Reviewed
KADUNA STATE
EDUCATION STRATEGIC PLAN (ESP)
2006 – 2015
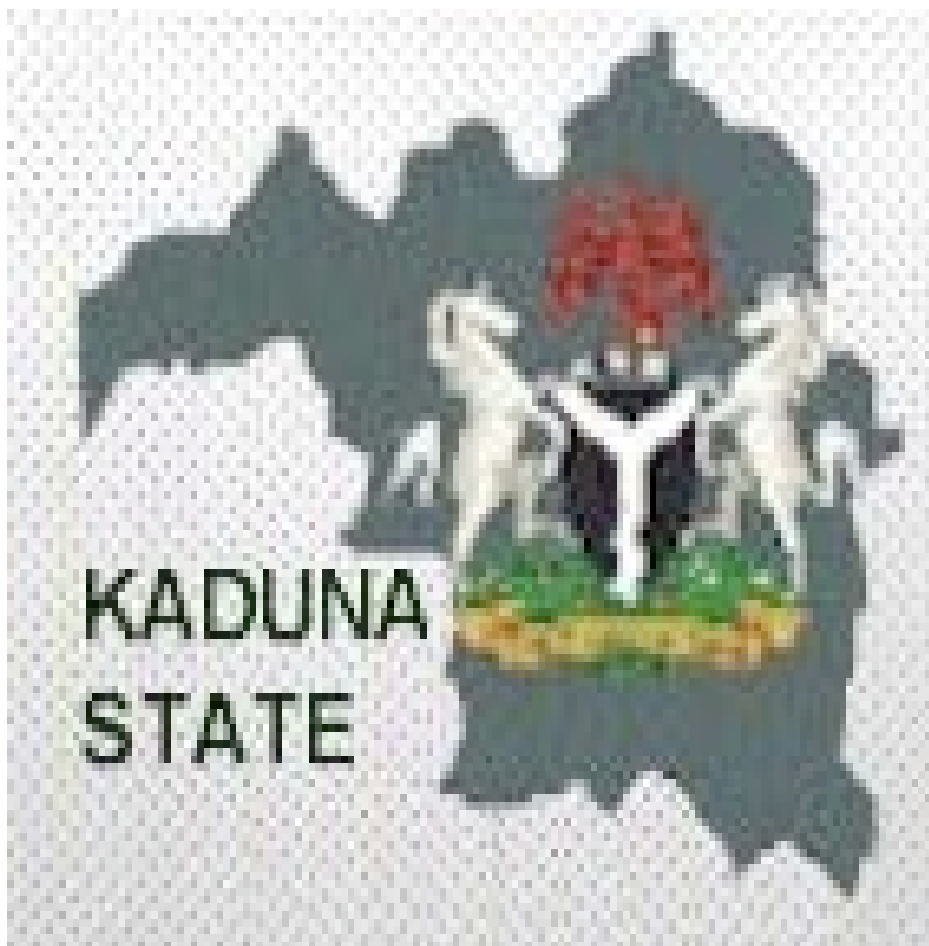
AUGUST 2013

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Foreword

The Education Strategic Plan (ESP) supports the approach of Kaduna State's Ministry of Education (SMOE) to development through a whole sector, or sector wide approach (SWAp). Within the SWAp, responsibility for sector planning rests with the State Government. The ESP is a forward-looking plan, based on declared targets and policies that will assist in delivering the state's reform agenda for social development and poverty reduction through enhanced activities in the education sector.

The ESP is based on policy objectives that derive from a number of sources, most notably the Kaduna Education Summit held in July 2005 and the Kaduna SEEDS presentation of 2004, together with Federal and State Government commitments to key education policies, such as Universal Basic Education (UBE) and Education for All (EFA). This has provided a sound policy basis for the plan. I would like to thank my senior officials and technical staff in the SMOE as well as those colleagues from our sister–ministries of Finance, Science and Technology, and Economic Planning, and all those who took part for their committed efforts during the preparation stages of the ESP.

In essence the ESP is underpinned by a concern for the overall welfare and holistic development of the people of Kaduna State. The national flagship policy of access to good quality UBE and our determination to provide opportunities for EFA across the education sector are central to educational development in Kaduna State. In addition, the SWAp process means that we will seek to develop partnerships with various education stakeholders ranging from students and their parents, their communities, schools and institutions to those non-governmental organisations and development partners that support education in Kaduna state.

