68	116	198
Staff rooms to build by year			0	0	0	0	3	4	8	14	26	48	82
Classroom/staff room ratio		8.9	8.9	8.9	8.9	8.9	8.9	8.9	8.9	8.9	8.9	8.9	8.9
# Total other rooms (incl. Toilets, Library and clinics)	567		567	46	30	26	26	29	36	50	72	112	177
Other rooms to build by year			0	0	0	0	0	3	7	13	23	40	64
Classroom/other room ratio		10.0	2.0	2.8	3.6	4.4	5.2	6.0	6.8	7.6	8.4	9.2	10.0
Private													
% of double shift classes (classes)		0.0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total classrooms	68		68	67	75	87	97	108	127	153	192	241	295
Classrooms to build by year		2%	0	0	8	11	11	11	18	27	39	49	54
# Laboratories	3		3	3	3	4	4	5	6	7	8	11	13
Staff rooms to build by year			0	0	0	0	0	0	1	1	2	2	2
Classroom/labs ratio		22.7	22.7	22.7	22.7	22.7	22.7	22.7	22.7	22.7	22.7	22.7	22.7
# Staff rooms (incl. Office and store)	0		0	45	25	19	16	14	14	15	16	18	20
Staff rooms to build by year			0	45	0	0	0	0	0	1	1	2	2
Classroom/staff room ratio		15.0	0.0	1.5	3.0	4.5	6.0	7.5	9.0	10.5	12.0	13.5	15.0

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
# Total other rooms (incl. Toilets, Library and clinics)	0		0	34	19	14	12	11	11	11	12	13	15
Other rooms to build by year			0	34	0	0	0	0	0	0	1	1	1
Classroom/other room ratio		20.0	0.0	2.0	4.0	6.0	8.0	10.0	12.0	14.0	16.0	18.0	20.0
S/Total													
Total classrooms			1,229	197	185	200	233	283	375	531	802	1,276	2,061
Classrooms to build by year			0	0	8	15	33	51	92	156	271	474	785
# Laboratories			79	11	10	11	13	16	22	31	48	78	128
Staff rooms to build by year			0	0	0	1	2	3	6	10	17	30	50
# Staff rooms (incl. Office and store)			130	59	37	32	31	34	42	57	84	134	218
Staff rooms to build by year			0	45	0	0	3	4	8	15	28	50	84
# Total other rooms (incl. Toilets, Library and clinics)			567	79	49	40	38	40	47	61	84	126	191
Other rooms to build by year			0	34	0	0	0	3	7	14	24	41	66
SCIENCE/TECHNICAL EDUCATION													
A. ENROLMENTS													
Student enrolments			5,603	6,186	7,027	7,100	7,122	7,194	7,745	8,728	10,261	12,266	14,481
Public			5,603	6,186	7,027	7,100	7,122	7,194	7,745	8,728	10,261	12,266	14,481
Male			3,488	3,971	4,496	4,468	4,416	4,423	4,623	5,021	5,660	6,703	7,904
Female			2,115	2,215	2,531	2,631	2,706	2,771	3,122	3,707	4,601	5,564	6,577
B. TEACHING AND NON TEACHING STAFF													
Public													
Some indicators													
Nb of classes	156	156	156	170	191	191	190	190	202	225	262	310	362
Weekly teacher workloads	24	28	24	24	25	25	26	26	26	27	27	28	28
Student/class ratio (class size)		40	36	36	37	37	37	38	38	39	39	40	40
Teacher utilization rate		95%	451%	386%	330%	282%	242%	207%	177%	152%	130%	111%	95%
New teaching staff required		3%	0	66	94	67	74	89	145	217	328	466	607

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE			PROJECTION RESULTS									
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total teaching staff	225		225	283	366	420	480	552	676	868	1,161	1,580	2,123
Qualified M	116		116	150	198	234	273	322	403	529	724	1,006	1,380
Qualified F	24		24	31	42	50	60	71	90	119	164	230	318
Unqualified M	80		80	93	110	115	118	120	129	141	157	170	170
Unqualified F	5		5	9	15	22	29	39	55	79	117	174	255
Ratio Qualified M		65.0%	52%	53%	54%	56%	57%	58%	60%	61%	62%	64%	65%
Ratio Qualified F		15.0%	11%	11%	12%	12%	12%	13%	13%	14%	14%	15%	15%
Ratio Unqualified M		8.0%	36%	33%	30%	27%	25%	22%	19%	16%	14%	11%	8%
Ratio Unqualified F		2.0%	2%	3%	4%	5%	6%	7%	8%	9%	10%	11%	12%
Principals	8		8	10	13	15	17	20	24	31	41	56	76
Teacher/Principals ratio		28.1	28.1	28.1	28.1	28.1	28.1	28.1	28.1	28.1	28.1	28.1	28.1
New other staff required		3%	0	113	160	114	125	149	244	366	552	782	1,015
Total other staff			390	489	630	723	823	943	1,153	1,474	1,967	2,669	3,577
Support personnel	100		100	125	162	186	211	243	297	380	507	688	923
Non teaching staff in schools	290		290	363	468	537	611	701	856	1,095	1,460	1,981	2,654
Teacher/Support personnel ratio		2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3
Teacher/Non teaching staff in schools ratio		0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
S/Total													
Some indicators													
Nb of classes			156	170	191	191	190	190	202	225	262	310	362
New teaching staff required			0	66	94	67	74	89	145	217	328	466	607
Total teaching staff			225	283	366	420	480	552	676	868	1,161	1,580	2,123
Qualified M			116	150	198	234	273	322	403	529	724	1,006	1,380
Qualified F			24	31	42	50	60	71	90	119	164	230	318
Unqualified M			80	93	110	115	118	120	129	141	157	170	170
Unqualified F			5	9	15	22	29	39	55	79	117	174	255
Principals			8	10	13	15	17	20	24	31	41	56	76
New other staff required			0	113	160	114	125	149	244	366	552	782	1,015
Total other staff			390	489	630	723	823	943	1,153	1,474	1,967	2,669	3,577
Support personnel			100	125	162	186	211	243	297	380	507	688	923
Other non teaching staff			290	363	468	537	611	701	856	1,095	1,460	1,981	2,654

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>	BASELINE			PROJECTION RESULTS									
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
C. TEXTBOOKS AND TEACHER GUIDES													
Public													
Core textbooks	2011	2012	16,809	18,558	21,081	21,299	21,365	21,582	23,236	26,185	30,782	36,798	43,442
Core subject books per pupil	9.00	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0
# Textbooks			16,809	18,558	21,081	21,299	21,365	21,582	23,236	26,185	30,782	36,798	43,442
Teaching guides	2011	2012	56	71	91	105	120	138	169	217	290	395	531
Books per teacher	1.00	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
# Teaching guides			56	71	91	105	120	138	169	217	290	395	531
S/Total													
Textbooks			16,818	18,567	21,090	21,308	21,374	21,591	23,245	26,194	30,791	36,807	43,451
Core subjects			9	9	9	9	9	9	9	9	9	9	9
Non core subjects			16,809	18,558	21,081	21,299	21,365	21,582	23,236	26,185	30,782	36,798	43,442
Teaching guides			57	72	92	106	121	139	170	218	291	396	532
Core subjects			1	1	1	1	1	1	1	1	1	1	1
Non core subjects			56	71	91	105	120	138	169	217	290	395	531
D. CLASSROOMS AND OTHER ROOMS													
Public													
% of double shift classes		0.0%	123%	111%	98%	86%	74%	61%	49%	37%	25%	12%	0%
Total classrooms	70		70	81	97	103	109	118	136	165	210	276	362
Classrooms to build by year		2%	0	11	16	6	6	8	18	29	46	66	86
# Laboratories & workshops	16		16	18	22	23	25	27	31	37	48	63	82
Laboratories & workshops to build by year			0	2	4	1	1	2	4	7	10	15	20
Classroom/labs ratio		4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
# Staff rooms (incl. Office and	12		12	14	17	18	19	20	23	28	36	48	62

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE				PROJECTION RESULTS									
	BASELINE			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
store)													
Staff rooms to build by year			0	2	3	1	1	1	3	5	8	11	15
Classroom/staff room ratio		5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
# Total other rooms (incl. Library and clinics)	22		22	25	30	32	34	37	42	52	66	86	113
Other rooms to build by year			0	3	5	2	2	3	6	9	14	20	27
Classroom/other room ratio		3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
IQTE/ISLAMIYYAH EDUCATION													
A. ENROLMENTS													
Student enrolments			7,303	7,771	8,288	8,458	8,331	8,276	8,751	9,691	11,218	13,232	15,438
Public			7,303	7,771	8,288	8,458	8,331	8,276	8,751	9,691	11,218	13,232	15,438
Male			4,418	4,684	5,050	5,333	5,249	5,222	5,398	5,796	6,472	7,581	8,848
Female			2,885	3,086	3,238	3,125	3,083	3,055	3,353	3,895	4,746	5,651	6,590
B. TEACHING AND NON TEACHING STAFF													
Public													
Some indicators													
Nb of classes	70	70	70	80	92	101	107	115	130	155	194	246	309
Weekly teacher workloads	24	28	24	24	25	25	26	26	26	27	27	28	28
Student/class ratio (class size)		50	104	97	90	84	78	72	67	62	58	54	50
Teacher utilization rate		95%	25%	29%	33%	37%	43%	49%	56%	64%	73%	83%	95%
New teaching staff required		3%	0	14	16	0	0	0	7	36	68	87	86
Total teaching staff	812		812	802	793	751	687	633	621	638	686	751	813
Qualified M	559		559	196	256	297	342	397	491	635	857	1,175	1,592
Qualified F	112		112	41	55	66	78	93	119	157	218	306	425
Unqualified M	120		120	38	45	47	48	49	52	57	62	66	64
Unqualified F	21		21	7	9	10	11	13	15	19	25	33	42
Ratio Qualified M		75.0%	69%	69%	70%	71%	71%	72%	73%	73%	74%	74%	75%
Ratio Qualified F		20.0%	14%	14%	15%	16%	16%	17%	18%	18%	19%	19%	20%
Ratio Unqualified M		3.0%	15%	14%	12%	11%	10%	9%	8%	7%	5%	4%	3%
Ratio Unqualified F		2.0%	3%	3%	2%	2%	2%	2%	2%	2%	2%	2%	2%