Mohammed Usman
Kaduna State Commissioner of Education

Abbreviations

BP	Blue Print (of Kaduna State Summit meeting 2005)
CBO	Community Based Organisation
COE	College of Education
CRT	Criterion Referenced Tests
DP	Development Partners
ECCD	Early Childhood, Care and Development
EFA	Education For All
EMIS	Education Management Information System
ERC	Education Resource Centre
ESP	Education Strategic Plan
ESOP	Education Sector Operational Plan
FBO	Faith Based Organisation
FLHE	Family Life Health Education
GER	Gross Enrolment Ratio
HE	Higher Education
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HM	Headmaster/Headmistress
HQ	Head Quarters
ICT	Information and Communication Technology
IEC	Information, Education, Communication
IEP	Inclusive Education Programme
INSET	In-Service Education of Teachers
JSS	Junior Secondary School
KS	Kaduna SEEDS
LGEA	Local Government Education Authority
M&E	Monitoring and Evaluation
NECO	National Examinations Council
NER	Net Enrolment Ratio
NGO	Non-Governmental Organisation
PRS	Policy, Research and Statistics
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
SENs	Special Education Needs
SMC	School Management Committee
SMFLG	State Ministry for Local Government
SMOE	State Ministry of Education
SMOEP	State Ministry of Economic Planning
SMOF	State Ministry of Finance
SMOST	State Ministry of Science and Technology
SSS	Senior Secondary School
SUBEB	State UBE Board
SWAp	Sector Wide Approach
SWOT	Strengths, Weaknesses, Opportunities, Threats
TA	Technical Assistance
ToR	Terms of Reference
TOT	Trainers of Trainers/Tutors
TSB	Teachers Service Board
UBE	Universal Basic Education

Executive Summary

This document provides an Education Sector Plan for Kaduna (ESP) for the period 2006 to 2015. This sector-wide plan is intended to inform stakeholders and development partners, both internal and external to Kaduna State's commitment to achieving the Education for All (EFA) goals by 2015 and eventually the Millennium Development Goals. The ESP will also constitute the base document which guides the Ministry's strategy formulation. This will assist in delivering the state's reform agenda for social development and poverty reduction through enhanced activities in the education sector.

A description of the current situation of education in Kaduna is followed by an analysis of the institutional framework for education. Both sections highlight the challenges that need to be addressed during the plan period.

The main features of the plan are then described with detailed targets in each of the six key areas for development:

1. *Basic Education*
2. *Secondary Education*
3. *Adult & Non-formal Education*
4. *Higher Education*
5. *Policy, Planning and Resource Management*
6. *Monitoring and Evaluation*

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The ESP covers a long-term period through 2015 (and with policy implications beyond (2020). It has been developed in light of the findings of the education sector analysis and in line with the recent policy directions, including the new government's Think Tank Report and Road-Map and many others.

It is important to stress, however, that the ESP is a ***whole sector*** plan. The Government and several Ministries dealing with educational development are committed to a sector-wide approach, in which every sub-sector and every area of focus within the education sector is considered and in which all internal and external development partners are invited to play a part.

The main policy objectives of the ESP are to:

(i) improve the quality and relevance of basic, secondary and tertiary education;

(ii) expand basic education coverage, especially for disadvantaged groups;

(iii) provide appropriate non-formal learning opportunities, particularly for illiterate and hard-to-reach children and youth; and

(iv) strengthen Government's capacity to manage, plan, and monitor the delivery of education services more effectively and efficiently

The ESP has six chapters covering different areas.

Chapter 1 covers the introduction: mission for Education

Chapter 2 covers overview of Kaduna state education sector and education delivery systems

Chapter 3 deals with policy and strategic frame work

Chapter 4 covers managing and implementing the ESP.

Chapter 5 covers monitoring Education sector performance.

Chapter 6 covers financial frame work for the ESP.

CHAPTER ONE

KADUNA STATE EDUCATION SECTOR PLAN

1.1 Introduction

This summary document provides an overview of the Kaduna State Ten-Year Education Sector Strategic Plan (ESP) for the period 2006 to 2015. It is intended to inform stakeholders in Kaduna, interested persons and development partners in Nigeria of Kaduna's strategy to achieve the Millennium Development Goals (MDGs) and Education for All (EFA) targets by 2015. This will assist in delivering the state's reform agenda for social development and poverty reduction through accelerated investment in the education sector.

A description of the current situation of education in Kaduna is followed by an analysis of the institutional framework for education. Both sections highlight the challenges that need to be addressed during the ten-year plan.

The main features of the plan are then described with detailed targets in each of the seven key areas for development:

1. *Basic Education*
2. *Secondary Education*
3. *Adult Literacy and Continuing Education*
4. *Higher Education*
5. *Policy, Planning and Management*
6. *Financial Management*
7. *Monitoring and Evaluation*

A separate document describes the first three-year operational rolling plan, Education Sector Operational Plan (ESOP), which focuses on the immediate priorities within the human and financial resources that are available. The ESOP will be updated annually based on annual reviews that look at progress, updates of analyses of the situation and the availability of financial resources through medium term financial planning.

1.2. Overview of Kaduna State Education Sector

1.2.1. Responsibility for the provision of Education services

The State Ministry of Education (SMOE) has overall responsibility for education sector policy, planning and monitoring. SMOE is joined in this task by ministries for Finance, Science and Technology and Economic Planning. Various aspects of education delivery and implementation are devolved to governmental agencies. Of these, SUBEB (State Universal Basic Education

Board) plays a key role in implementing the Universal Basic Education (UBE) and Education For All (EFA) programmes. The Education Resource Centre (ERC), together with the Quality Assurance Board, aims at assuring the quality of education through performance monitoring and evaluation and the Agency for Mass Literacy has special responsibility for literacy and learning among the adult and hard-to-reach youth population in the state. The Teacher Service Board (TSB) is responsible for recruitment and staffing at secondary level. Private sector and not-for-profit organisations also provide a range of education services at all levels.

1.2.2 Objectives of the ESP
The main policy objectives of the ESP are to:
Objectives of the ESP

1. To provide free and compulsory basic education of good quality to all school age children in Kaduna State.
2. To expand basic education coverage to make it inclusive for disadvantaged groups, including the poor, girls and women, pastoralists and people in remote and difficult locations.
3. Provide appropriate opportunities for out-of-school youth and the adult population to acquire education.
4. Improve and maintain the quality of basic, secondary and higher education.
5. Strengthen institutional capacities at all levels to plan, implement and monitor the delivery of efficient and effective educational services.

The 2004 Universal Basic Education Act requires all state governments to provide access to Free and Compulsory Universal Basic Education (UBE) and in the long run, depending on resource availability, to Senior Secondary School education and life-long learning.

1.2.3 Objectives of the UBE
The two broad strategic objectives of UBE are to:

- Provide free access to 9 years of good quality schooling for all children between the ages of 6 and 15 years
- Improve efficiency within the education sector

1.2.4 Delivery Systems
The formal education system is delivered through a number of institutions ranging from Early Childhood and Care Development (ECCD) classes, mostly provided by partners in the private sector, through Universal Basic Education and Secondary Schools To Universities and Polytechnics. Selected data for these institutions are outlined in Table 2.1.

Table 1.5: Selected Statistics for Education (2004/05)

	No. of Institutions	No. of students	% Males	% female	GER %	No. of teaching staff	PTR
ECCD/Pre-school			51				
Public	574	44,352	n/a	50.72		173	25.6
Private	n/a	n/a		n/a			

Primary			57				
Public	4,070	859,215	52	43.4	84.59	25,630	33.5
Private	365	76,040		48.8		4,270	17.8
Junior Secondary			28				
Public	219	104,011	50	37.2	23.24	5,170	57.15
Private	58	5,202		50.1		1,754	15.67
Senior Secondary			72				
Public	159	64,747	51	38.7	18.45	1,491	43.4
Private	48	4,363		49.8		309	14.1
Teacher Training (COE)							
Public	1	11,395				328	34
Private	N/A						
Higher/Tertiary							
Public							
University	1	217	62			10	22
Polytechnic	1	7,821		38		803	10
Private	N/A						
			49				
Non-Formal	460	10,614		51.49		460	23
			67				
Special Education	1	89		33.71		15	6

[Based on data from SMOE and reports and NEMIS data (2005)]
Notes:
   N/A   Not Appropriate;
   n/a   not available

1.2.5 Documents that informed the ESP

The ESP covers a ten-year plan period from 2006 to 2015 and has been developed in relation to current (2005) policies in line with review reports and documents.