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE			PROJECTION RESULTS									
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Principals	21		21	26	34	39	45	52	63	81	108	148	198
Teacher/Principals ratio		10.7	10.7	10.7	10.7	10.7	10.7	10.7	10.7	10.7	10.7	10.7	10.7
New other staff required		3%	0	49	69	50	55	66	108	162	244	347	452
Total other staff			166	209	270	311	355	409	501	644	862	1,174	1,579
Support personnel	49		49	62	80	92	104	120	147	189	253	344	462
Non teaching staff in schools	117		117	147	191	219	251	289	354	455	610	831	1,117
Teacher/Support personnel ratio		4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
Teacher/Non teaching staff in schools ratio		1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9
C. TEXTBOOKS AND TEACHER GUIDES													
Public													
Core textbooks	0	2012	21,909	23,313	24,864	25,374	24,994	24,829	26,253	29,073	33,654	39,697	46,313
Core subject books per pupil	9.00	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0
# Textbooks			21,909	23,313	24,864	25,374	24,994	24,829	26,253	29,073	33,654	39,697	46,313
Teaching guides	0	2012	162	160	159	150	137	127	124	128	137	150	163
Books per teacher	1.00	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
# Teaching guides			162	160	159	150	137	127	124	128	137	150	163
S/Total													
Textbooks			21,918	23,322	24,873	25,383	25,003	24,838	26,262	29,082	33,663	39,706	46,322
Core subjects			9	9	9	9	9	9	9	9	9	9	9
Non core subjects			21,909	23,313	24,864	25,374	24,994	24,829	26,253	29,073	33,654	39,697	46,313
Teaching guides			163	161	160	151	138	128	125	129	138	151	164
Core subjects			1	1	1	1	1	1	1	1	1	1	1
Non core subjects			162	160	159	150	137	127	124	128	137	150	163

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>	BASELINE	Targets/ Options	2011	PROJECTION RESULTS									
				2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
				2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
				2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
D. CLASSROOMS AND OTHER ROOMS													
Public													
% of double shift classes		0.0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total classrooms	70		70	80	92	101	107	115	130	155	194	246	309
Classrooms to build by year		2%	0	10	12	9	6	7	16	25	38	52	63
# Laboratories & workshops	0		0	401	230	168	134	115	109	111	121	137	154
Laboratories & workshops to build by year			0	401	0	0	0	0	0	2	10	16	18
Classroom/labs ratio		2.0	0.0	0.2	0.4	0.6	0.8	1.0	1.2	1.4	1.6	1.8	2.0
# Staff rooms (incl. Office and store)	15		15	17	20	22	23	24	28	33	41	52	66
Staff rooms to build by year			0	2	3	2	1	2	3	5	8	11	13
Classroom/staff room ratio		4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
# Total other rooms (incl. Library and clinics)	31		31	27	25	22	20	19	20	21	25	30	36
Other rooms to build by year			0	0	0	0	0	0	0	2	3	5	6
Classroom/other room ratio		10.0	2.3	3.0	3.8	4.6	5.4	6.1	6.9	7.7	8.5	9.2	10.0
TEACHER EDUCATION DEVELOPMENT (TED)													
A. ENROLMENTS													
Gross enrolment ratio to Colleges of Education	4,733	(As % or tertiary==>)											
Male	2,872	27.95%	28.0 %	28.0 %	28.0 %	28.0 %	28.0%	28.0%	28.0%	28.0%	28.0%	28.0%	28.0%
Female	1,861	51.06%	51.1 %	51.1 %	51.1 %	51.1 %	51.1%	51.1%	51.1%	51.1%	51.1%	51.1%	51.1%
Of which State Colleges of Education	4,733												
Male	2,872	100%	100.0 %	100.0 %	100.0 %	100.0 %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Female	1,861	100%	100.0 %	100.0 %	100.0 %	100.0 %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Of which private													

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>	BASELINE		PROJECTION RESULTS										
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Male	0	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Enrolments at Colleges of Education			4,733	5,348	6,045	6,832	7,724	8,732	9,873	11,165	12,627	14,283	16,157
Male			2,872	3,217	3,604	4,038	4,524	5,068	5,677	6,360	7,125	7,982	8,942
Female			1,861	2,131	2,440	2,794	3,200	3,664	4,196	4,805	5,502	6,300	7,215
Of which State Colleges of Education			4,733	5,348	6,045	6,832	7,724	8,732	9,873	11,165	12,627	14,283	16,157
Male			2,872	3,217	3,604	4,038	4,524	5,068	5,677	6,360	7,125	7,982	8,942
Female			1,861	2,131	2,440	2,794	3,200	3,664	4,196	4,805	5,502	6,300	7,215
New Teacher requirements													
For Primary			895	907	1,119	1,273	1,272	1,316	1,560	1,682	1,792	1,907	2,177
Male			738	748	945	1,094	1,098	1,144	1,354	1,454	1,543	1,636	1,982
Female			157	158	174	178	174	171	206	227	248	271	195
For Junior Secondary			629	1,481	2,466	4,000	6,650	10,845	16,623	25,356	39,500	64,245	26,643
Male			581	1,375	2,284	3,693	6,117	9,938	15,168	23,040	35,744	57,901	24,534
Female			47	106	182	307	532	908	1,455	2,316	3,755	6,343	2,109
Total Basic Education ((Primary & JSS)			1,523	2,388	3,584	5,272	7,921	12,161	18,183	27,037	41,291	66,152	28,819
Male			1,319	2,124	3,229	4,787	7,215	11,082	16,522	24,494	37,288	59,538	26,515
Female			205	264	355	485	706	1,079	1,660	2,543	4,004	6,614	2,304
Graduates from teacher training institutions			2,539	1,502	1,878	2,334	2,887	3,554	4,358	5,323	6,481	7,866	9,521
Male			2,098	1,021	1,281	1,597	1,980	2,441	2,996	3,662	4,458	5,409	6,541
Female			441	481	597	737	907	1,113	1,361	1,662	2,023	2,458	2,980
B. Teaching and other staff													
State Colleges of Education													
Some indicators													
Student/teacher ratio		70.0	46	48	50	52	54	57	59	62	64	67	70
Nb of classes	31		31	20	27	36	48	64	85	113	150	198	263

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Student/class ratio		80.0	309	270	236	206	180	157	137	120	105	92	80
New teacher requirements		3%	0	0	17	19	21	23	26	29	32	35	39
Total teacher requirements	209		209	115	129	143	160	178	198	220	244	271	300
New other staff required			0	0	27	30	33	37	41	45	50	55	61
# non teaching staff	324		324	179	200	223	248	277	308	343	381	423	470
Senior staff	97		97	53	59	66	73	82	91	100	111	123	136
Junior staff	227		227	125	140	157	175	195	218	242	270	300	334
Teacher/Senior staff ratio		2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Teacher/Junior staff ratio		0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
D. Classrooms and other rooms													
State Colleges of Education													
Student/classroom ratio	309	80	309	286	263	240	217	195	172	149	126	103	80
Total classroom requirements	0		0	19	24	31	40	52	68	91	125	176	263
Classrooms to build by year			0	19	5	7	9	12	16	23	34	52	86
# Laboratories & other specialized rooms	14		14	6	4	3	3	3	4	4	5	7	9
Labs and specialized rooms to build by year			0	0	0	0	0	0	0	1	1	1	2
Classroom/labs ratio		30.0	0.0	3.0	6.0	9.0	12.0	15.0	18.0	21.0	24.0	27.0	30.0
# Total other rooms	10		10	6	4	3	3	3	4	4	5	7	9
Other rooms to build by year			0	0	0	0	0	0	0	1	1	1	2
Classroom/other room ratio		30.0	0.0	3.0	6.0	9.0	12.0	15.0	18.0	21.0	24.0	27.0	30.0
HIGHER EDUCATION INSTITUTION (HEI)													
A. ENROLMENTS													
Gross Enrolment ratio in Higher Education	13,920		4%	4%	5%	5%	6%	6%	7%	8%	8%	9%	10%
Male	10,275	15.00%	6%	7%	8%	8%	9%	10%	11%	12%	13%	14%	15%
Female	3,645	5.00%	2%	2%	2%	2%	3%	3%	3%	4%	4%	4%	5%
Total Enrolments			13,920	15,685	17,675	19,920	22,451	25,308	28,530	32,165	36,268	40,898	46,123

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASILINE		PROJECTION RESULTS										
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Male			10,275	11,511	12,895	14,446	16,184	18,131	20,312	22,755	25,492	28,558	31,993
Female			3,645	4,174	4,780	5,473	6,267	7,177	8,218	9,411	10,776	12,340	14,131
Teacher education			4,733	5,375	6,105	6,934	7,877	8,948	10,166	11,550	13,123	14,912	16,946
Male			2,872	3,240	3,656	4,125	4,653	5,250	5,923	6,683	7,540	8,507	9,598
Female			1,861	2,135	2,449	2,810	3,223	3,698	4,242	4,867	5,583	6,405	7,348
Polytechnics			1,370	1,615	1,904	2,245	2,646	3,120	3,678	4,336	5,112	6,027	7,105
Male			1,243	1,464	1,725	2,032	2,394	2,820	3,322	3,914	4,611	5,431	6,399
Female			127	151	179	213	252	300	356	422	501	595	707
Monotechnics			7,817	8,873	10,072	11,434	12,981	14,740	16,738	19,009	21,590	24,525	27,861
Male			6,160	6,957	7,857	8,874	10,022	11,318	12,782	14,436	16,304	18,413	20,795
Female			1,657	1,916	2,215	2,560	2,960	3,422	3,956	4,573	5,287	6,112	7,065
Enrolments by type and specialization													
Teacher education			9,589	5,514	6,419	7,464	8,672	10,068	11,680	13,540	15,687	18,162	21,015
Male			7,466	3,343	3,886	4,510	5,229	6,056	7,006	8,097	9,348	10,784	12,430
Female			2,123	2,172	2,533	2,954	3,443	4,012	4,674	5,444	6,338	7,378	8,585
Public			9,589	5,514	6,419	7,464	8,672	10,068	11,680	13,540	15,687	18,162	21,015
Male			7,466	3,343	3,886	4,510	5,229	6,056	7,006	8,097	9,348	10,784	12,430
Female			2,123	2,172	2,533	2,954	3,443	4,012	4,674	5,444	6,338	7,378	8,585
Polytechnic			1,370	1,615	1,904	2,245	2,646	3,120	3,678	4,336	5,112	6,027	7,105
Male			1,243	1,464	1,725	2,032	2,394	2,820	3,322	3,914	4,611	5,431	6,399
Female			127	151	179	213	252	300	356	422	501	595	707
Monotechnics			7,817	8,873	10,072	11,434	12,981	14,740	16,738	19,009	21,590	24,525	27,861
Of which:													
College of Agriculture			1,627	1,884	2,181	2,523	2,918	3,374	3,900	4,507	5,207	6,015	6,945
Male			1,532	1,766	2,035	2,343	2,698	3,105	3,572	4,109	4,724	5,429	6,239
Female			95	118	146	180	220	269	328	399	484	585	707
College of Islamic & Legal Studies			4,106	4,728	5,444	6,268	7,215	8,305	9,558	11,000	12,658	14,564	16,756

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE			PROJECTION RESULTS									
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Male			2,668	3,060	3,508	4,021	4,609	5,281	6,049	6,928	7,934	9,083	10,398
Female			1,438	1,669	1,936	2,246	2,607	3,024	3,509	4,071	4,724	5,481	6,359
College of Arts, Science & Remedial Studies			515	540	563	583	598	607	609	600	579	543	487
Male			482	504	523	539	551	556	553	541	516	476	416
Female			33	36	40	43	47	51	55	59	63	67	71
Informatics Institute			1,569	1,825	2,121	2,464	2,861	3,321	3,852	4,466	5,176	5,997	6,945
Male			1,478	1,711	1,980	2,289	2,645	3,056	3,528	4,071	4,695	5,413	6,239
Female			91	114	142	175	216	265	324	395	481	584	707
B. TEACHING AND NON TEACHING STAFF													
Polytechnic													
Public													
Some indicators		Student											
Nb of sections	30	30	30	34	38	42	48	54	61	69	78	89	102
Student/section ratio (class size)		70	46	48	51	53	55	58	60	63	65	68	70
Teacher utilization rate		95%	41%	47%	52%	57%	63%	68%	74%	79%	84%	90%	95%
New teaching staff required		3%	0	2	4	5	6	7	9	10	11	13	14
Total teaching staff	99		99	98	99	101	104	108	113	120	127	136	146
Senior Lecturers & above	50		50	50	50	51	53	55	57	61	65	69	74
Lecturer 1 & below	49		49	48	49	50	51	53	56	59	62	67	71
Category 3	0		0	0	0	0	0	0	0	0	0	0	0
Category 4	0		0	0	0	0	0	0	0	0	0	0	0
Senior Lecturers & above		51.0%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%	51%
Lecturer 1 & below		49.0%	49%	49%	49%	49%	49%	49%	49%	49%	49%	49%	49%
Ratio Category 3		0.0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Ratio Category 4		0.0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
New other staff required			0	2	3	4	5	5	6	7	8	9	10
Total other staff			71	70	71	72	75	78	82	86	92	98	105
Total technical assistants	11		11	11	11	11	12	12	13	13	14	15	16
Total supervisory staff	21		21	21	21	21	22	23	24	25	27	29	31
Total workers and other staff	39		39	39	39	40	41	43	45	48	51	54	58

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	PROJECTION RESULTS												
	BASELINE			2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Ratio Teacher/Technical assistants		9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0
Ratio Teacher/Supervisory staff		4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
Ratio Teacher/Workers and others		2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
Monotechnics													
Some indicators		Student											
Nb of sections	103	103	103	118	134	153	175	200	229	261	298	341	389
Student/section ratio (class size)		80	76	76	77	77	78	78	78	79	79	80	80
Teacher utilization rate		95%	222%	210%	197%	184%	171%	159%	146%	133%	120%	108%	95%
New teaching staff required		3%	0	54	66	82	103	130	165	212	276	366	495
Total teaching staff	217		217	263	320	390	479	591	734	918	1,160	1,481	1,918
Chief Lecturers	8		8	10	12	15	18	23	28	36	46	59	77
Principal & Senior Lecturers	23		23	28	34	42	52	64	80	100	127	162	211
Lecturers 1 & 2	112		112	136	165	202	248	306	380	476	602	769	997
Lecturers 3 & Graduate Assts	74		74	89	108	132	161	198	245	306	385	490	633
Chief Lecturers		4.0%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%
Principal & Senior Lecturers		11.0%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%
Lecturers 1 & 2		52.0%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%	52%
Lecturers 3 & Graduate Assts		34.0%	34%	34%	34%	34%	34%	34%	33%	33%	33%	33%	33%
New other staff required			0	82	101	125	157	197	251	323	421	557	754
Total other staff			329	399	485	593	728	898	1,116	1,397	1,764	2,254	2,921
Total technical assistants	49		49	59	72	88	108	134	166	208	263	336	436
Total supervisory staff	115		115	139	169	206	253	312	387	484	611	780	1,009
Total workers and other staff	165		165	200	244	298	366	452	562	704	890	1,138	1,475
Ratio Teacher/Technical assistants		4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
Ratio Teacher/Supervisory staff		1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9
Ratio Teacher/Workers and others		1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE			PROJECTION RESULTS									
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
C. CLASSROOMS AND OTHER ROOMS													
Polytechnic													
Public													
Classrooms	30		30	28	31	35	40	45	51	58	65	74	85
Classrooms to build by year (apparent)		<u>Weekly utilization hours</u>	0	0	3	4	4	5	6	7	8	9	10
Classrooms to build (Cumulated)		30	0	0	3	7	12	17	23	30	37	46	57
Classrooms built by year (Updated)		36	0	0	0	0	0	0	0	0	0	0	0
Classrooms to build (Cumul. Gap)			0	0	3	7	12	17	23	30	37	46	57
Lab and specialized rooms	29	<u>Weekly utilization hours</u>	29	28	31	35	40	45	51	58	65	74	85
Lab to build by year (apparent)		30	0	0	3	4	4	5	6	7	8	9	10
Lab to build (Cumulated)		36											
Staff rooms	0		0	28	16	12	10	9	8	8	8	8	8
Staff rooms to build by year			0	28	0	0	0	0	0	0	0	0	0
Classroom/staff room ratio		10	0.0	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
Other rooms	8		8	7	8	9	11	12	13	15	17	20	22
Other rooms to build by year			0	0	1	1	1	1	2	2	2	2	3
Classroom/other room ratio		4	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8
S/Total for Polytechnic													
Classrooms			30	28	31	35	40	45	51	58	65	74	85
Classrooms to build by year (apparent)			0	0	3	4	4	5	6	7	8	9	10
Lab and specialized rooms			29	28	31	35	40	45	51	58	65	74	85
Lab to build by year (apparent)			0	0	3	4	4	5	6	7	8	9	10
Staff rooms			0	28	16	12	10	9	8	8	8	8	8

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE	Targets/ Options	2011 2012	PROJECTION RESULTS									
				2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
				2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Staff rooms to build by year			0	28	0	0	0	0	0	0	0	0	0
Other rooms			8	7	8	9	11	12	13	15	17	20	22
Other rooms to build by year			0	0	1	1	1	1	2	2	2	2	3
Monotechnics													
Classrooms	103		103	0	0	0	0	0	0	0	0	0	0
Classrooms to build by year (apparent)		Weekly utilization hours	0	0	0	0	0	0	0	0	0	0	0
Classrooms to build (Cumulated)		30	0	0	0	0	0	0	0	0	0	0	0
Classrooms built by year (Updated)		36	0	0	0	0	0	0	0	0	0	0	0
Classrooms to build (Cumul. Gap)			0	0	0	0	0	0	0	0	0	0	0
Lab and specialized rooms	53	Weekly utilization hours	53	0	0	0	0	0	0	0	0	0	0
Lab to build by year (apparent)		30	0	0	0	0	0	0	0	0	0	0	0
Lab to build (Cumulated)		36											
Staff rooms	0		0	0	0	0	0	0	0	0	0	0	0
Staff rooms to build by year			0	0	0	0	0	0	0	0	0	0	0
Classroom/staff room ratio		10	0.0	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0
Other rooms	35		35	0	0	0	0	0	0	0	0	0	0
Other rooms to build by year			0	0	0	0	0	0	0	0	0	0	0
Classroom/other room ratio		3	2.9	2.9	2.9	2.9	2.9	2.9	2.9	2.9	2.9	2.9	2.9
NON FORMAL EDUCATION (NFE)													
MASS LITERACY													
A. ENROLMENTS													
Literate population	2,433,899		2,433,899	2,503,366	2,589,293	2,696,153	2,721,684	2,746,158	2,770,143	2,794,549	2,826,366	2,863,464	2,901,250
Male	1,494,992		1,494,992	1,536,000	1,587,000	1,651,000	1,663,700	1,675,900	1,686,500	1,696,600	1,710,900	1,730,220	1,750,300