These include:
1. *Blueprint of the Kaduna State Education Summit, SMOE, Kaduna State Government (August 2005),*
2. *Proceedings of the Stakeholders Education Summit, Kaduna State Government (July 2005)*
3. *Report of the Committee on Redeployment/Redistribution of Principals/Teachers and Harmonisation of Schedules of Duties of the Ministry of Education HQ and Departments, SMOE (September 2005)*
4. *Kaduna State Ministry of Education Reviewed Draft Action Plan: Education for All (EFA) 2005 – 2015 (2005)*
5. *Kaduna State Economic Empowerment and Development Strategy, Kaduna State Government (2004)*
6. *Science and Technology Draft Policy Blueprint, SMOST (March 2003)*
7. *Education for All* (EFA, UNESCO, Dakar, April 2000)

The Basic Education sub-sector is of great significance within the Nigerian education sector. Kaduna state subscribes to the *Education for All* (EFA) principles and process and aims to put into effect the six goals arising from the *World Education Forum* in Dakar, April 2000 (Box 1).

BOX 1

The Six Dakar EFA Goals

1. *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.*

2. *Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.*

3. *Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.*

4. *Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.*

5. *Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality*

6. *Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills*

The ESP is a *whole sector* plan as the Government is committed to a whole-sector development approach, i.e. *a sector wide approach* (SWAp), in which every sub-sector and every area of focus within the education sector is considered and in which all internal and International Development Partners (IPDs) are invited to play a part. These aspects are illuminated in chapter 3. In addition, if the ESP is to be successful, the sector's performance must be open to review, where assessment are made and decisions are taken on priorities and advice given based on the output and outcomes arising from the plan (chapter 4). Good performance should be based on optimum deployment of resources and other inputs and this is covered in chapter 5

1.2.6. Philosophical and Policy Basis of the ESP
The ESP adheres to the broad philosophical stance adopted by the State Ministry of Education and its agencies as expressed in the *Mission Statement for Education* (Box 2). The mission statement takes account of national goals; it underpins the work of the Ministry and its agencies and acts as a foundation for sectoral planning.

BOX 2   ***KADUNA STATE***
MINISTRY OF EDUCATION

Our Vision

Education for self-reliance and sustainable development.

Our Mission

We shall work with all stakeholders to enable every citizen to learn to be self-reliant; productive and contribute to sustainable development, so as to alleviate poverty.

Our Core Values

- Commitment

- Honesty & Integrity

- Accountability & Transparency

- Participation

- Equity & Fairness

KADUNA STATE UNIVERSAL BASIC EDUCATION BOARD

Our Vision

A Basic Education that prepares all children to be self-reliant and life-long learners.

Our Mission

Working together with other stakeholders KDSUBEB will mobilize and utilize resources in a transparent and accountable manner in order to prepare all children to be self-reliant and life-long learners.

Our Core Values

- Honesty and integrity

- Transparency and accountability

- Equity and fairness

- Teamwork and participation

1.3.   Situational Analysis

1.3.1. Quality
Poor quality of education is based on weak indicators for levels of learning achievement, state of infrastructure/facilities, adequacy of learning materials, and availability of competent teachers.

Low learning achievement is an issue at all levels and this is particularly evident at SSS level where there is steady decline in the quality of SSCE results, more so in science and technical subjects. In 2002/03, only 8% of candidates who took the NECO SSCE examinations achieved the minimum success level of 5 credits including English and Mathematics. This score dropped to 1.17% in 2005[1].
This challenge of poor results cannot be unconnected with some fundamental problems such as inadequate numbers of qualified teachers, lack of adequate materials/equipment and facilities, ineffective supervision in schools, and weak assessment methods.