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
			992	234	215	265	56	93	07	99	18	6	01
Female	938,907		938,907	967,132	1,002,078	1,044,888	1,057,928	1,070,166	1,083,636	1,097,850	1,115,448	1,133,239	1,150,949
Literacy rates			97.6%	97.7%	98.3%	99.5%	97.7%	95.9%	94.1%	92.4%	90.9%	89.6%	88.3%
Male	77.8%		123.5%	123.5%	124.1%	125.6%	123.1%	120.6%	118.0%	115.5%	113.3%	111.5%	109.7%
Female	55.0%		73.2%	73.3%	73.9%	75.0%	73.8%	72.6%	71.5%	70.5%	69.7%	68.9%	68.0%
Basic Literacy													
Adults to enrol at literacy centres			38,901	44,359	44,916	45,485	46,065	46,657	47,260	47,876	48,504	49,144	49,797
Duration (years) of literacy programme	1	2	2	2	2	2	2	2	2	2	2	2	2
Male	24,405	2.0%	24,405	27,875	28,432	29,001	29,581	30,172	30,776	31,391	32,019	32,659	33,313
Class 1	22,848		22,848	23,305	23,771	24,246	24,731	25,226	25,731	26,245	26,770	27,305	27,852
Class 2	1,557	20%	1,557	4,570	4,661	4,754	4,849	4,946	5,045	5,146	5,249	5,354	5,461
Class 3	0	0%	0	0	0	0	0	0	0	0	0	0	0
Basic Literacy Pass Rate	9%	20%	9%	10%	11%	13%	14%	15%	16%	17%	18%	19%	20%
Female	14,496	0.0%	14,496	16,484	16,484	16,484	16,484	16,484	16,484	16,484	16,484	16,484	16,484
Class 1	13,737		13,737	13,737	13,737	13,737	13,737	13,737	13,737	13,737	13,737	13,737	13,737
Class 2	759	20%	759	2,747	2,747	2,747	2,747	2,747	2,747	2,747	2,747	2,747	2,747
Class 3	0	0%	0	0	0	0	0	0	0	0	0	0	0
Basic Literacy Pass Rate	22%	35%	22%	24%	25%	26%	27%	29%	30%	31%	32%	34%	35%
B. TEACHING AND NON TEACHING STAFF													
Some indicators													
Student/teacher ratio		25.0	13	14	15	17	18	19	20	21	23	24	25

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>	BASELINE		PROJECTION RESULTS										
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total classes	1,566		1,566	1,785	1,806	1,828	1,850	1,872	1,895	1,919	1,943	1,967	1,992
Student/class ratio		25.0	25	25	25	25	25	25	25	25	25	25	25
New teaching staff required		3%	0	228	0	0	0	0	0	0	0	0	0
Total teaching staff	2,970		2,970	3,105	2,902	2,729	2,579	2,449	2,335	2,234	2,144	2,064	1,992
Basic literacy teachers	2,700		2,700	2,823	2,639	2,481	2,346	2,228	2,124	2,032	1,951	1,878	1,813
Post-Basic teachers	270		270	282	263	247	234	222	211	202	193	186	179
Teacher/Basic literacy teachers ratio		91.0%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%
Teacher/Post-Basic teachers ratio		9.0%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%
New non-teaching staff required		3%	0	15	0	0	0	0	0	0	0	0	0
Total non-teaching staff	200		200	209	195	184	173	165	157	150	144	139	134
Non-Teaching	200		200	209	195	184	173	165	157	150	144	139	134
Category 2	0		0	0	0	0	0	0	0	0	0	0	0
Teacher/Non-Teaching ratio		14.9	14.9	14.9	14.9	14.9	14.9	14.9	14.9	14.9	14.9	14.9	14.9
Teacher/Category 2 ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
C. TEXTBOOKS AND TEACHER GUIDES													
Core textbooks	2011	2013	116,706	66,541	67,378	68,231	69,101	69,988	70,893	71,817	72,758	73,719	74,699
Core subject books per pupil	3.00	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
# Textbooks			116,703	66,538	67,375	68,228	69,098	69,985	70,890	71,814	72,755	73,716	74,696
Teaching guides	2011	2013	5,940	1,554	1,453	1,366	1,292	1,227	1,170	1,119	1,074	1,034	998
Books per teacher	2.00	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Teaching guides			5,940	1,552	1,451	1,364	1,290	1,225	1,168	1,117	1,072	1,032	996
D. CLASSROOMS AND OTHER ROOMS													
Classroom utilization rate		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total classrooms	1,566		1,566	1,785	1,806	1,828	1,850	1,872	1,895	1,919	1,943	1,967	1,992
Classrooms to build by year (Apparent)			0	219	21	22	22	23	23	23	24	24	25

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE	Targets/ Options	2011 2012	PROJECTION RESULTS									
				2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
				2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
				2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Classrooms to build (Cumulated)			0	219	240	262	284	306	329	353	377	401	426
# Staff rooms	27		27	36	36	37	37	37	38	38	39	39	40
Staff rooms to build by year	50	<= Classroom/staff room ratio	0	9	0	0	0	0	0	0	0	0	0
# Latrines/toilets	1		1	59	60	61	62	62	63	64	65	66	66
Latrines/toilets to build each year	30	<= Classroom/toilet ratio	0	58	1	1	1	1	1	1	1	1	1
# Total other rooms	17	0%	17	0	0	0	0	0	0	0	0	0	0
Other rooms to build by year			0	0	0	0	0	0	0	0	0	0	0
OTHER NON FORMAL EDUCATION PROGRAMMES													
A. ENROLMENTS													
Number of children/adults receiving NFE Basic Education													
Post-Basic Literacy	1,350		1,350	1,385	1,420	1,455	1,490	1,525	1,560	1,595	1,630	1,665	1,700
Male	0	200	0	20	40	60	80	100	120	140	160	180	200
Female	1,350	1,500	1,350	1365	1380	1395	1410	1425	1440	1455	1470	1485	1500
Literacy Test Pass Rate	69%	70%	69%	69%	69%	69%	69%	69%	70%	70%	70%	70%	70%
Continuing Education Centre	350		350	365	380	395	410	425	440	455	470	485	500
Male	141	200	141	147	153	159	165	171	176	182	188	194	200
Female	209	300	209	218	227	236	245	255	264	273	282	291	300
Literacy Test Pass Rate	68%	70%	68%	68%	68%	69%	69%	69%	69%	69%	70%	70%	70%
Remedial Education	3,127		3,127	2,954	2,782	2,609	2,436	2,264	2,091	1,918	1,745	1,573	1,400
Male	1,970	800	1,970	1853	1736	1619	1502	1385	1268	1151	1034	917	800
Female	1,157	600	1,157	1101	1046	990	934	879	823	767	711	656	600
Literacy Test Pass Rate	0%	70%	0%	7%	14%	21%	28%	35%	42%	49%	56%	63%	70%
Prison Inmates	131		131	134	137	140	143	146	148	151	154	157	160
Male	131	140	131	132	133	134	135	136	136	137	138	139	140
Female	0	20	0	2	4	6	8	10	12	14	16	18	20

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE			PROJECTION RESULTS									
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Literacy Test Pass Rate	0%	70%	0%	7%	14%	21%	28%	35%	42%	49%	56%	63%	70%
Programme 5	0		0	0	0	0	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0	0	0
Literacy Test Pass Rate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Cumulative Total			4,958	4,838	4,718	4,599	4,479	4,359	4,239	4,119	4,000	3,880	3,760
Male			2,242	2,152	2,062	1,971	1,881	1,791	1,701	1,611	1,520	1,430	1,340
Female			2,716	2,686	2,657	2,627	2,598	2,568	2,538	2,509	2,479	2,450	2,420
B. TEACHING AND NON TEACHING STAFF													
Post-Basic Literacy													
Student/teacher ratio		25.0	13	14	15	16	18	19	20	21	23	24	25
New trainers		3%	0	0	0	0	0	0	0	0	0	0	0
Total training staff	108		108	101	95	90	85	81	78	75	72	70	68
New non-teaching staff required		3%	0	0	0	0	0	0	0	0	0	0	0
Total non teaching staff			27	25	24	22	21	20	20	19	18	18	17
Non- Teaching	27		27	25	24	22	21	20	20	19	18	18	17
Category 2	0		0	0	0	0	0	0	0	0	0	0	0
Teacher/Non- Teaching ratio		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Teacher/Category 2 ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Continuing Education Centre													
Student/teacher ratio		10.0	5	6	6	7	7	8	8	9	9	10	10
New trainers		3%	0	0	0	0	0	0	0	0	1	1	1
Total training staff	65		65	62	60	58	57	55	54	53	52	51	50
New non-teaching staff required		3%	0	0	0	0	0	0	0	0	0	0	0
Remedial Education													
Student/teacher ratio		2.0	23	21	19	17	15	13	10	8	6	4	2
New trainers		3%	0	10	11	13	16	20	26	37	59	113	339
Total training staff	135		135	140	147	155	166	180	200	230	280	382	700
New non-teaching staff required		3%	0	18	21	25	31	40	54	79	127	247	741

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE		PROJECTION RESULTS										
	2011	Targets/ Options	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total non teaching staff			142	155	171	190	215	248	294	362	475	701	1,400
Non-Teaching	142		142	155	171	190	215	248	294	362	475	701	1,400
Category 2	0		0	0	0	0	0	0	0	0	0	0	0
Teacher/Non-Teaching ratio		0.5	1.0	0.9	0.9	0.8	0.8	0.7	0.7	0.6	0.6	0.5	0.5
Teacher/Category 2 ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Prison Inmates													
Student/teacher ratio		10.0	22	21	19	18	17	16	15	14	12	11	10
New trainers		3%	0	1	1	1	1	1	1	1	2	2	2
Total training staff	6		6	6	7	8	8	9	10	11	12	14	16
New non-teaching staff required		3%	0	0	0	0	0	0	0	0	0	0	0
Total non teaching staff			0	0	0	0	0	0	0	0	0	0	0
Category 1	0		0	0	0	0	0	0	0	0	0	0	0
Category 2	0		0	0	0	0	0	0	0	0	0	0	0
Teacher/Category 1 ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher/Category 2 ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Programme 5													
Student/teacher ratio		0.0	0	0	0	0	0	0	0	0	0	0	0
New trainers		0%	0	0	0	0	0	0	0	0	0	0	0
Total training staff	0		0	0	0	0	0	0	0	0	0	0	0
New non-teaching staff required		0%	0	0	0	0	0	0	0	0	0	0	0
Total non teaching staff			0	0	0	0	0	0	0	0	0	0	0
Category 1	0		0	0	0	0	0	0	0	0	0	0	0
Category 2	0		0	0	0	0	0	0	0	0	0	0	0
Teacher/Category 1 ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher/Category 2 ratio		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cumulative Total													
New trainers			0	10	12	14	17	21	27	39	61	116	342
Total training staff			314	310	309	311	316	326	342	369	417	517	834
New non-teaching staff required		0%	0	18	21	25	31	40	54	79	127	247	741
Total non teaching staff			169	180	194	213	236	268	313	380	493	718	1,417
Category 1			169	180	194	213	236	268	313	380	493	718	1,417

A. ENROLMENTS B. EDUCATIONAL STAFF C. MATERIALS D. INFRASTRUCTURE	BASELINE	Targets/ Options	2011 2012	PROJECTION RESULTS									
				2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
				2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Category 2			0	0	0	0	0	0	0	0	0	0	0
C. Textbooks & Teaching guides													
Post-Basic Literacy	2011	2015											
Core subject books per learner	3.00	3	3.00	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
# Textbooks			4,050	2,078	2,130	2,183	2,235	2,288	2,340	2,393	2,445	2,498	2,550
Books per facilitator	2.00	2	2.00	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Teaching guides			216	50	47	45	43	41	39	38	36	35	34
Continuing Education Centre	2011	2015											
Core subject books per learner	3.00	3	3.00	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
# Textbooks			1,050	548	570	593	615	638	660	683	705	728	750
Books per facilitator	2.00	2	2.00	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Teaching guides			130	31	30	29	28	28	27	26	26	25	25
Remedial Education	2011	2015											
Core subject books per learner	3.00	3	3.00	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
# Textbooks			9,381	4,431	4,172	3,913	3,654	3,395	3,136	2,877	2,618	2,359	2,100
Books per facilitator	2.00	2	2.00	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Teaching guides			270	70	73	78	83	90	100	115	140	191	350
Prison Inmates	2011	2015											
Core subject books per learner	3.00	3	3.00	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
# Textbooks			393	201	205	210	214	218	223	227	231	236	240
Books per facilitator	2.00	2	2.00	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
# Teaching guides			12	3	4	4	4	5	5	6	6	7	8
Programme 5	2011	2015											
Core subject books per learner	0.00	0	0.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
# Textbooks			0	0	0	0	0	0	0	0	0	0	0
Books per facilitator	0.00	0	0.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
# Teaching guides			0	0	0	0	0	0	0	0	0	0	0
Total													
# Textbooks			14,874	7,257	7,078	6,898	6,718	6,539	6,359	6,179	5,999	5,820	5,640
# Teaching guides			628	155	154	155	158	163	171	184	208	259	417
D. INFRASTRUCTURE													

<u>A. ENROLMENTS</u> <u>B. EDUCATIONAL STAFF</u> <u>C. MATERIALS</u> <u>D. INFRASTRUCTURE</u>	BASELINE		PROJECTION RESULTS										
	2011	Targets/	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	Options	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Post-Basic Literacy			27	28	28	29	30	31	31	32	33	33	34
Rooms 1	50	<= Learners per room	27	28	28	29	30	31	31	32	33	33	34
Rooms 2	0	<= Learners per room	0	0	0	0	0	0	0	0	0	0	0
Continuing Education Centre			4	5	5	5	5	5	6	6	6	6	6
Rooms 1	80	<= Learners per room	4	5	5	5	5	5	6	6	6	6	6
Rooms 2	0	<= Learners per room	0	0	0	0	0	0	0	0	0	0	0
Remedial Education			39	37	35	33	30	28	26	24	22	20	18
Rooms 1	80	<= Learners per room	39	37	35	33	30	28	26	24	22	20	18
Rooms 2	0	<= Learners per room	0	0	0	0	0	0	0	0	0	0	0
Prison Inmates													
Rooms 1	50	<= Learners per room	3	3	3	3	3	3	3	3	3	3	3
Rooms 2	0	<= Learners per room	0	0	0	0	0	0	0	0	0	0	0
Programme 5													
Rooms 1	0	<= Learners per room	0	0	0	0	0	0	0	0	0	0	0
Rooms 2	0	<= Learners per room	0	0	0	0	0	0	0	0	0	0	0
Total			73	72	71	69	68	67	66	65	63	62	61
Rooms 1			73	72	71	69	68	67	66	65	63	62	61
Rooms 2			0	0	0	0	0	0	0	0	0	0	0
Rooms to build by year			-1	-1	-1	-1	-1	-1	-1	-1	-1	-1	0

Source: Jigawa Simulation Model

4: Costs and Financing Projection Results

EXPENDITURE FRAMEWORK	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cost projections (recurrent & capital) by education level (000)											
Preschool education	1,123,611	1,330,376	1,612,864	1,941,483	2,324,637	2,772,563	3,297,816	3,915,920	4,646,243	5,513,194	4,554,608
Primary education (public)	10,349,287	9,492,359	10,515,205	11,766,150	12,798,518	14,117,139	15,826,427	17,491,972	19,304,055	21,305,652	22,578,222
Nomadic education	649,963	770,242	874,831	1,004,653	1,133,152	1,289,743	1,485,697	1,694,989	1,929,631	2,194,385	2,279,288
Integrated IQTE education	285,042	343,259	421,604	513,959	610,145	722,243	859,578	1,009,372	1,177,649	1,367,610	1,328,784
SENs	57,500	69,850	83,863	100,448	115,522	132,430	154,774	178,523	205,782	237,299	270,006
Junior Secondary education (public)	3,779,944	3,559,460	4,713,764	6,855,948	10,267,807	15,860,846	24,922,919	39,153,714	61,592,467	97,812,668	158,161,857
Senior Secondary education (public)	3,713,469	3,365,548	4,319,835	5,464,171	7,138,016	9,550,298	13,578,930	20,265,151	31,659,780	51,135,818	78,846,950
Higher education (public)	3,701,510	3,440,357	4,055,708	4,800,353	5,700,722	6,792,056	8,120,884	9,750,089	11,768,631	14,313,182	16,031,240
Mass Literacy	2,048,425	1,935,701	1,896,520	1,868,780	1,850,506	1,840,239	1,836,875	1,839,575	1,847,695	1,860,734	1,879,794
Other non formal programmes	102,415	97,952	96,836	96,246	96,088	96,296	96,818	97,616	98,661	99,930	101,395
Continuing education	14,118	9,144	9,372	9,676	10,077	10,598	11,274	12,159	13,342	15,015	17,902
Cross-cutting expenditures (MOE)	4,929,952	5,078,469	5,231,474	5,389,100	5,551,490	5,718,787	5,891,141	6,068,705	6,251,637	6,440,101	6,634,264
Total	30,755,236	29,492,717	33,831,876	39,810,966	47,596,680	58,903,237	76,083,133	101,477,786	140,495,573	202,295,589	292,684,311
Percentage distribution of cost projections (recurrent & capital) by education level											
Preschool education	3.7%	4.5%	4.8%	4.9%	4.9%	4.7%	4.3%	3.9%	3.3%	2.7%	1.6%
Primary education (public)	33.7%	32.2%	31.1%	29.6%	26.9%	24.0%	20.8%	17.2%	13.7%	10.5%	7.7%
Nomadic education	2.1%	2.6%	2.6%	2.5%	2.4%	2.2%	2.0%	1.7%	1.4%	1.1%	0.8%
Integrated IQTE education	0.9%	1.2%	1.2%	1.3%	1.3%	1.2%	1.1%	1.0%	0.8%	0.7%	0.5%
SENs	0.2%	0.2%	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%
Junior Secondary education (public)	12.3%	12.1%	13.9%	17.2%	21.6%	26.9%	32.8%	38.6%	43.8%	48.4%	54.0%
Senior Secondary education (public)	12.1%	11.4%	12.8%	13.7%	15.0%	16.2%	17.8%	20.0%	22.5%	25.3%	26.9%
Higher education (public)	12.0%	11.7%	12.0%	12.1%	12.0%	11.5%	10.7%	9.6%	8.4%	7.1%	5.5%

Mass Literacy	6.7%	6.6%	5.6%	4.7%	3.9%	3.1%	2.4%	1.8%	1.3%	0.9%	0.6%
Other non formal programmes	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.0%	0.0%
Continuing education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Cross-cutting expenditures (MOE)	16.0%	17.2%	15.5%	13.5%	11.7%	9.7%	7.7%	6.0%	4.4%	3.2%	2.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Jigawa Simulation Model

5. Concensus Scenarios

This annex describes the scenario developed in the process of this SESP and SESOP planning process. This scenario serves the base in formulation of policy priorities, targets and strategies of both SESP and SESOP.

The Scenario reveals

(How will the Jigawa Education System evolve if the major policy options, defined during stakeholders' consultations, are pursued and what will be the financial implications?)

In May 2013 a final draft of the State Education Strategic Plan (SESP) was released. The formulation of this plan is based on the policy objectives derived from a number of sources, most notably the stakeholders' consultations, and the High-Level Committee headed by the Permanent Secretary (PS) MOEST and a core Technical Committee.