While Figure 1 shows slight improvement in the results of Senior Secondary students who sat for WAEC in the period 2008-2012, there is the need to improve the quality of teaching at this level of education by improving the quality of teachers through training and provision of good facilities that will make learning environment conducive.

Figure1: Analysis of Senior Secondary School Certificate Result (2008-2012)
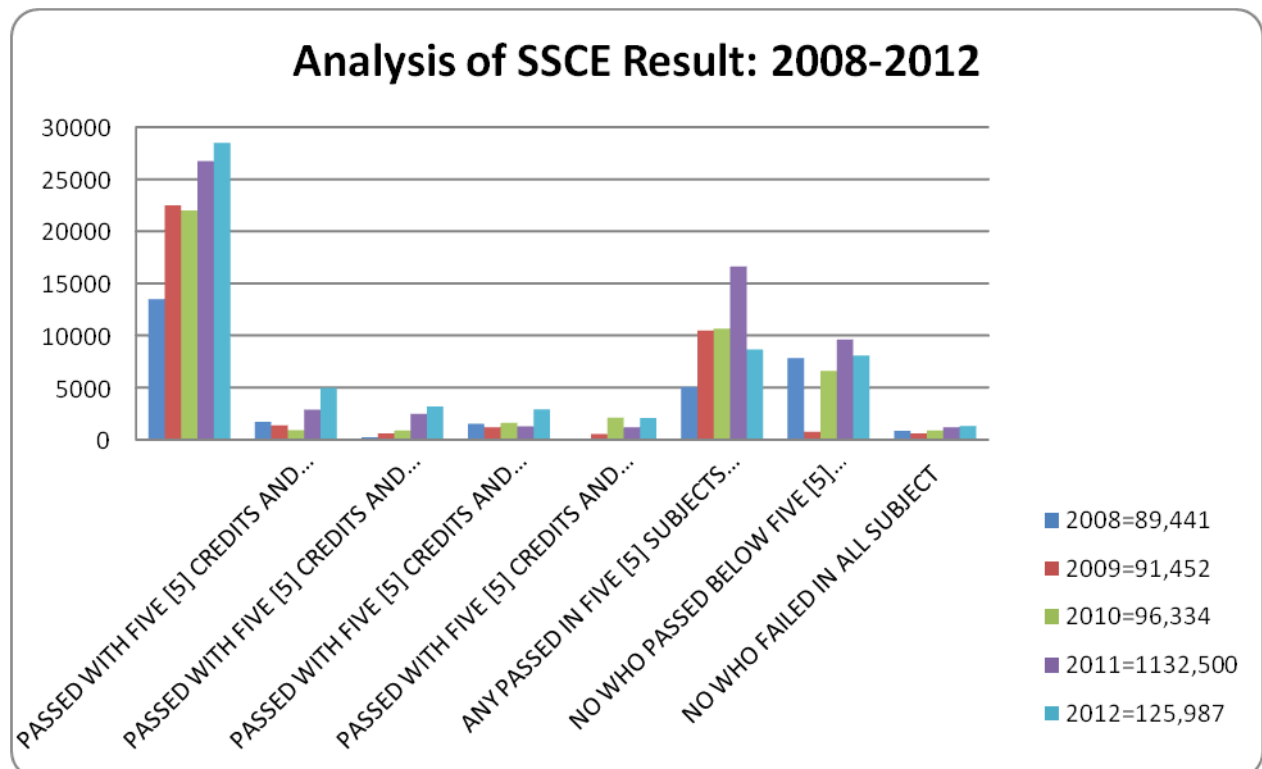
Source: Kaduna State Ministry of Education

[1] Kaduna SEEDS; increasing % of successful students in SSCE examinations to 20% in 2007 is a priority sector objective