The key policies and strategies focused on (i) expanding basic education coverage, especially for disadvantaged groups; (ii) improving the quality and relevance of basic, secondary and higher education; (iii) providing appropriate educational opportunities, especially for out-of-school youth and adult population; and (iv) strengthening institutional capacities to manage, plan, and monitor the delivery of education services more efficiently and effectively.

The scenario was created to assess the degree of feasibility and realism of the policy targets and options that emerged during the above stakeholder consultations. The following paragraphs discuss the policy assumptions underlying the scenario as well as its implications.

Policy Assumptions and Targets

This section presents the major quantitative policy targets and options derived from the SESP document. These policy objectives and options are used as assumptions in constructing the 10-year SESP Scenario.

Given the ambitious and numerous improvements that this SESP plan envisages, only a few, selected (not all) options that have major resource-related impacts have been taken and used to assess the degree of realism of this scenario. The main features are presented below:

- In pre-primary education, gross enrolment ratio will reach 58% by 2022 for age-group 4-5 in public and private schools. PTR and PCR will be reduced to 40:1. Qualified teachers will represent 62% of the teaching force.
- In primary education, the share of private schools will be 4% of total enrolment by 2022. Both the pupil/teacher ratio and class size will reach 40:1 and 40:1 respectively by 2022. The promotion rate will be improved to about 98%, while the repetition rate will be around 1% with the dropout rate subsequently reduced to 1%. As a way of improving the learning outcomes, each pupil will be provided, free of charge, 4 core textbooks by 2022. In other words, core textbook/pupil ratio will be increased to 4 (with 3-year rental scheme), as well as libraries and labs will be provided every 366 classrooms (Classrooms/Library-lab ratio 366:1). 71% of teachers will be qualified. Double shift will be 0%.
- In order to achieve the universal junior secondary education, all children who graduate from primary education will be admitted into junior secondary by 2022; private education

will cater for 6% of graduated pupils. 20% of the enrolled pupils will be directed to technical and science education by 2022. The promotion and repetition rates will be around 97% and 2% respectively, having consequently a drop-out rate of 1%. 90% of the teachers will be qualified with a workload maintain at 24 hours/week by 2022. Core textbook/pupil ratio will be 4 (with 3-year rental scheme). The double shifting system will be reduced to 0%. 1 library and 1 ICT lab will be provided every 7, and 7 classrooms respectively (classroom/library 7:1, classroom/ICT lab 7:1).

- By 2022, access to general senior secondary will be around 65% of graduates from basic education, complemented with 13% of graduates registered at Science and technical education. The promotion and repetition rates will be 97% and 2% respectively (subsequently the dropout rate being 1%). 92% of teachers will be qualified (80% in science and technical) with an increased workload of 24 hours/week. Core textbook/pupil ratio will be 4.
- In higher education, the college of agriculture will cater for about 20% male and 30% female of total enrolled students whereas the Islamic college will be 50% male and 90% female by 2022. The student teacher ratio will be of 70:1 for all HE institutions.
- At all levels (including higher education), the classroom renovation cost is set to an equivalent of 45% of the cost for a new classroom construction, meaning that if all renovation costs were used for complete reconstructions, 45% equivalent of all exiting classrooms would be renewed each year.
- The share of the state’s educational expenditure in total revenue would be of 30% in 2022 (i.e. 29.5% for education in State Government’s revenue as well as in LGAs’ by 2022).

Simulation Results of the “Concensus” Scenario

Table A.5.1: Enrolment, literacy and registration ratios, Concensus Scenario, Jigawa Education System

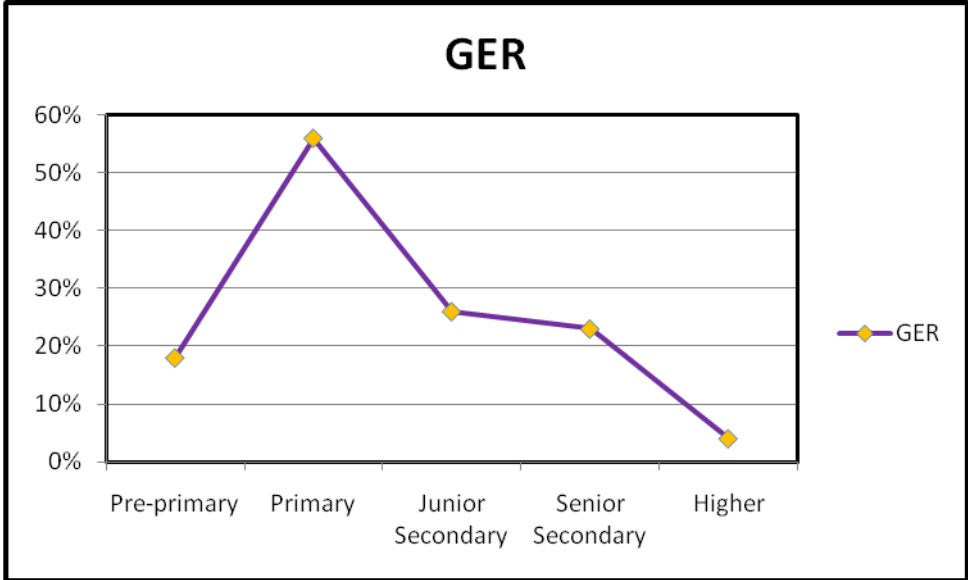
	PROJECTION RESULTS				
	2011	2014	2017	2020	2021
Gross enrolment ratio	2012	2015	2018	2021	2022
Pre-Primary education	18%	30%	42%	54%	58%
Primary education	56%	57%	62%	71%	74%
Junior secondary education	26%	23%	29%	38%	43%
Senior secondary education	23%	20%	19%	26%	29%
Higher education	4%	5%	7%	9%	10%
Gross intake/Registration rate					
Primary education	56%	62%	69%	77%	79%
Junior secondary education	39%	51%	64%	76%	80%
Senior secondary education	65%	69%	74%	78%	80%

Source: Jigawa State Simulation Model, SESP.

On the basis of the afore-mentioned policy assumptions, universal basic education cannot be reached even by 2022. Indeed, the present and projected 2022 enrolment ratio for JSS level is just but 26% and 43%, by 2022 (Table A.5.1 above). But, the most worrying finding is that such policy targets would lead to a reduction of the system’s “supply” capacity to enrol all children at primary level, with a GER decreasing progressively and below 100% in 2022. On

the other hand, access indicators will have improved across most of formal education levels (pre-primacy through senior secondary education, primary education being the exception). Although no proper action was taken in non formal education, improved primary and JSS completion rates will lead to increased literacy rates, thus curbing down the illiteracy rate.

Figure A.5.1: Gross enrolment ratios in pre-primary, primary, JSS, SSS and higher education, Concensus Scenario 2011/12 baseline, Jigawa state



Source: Jigawa State Simulation Model, SESP.

According to the Concensus Scenario, Jigawa education system will cost 33,343,168,000 billion Naira in 2016 and 50,070,452,000 billion Naira in 2022 as shown in the following table.

Table A.5.2: Total cost and breakdown by level of education, Concensus Scenario Jigawa State.

EXPENDITURE FRAMEWORK	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Cost projections (recurrent & capital) by education level (000)											
Preschool education	1,123,611	1,330,376	1,612,864	1,941,483	2,324,637	2,772,563	3,297,816	3,915,920	4,646,243	5,513,194	4,551,194
Primary education (public)	10,349,287	9,492,359	10,515,205	11,766,150	12,798,518	14,117,139	15,826,427	17,491,972	19,304,055	21,305,652	22,571,194
Nomadic education	649,963	770,242	874,831	1,004,653	1,133,152	1,289,743	1,485,697	1,694,989	1,929,631	2,194,385	2,271,194
Integrated IQTE education	285,042	343,259	421,604	513,959	610,145	722,243	859,578	1,009,372	1,177,649	1,367,610	1,321,194
SENs	57,500	69,850	83,863	100,448	115,522	132,430	154,774	178,523	205,782	237,299	271,194
Junior Secondary education (public)	3,779,944	3,559,460	4,713,764	6,855,948	10,267,807	15,860,846	24,922,919	39,153,714	61,592,467	97,812,668	158,161,194
Senior Secondary education (public)	3,713,469	3,365,548	4,319,835	5,464,171	7,138,016	9,550,298	13,578,930	20,265,151	31,659,780	51,135,818	78,841,194
Higher education (public)	3,701,510	3,440,357	4,055,708	4,800,353	5,700,722	6,792,056	8,120,884	9,750,089	11,768,631	14,313,182	16,031,194
Mass Literacy	2,048,425	1,935,701	1,896,520	1,868,780	1,850,506	1,840,239	1,836,875	1,839,575	1,847,695	1,860,734	1,871,194
Other non formal programmes	102,415	97,952	96,836	96,246	96,088	96,296	96,818	97,616	98,661	99,930	101,194
Continuing education	14,118	9,144	9,372	9,676	10,077	10,598	11,274	12,159	13,342	15,015	16,194
Cross-cutting expenditures (MOE)	4,929,952	5,078,469	5,231,474	5,389,100	5,551,490	5,718,787	5,891,141	6,068,705	6,251,637	6,440,101	6,631,194
Total	30,755,236	29,492,717	33,831,876	39,810,966	47,596,680	58,903,237	76,083,133	101,477,786	140,495,573	202,295,589	292,681,194

Source: Jigawa State Simulation Model, SESP.

Not all the ambitious objectives and targets of the SESP document as defined by the stakeholders were taken in this scenario; however, the funding gap proves to be untenable. By around 2022, the budgetary gap will be 6.5%

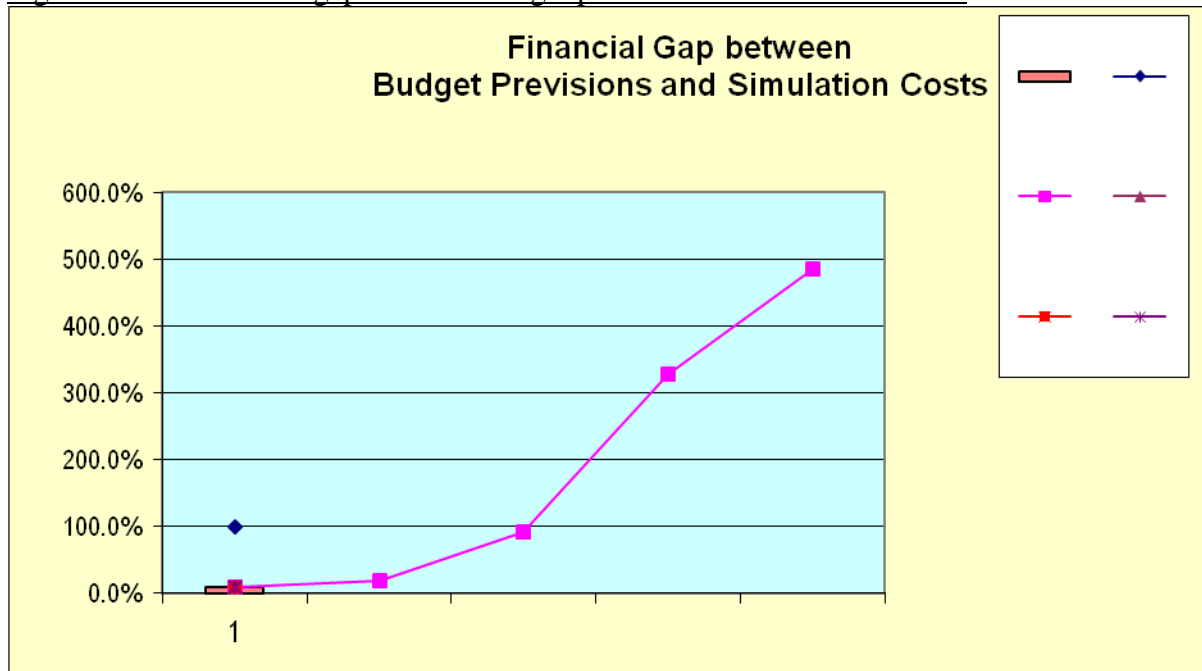
Table A.5.3 Expenditure on education and funding gaps stakeholders scenario, Jigawa State

	Baseline	PROJECTED R										
Domestic resources (000)	2011	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
State resources	52,382,837	52,382,837	55,001,979	57,752,078	60,639,682	63,671,666	66,855,249	70,198,012	73,707,912	77,393,308	81,262,973	85,
Education as % of total state revenue	29.5%	29.5%	29.8%	30.0%	30.3%	30.5%	30.8%	31.0%	31.3%	31.5%	31.8%	
Allocation to Education (MOEST)	15,475,149.6	15,475,150	16,384,080	17,345,215	18,361,503	19,436,058	20,572,164	21,773,290	23,043,099	24,385,456	25,804,440	27,
Of which Recurrent	57.3%	57.3%	57.6%	57.9%	58.1%	58.4%	58.7%	58.9%	59.2%	59.5%	59.7%	
Recurrent	8,873,487.4	8,873,487	9,438,248	10,038,056	10,675,041	11,351,463	12,069,713	12,832,327	13,641,992	14,501,554	15,414,030	16,
Capital	6,601,662.2	6,601,662	6,945,832	7,307,159	7,686,462	8,084,595	8,502,451	8,940,963	9,401,107	9,883,901	10,390,410	10,
Total allocation to Education	27,973,439	27,973,439	29,662,486	31,450,504	33,343,168	35,346,471	37,466,747	39,710,685	42,085,349	44,598,203	47,257,129	50,
As % of total state & LGA expenditure	33.4%	33.4%	33.7%	34.1%	34.4%	34.7%	35.1%	35.4%	35.7%	36.1%	36.4%	
'Formal' Education	44.8%	44.8%	44.8%	44.8%	44.8%	44.8%	44.8%	44.8%	44.8%	44.8%	44.8%	
Of which Pre-primary	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	
Of which Primary	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	12.3%	
Of which Junior Secondary	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	4.6%	
Of which Senior Secondary	15.70%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	15.7%	
Of which Higher	7.2%	7%	7%	7%	7%	7%	7%	7%	7%	7%	7%	
Amount Formal Education		12,532,101	13,288,794	14,089,826	14,937,739	15,835,219	16,785,103	17,790,387	18,854,236	19,979,995	21,171,194	22,
Of which Pre-primary		1,398,672	1,483,124	1,572,525	1,667,158	1,767,324	1,873,337	1,985,534	2,104,267	2,229,910	2,362,856	2,
Of which Primary		3,440,733	3,648,486	3,868,412	4,101,210	4,347,616	4,608,410	4,884,414	5,176,498	5,485,579	5,812,627	6,
Of which Junior Secondary		1,286,778	1,364,474	1,446,723	1,533,786	1,625,938	1,723,470	1,826,691	1,935,926	2,051,517	2,173,828	2,
Of which JSS TVET		2,797	2,966	3,145	3,334	3,535	3,747	3,971	4,209	4,460	4,726	
Of which Senior Secondary		4,391,830	4,657,010	4,937,729	5,234,877	5,549,396	5,882,279	6,234,578	6,607,400	7,001,918	7,419,369	7,
Of which Science, technical and commercial education		2,797	2,966	3,145	3,334	3,535	3,747	3,971	4,209	4,460	4,726	
Of which Higher		2,008,493	2,129,767	2,258,146	2,394,039	2,537,877	2,690,112	2,851,227	3,021,728	3,202,151	3,393,062	3,
Other education	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	

programmes												
Amount ('000)		111,894	118,650	125,802	133,373	141,386	149,867	158,843	168,341	178,393	189,029	
Cross-cutting	5.6%	5.6%	54.8%	54.8%	54.8%	54.8%	54.8%	54.8%	54.8%	54.8%	54.8%	
Amount ('000)	50.8%	1,566,513	16,255,042	17,234,876	18,272,056	19,369,866	20,531,777	21,761,455	23,062,771	24,439,815	25,896,907	27,
Shortfall Domestic Resources & Simulation Costs		9.9%	-0.6%	7.6%	19.4%	34.7%	57.2%	91.6%	141.1%	215.0%	328.1%	
Additional amount to mobilize		2,781,797	-169,769	2,381,372	6,467,798	12,250,209	21,436,490	36,372,448	59,392,437	95,897,370	155,038,460	242,

Source: Jigawa State Simulation Model, SESP.

Figure A.5.2: Financial gap between budget prevision and simulation costs



Source: Jigawa State Simulation Model, SESP.

In sum, the quantitative targets set forth in SESP won't lead to the achievement of the UBE/EFA objectives, even producing a negative side effect within the plan scope: a decrease in primary education gross enrolment, although a significant share of the education budget is devoted to primary education. Furthermore the expected financial gaps is reasobale that the Concensus Scenario maybe attained However it will require drastic budget increases, cost savings by means of policy shifts and trade offs across and within subsectors are enacted or alternative source of fund.

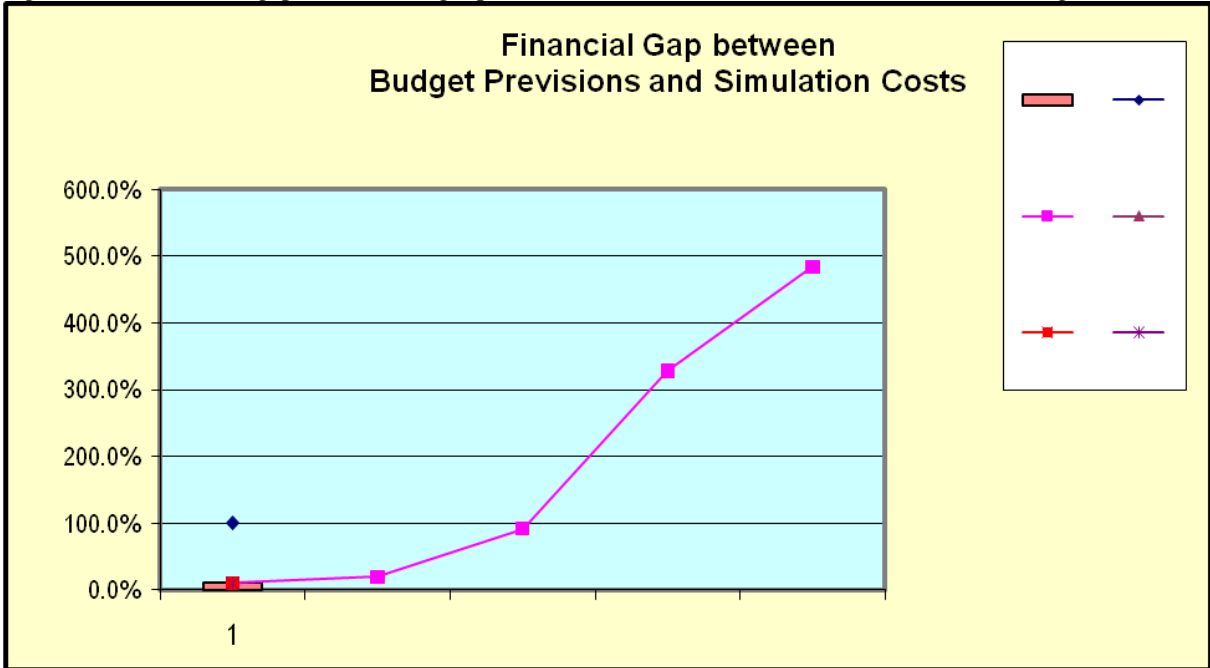
The funding gap will stay at a manageable level until 2016 (up to 20% of funding gap), but will increase dramatically in a very short time reaching a peak of 6.5% funding gap in 2022. Under this scenario, the State can easily fill the gap until 2022 either by slightly increasing the State and LGAs allocations to education or by mobilizing donors support which is marginal presently. In 2021/22, the funding gap seems untenable and some policy trade-offs will be necessary.

Table A.5.5: Expenditure on education and funding gaps, Concensus scenario, Jigawa State

	BASELINE	PROJECTION RESULTS									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total State/LGA resources	81,765,529	85,853,806	90,146,496	94,653,821	99,386,512	104,355,837	109,573,629	115,052,311	120,804,926	126,845,172	133,187,431
Public expenditure on education as % of total state expenditure	50.3%	49.0%	47.6%	46.3%	45.0%	43.6%	42.3%	41.0%	39.6%	38.3%	37.0%
Public expenditure on education	41,119,423	42,033,384	42,935,942	43,823,672	44,692,836	45,539,357	46,358,798	47,146,334	47,896,727	48,604,294	49,262,876
Pre-primary education	5.0%	5.2%	5.5%	5.8%	6.0%	6.3%	6.6%	6.9%	7.3%	7.6%	8.0%
Primary education	12.3%	14.3%	16.6%	19.3%	22.4%	26.0%	30.2%	35.1%	40.8%	47.3%	55.0%
Nomadic education	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.2%	0.2%	0.3%
Integrated IQTE education	0.0%	0.1%	0.1%	0.2%	0.2%	0.3%	0.3%	0.4%	0.4%	0.5%	0.5%
Junior Secondary	4.6%	5.3%	6.0%	6.9%	7.9%	9.1%	10.4%	12.0%	13.7%	15.7%	18.0%
Senior Secondary	15.7%	13.7%	11.9%	10.4%	9.1%	7.9%	6.9%	6.0%	5.3%	4.6%	4.0%
Science, technical and commercial education	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.2%	0.4%	0.7%	1.2%	2.0%
Higher	7.2%	9.7%	11.7%	13.3%	14.5%	15.1%	15.0%	14.3%	12.6%	9.8%	5.4%
Other education programmes	0.4%	0.4%	0.4%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%
Other cross-cutting expenditures	5.6%	51.3%	47.5%	43.4%	39.0%	34.3%	29.2%	23.7%	17.8%	11.4%	4.5%
Financing gaps	2,417,735	-3,442,110	-919,966	3,007,064	8,735,955	17,285,929	31,471,208	52,602,690	83,930,695	138,506,819	222,525,792
Total gap in % of public spending	5.9%	-8.2%	-2.1%	6.9%	19.5%	38.0%	67.9%	111.6%	175.2%	285.0%	451.7%

Source: Jigawa State Simulation Model, SESP.

Figure A.5.4: Financial gap between budget prevision and simulation costs, Concensus scenario, Jigawa State



Source: Jigawa State Simulation Model, SESP.

Annex C

GLOSSARY OF SELECTED TERMS USED IN THIS DOCUMENT

Class size (or pupil-class ratio): The number of students a teacher has in his/her class at a given time. In Nigeria, stream is frequently used to mean a class.

Core Welfare Indicators Questionnaire (CWIQ) survey: CWIQ survey was designed to produce indicators of social welfare to provide instrument for the continuous monitoring of poverty reduction programmes and social development in general. The 2006 Nigerian CWIQ was a nationwide sample survey conducted to produce welfare indicators for the population at national and sub-national levels, particularly Zones, States and Senatorial Districts. The Survey compliments 2004 Nigerian Living Standards Survey (NLSS) by NBS which profiled poverty in the country.

Dropout rate: The proportion of pupils leaving school without completing a given grade in a given school-year expressed as a percentage of those who were enrolled in the same grade at the beginning of that grade at the beginning of the same school-year.

Education Trust Fund (ETF): The ETF is a major source of funding for capital expenditures in many states of Nigeria. The ETF is a trust fund established by decree in 1993 (amended by Act 40 of 1998) with the objective of using funding combined with project management to improve the quality of education in Nigeria. All corporations and companies of identified minimum operating capacity and registered in Nigeria contribute a levy of 2% of their annual assessable profits to the Fund which complements Federal, State and Local Government budgets for the three levels of education nationwide.

Gender parity index (GPI): Ratio of female to male values of a given indicator. A GPI of 1 indicates parity between sexes; a GPI above or below 1 indicates a disparity in favour of one sex over the other.

Gross completion rate: The total number of students completing the final year of primary or secondary education, expressed as a percentage of the population of the official primary or secondary graduation age. Primary completion rate in Nigeria is to be calculated by dividing the number of students graduating from the grade 6 of primary schools by the population of the official graduation age (age 12). However, in Nigeria, completion rate is sometimes understood as the ratio of the total number of pupils enrolled in the final grade to the total number of school age pupils in the population of that age level, i.e. the Gross Enrolment Ratio for final grade.

Gross enrolment ratio (GER): Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year. GER can be disaggregated by gender or by location to assess the equity levels.

Gross intake rate (GIR): Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age (6 in Nigeria). Apparent intake rate is alternatively used.

Multigrade class: Its structure is known by various names in different countries, such as: "composite" or "combination" classes, "double" classes, "split" classes, "mixed-age" classes and "vertically grouped" classes. Multigrade classes can be defined as pedagogical sections where groups of students of different grades are taught in a single classroom. In Nigeria, such classes are rather a rare phenomenon, which may however be worth investigating, especially in small schools in order to optimize the resource utilization (teachers, buildings, etc.)

Net enrolment ratio (NER): Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population. NER for primary education in Nigeria is calculated by dividing the number of pupils enrolled who are of the official age-group for the primary education level by the population for the same age-group (age 6-11).

Percentage distribution of public current expenditure on education by level: Public current expenditure for each level of education, expressed as a percentage of total public current expenditure on education. One will have to make distinction between approved and actual expenditure because the gap between these two can be high. This indicator is important to appraise the importance accorded by a Government for the development of a given level of education.

Promotion rate: The proportion of pupils enrolled in a given grade in a given school-year who will at the beginning of the following school-year, be enrolled in the next higher grade.

Public expenditure on education as percentage of total public expenditure: Total public expenditure on education (current and capital) expressed as a percentage of total public expenditure in a given financial year. One will have to make distinction between approved and actual expenditure because the gap between these two can be high. It is calculated by dividing total expenditure on education incurred by all government agencies/departments in a given financial year by the total government expenditure for the same financial year.

Pupil-classroom ratio (PCR): The ratio of the number of pupils (students) to the number of classrooms. For example, in a Nigeria state, the number of pupils (students) enrolled in this state at a level of education is divided by the number of classrooms available in this state for providing learning at this level of education.

Pupil-teacher ratio (PTR): Otherwise called "pupil-teacher ratio" or "students per teacher", this indicator expresses the average number of pupils (students) per teacher at a specific level of education in a given school-year. For the purpose of examining system-wide pupil-teacher ratios, teachers are defined as persons whose professional activity involves the facilitation of learning and the acquisition of attitudes and skills that are stipulated in a formal curriculum by students enrolled in a formal educational institution. Non-formal institutions require a separate investigation. Their staffing is likely to be considerably different from formal institutions. Cross-country or cross-state comparisons may be affected by such factors as the composition of teachers by part- and

full-time employment. PTR is not the same and is generally lower than “average class size”. This is because PTR calculation includes teachers who run special programmes, such as music, art and special education, where they may teach smaller groups of students.

Repetition rate: the proportion of pupils from a cohort enrolled in a given grade in a given school-year who are studying in the same grade in the following school-year. This rate is slightly different from the percentage of repeaters.

Survival rates by grade (SR): Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school-year who are expected to reach successive grades. They are calculated by dividing the total number of pupils belonging to a school-cohort who reached each successive grade of the specified level of education by the number of pupils in the school-cohort, i.e. those originally enrolled in the first grade of primary education.

Teachers’ emoluments (salaries) as multiple of GDP per capita: This indicates the level of teacher salaries in comparison with the affordability of a country or state’s economic and financial situation. It is calculated by dividing the total amount of salaries devoted to all or a category of teachers of all or part of the education system in a given financial year by the GDP per capita of the same financial year. Cross-country, cross-state or cross-sectoral comparisons can allow to see the level of salaries one education system is allocating to teachers, and to analyze the cost-efficiency of the system, the teacher motivation, etc.

UBE Intervention Fund: The Universal Basic Education Law, signed in 2004, provides for funding the UBE programme from three principal sources: (i) Block grants from the Federal Government of not less than 2 per cent of its Consolidated Revenue Fund, which will be in the form of proposed federal matching contributions to states for financing of basic education; (ii) funds or contributions in the form of federal guaranteed credits and loans, and (iii) international donor grants. For any state to qualify for UBE grant funds, it must contribute not less than 50 percent of its total cost of projects as a cost-share. The criteria for fund utilization are as follows: (a) expenditure by components of UBE programme (Pre-primary 5%, Primary 60%, Junior Secondary 35%); (b) expenditure by activities in each of the components of the UBE Programme (Infrastructural development 70% including classroom construction, classroom furniture, classroom renovation/rehabilitation, laboratory/workshop equipment, introductory technology equipment, borehole construction, construction of toilets, etc.; Textbooks and working materials 15%, including development/ procurement of textbooks for pre-primary, four basic core subjects for primary and five basic core subjects for junior secondary schools, library books, development/procurement of teachers’ guide for pre-primary, four core subjects for primary schools and five core subjects for junior secondary schools, teaching aids (excluding consumables), etc.; and teacher professional Development 15% including short-term training and re-training of teachers at the three levels, with more emphasis on primary, JSS and pre-primary, in that order to be conducted by either the National Teachers’ Institute (NTI), Colleges of Education (COEs) or Institutes of Education and NIEPA to conduct those for managers of UBE institutions.)