Available infrastructure and facilities are overstretched, in poor condition and unable to meet the demands of UBE. In 2004/05, only 41% of required primary classrooms in good condition were available[2]. In spite of improved environment, class sizes in urban areas are large, ranging from 70-100 pupils[3], well over the National Standard of 40 pupils per class. Rural schools are in relatively worse condition in terms of physical infrastructure. The government has consistently provided additional classroom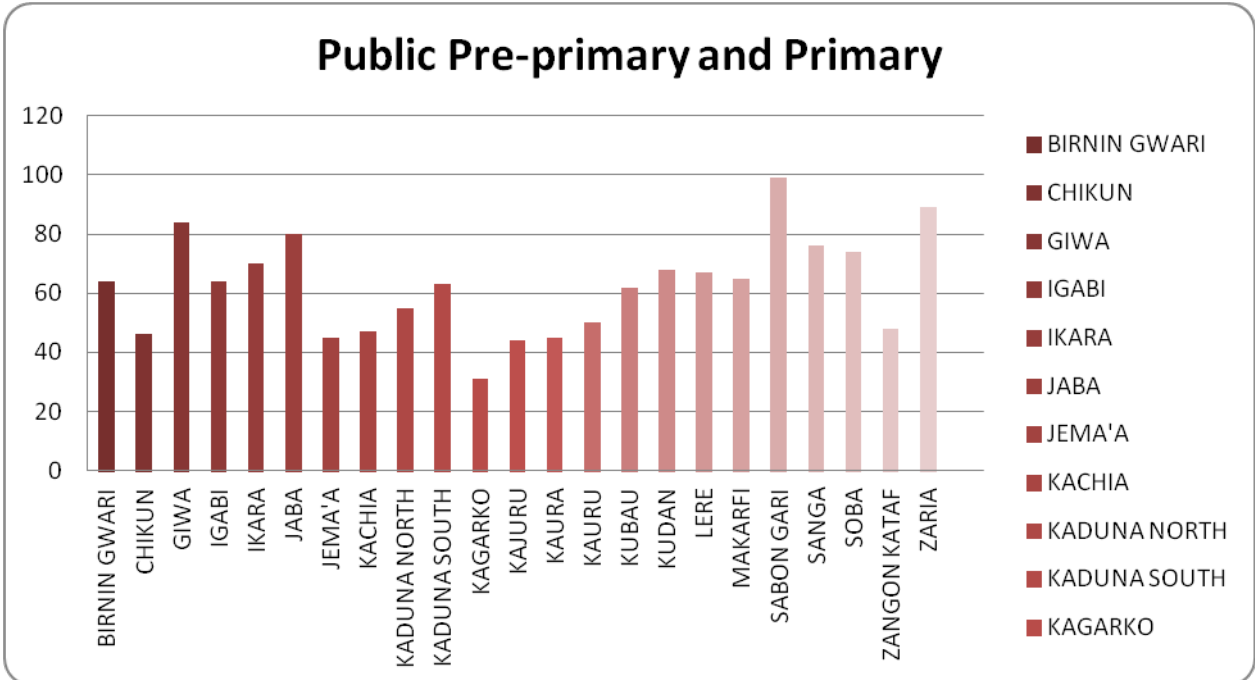s (a total of 1,114 between 1999 and 2005)[4], but is unable to cover the backlog and match increased enrolments generated by the UBE programme. Figure 2shows the Pupil Classroom Ratio in Kaduna State by local government

Figure 2: Pupil Classroom Ratio by Local Government in Kaduna State 2011/2012

Source: Annua School Census Report, 2011/2012

Learning materials and textbooks are insufficient and the quality of those in use is not adequately monitored. Since the abolition of government's free supply policy in 1982[5], parents have been responsible for buying textbooks prescribed by the Ministry of Education – current costs are approximately N4,000 (JSS) and N10,000 (SSS)[6]. The financial burden on parents has had an impact on availability, with student to core textbook ratios increasing with level of education. Student to core textbook ratios are currently 3.51 (primary), 10.47 (JSS) and 13.95 (SSS)[7]. The government is considering re-introducing a state book policy that would guide a more sustainable cost sharing arrangement with parents / students.

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[2]Kaduna SEEDS

[3]KadunaState Education Summit 2005: Blueprint

[4]Kaduna SUBEB – New Construction / Renovation ETF Project 1999-2005; Report on construction of additional   classrooms in Kaduna, Plateau and NigerStates by the Japanese government

[5]KadunaState Education Summit 2001: Summit Proceedings

[6]Kaduna State Ministry of Finance: Draft Report on Unit Costs of Education in Kaduna State 2006

[7]Kaduna EMIS – 2006 Education Key Indicators Report

There are significant efforts aimed at improving the quality of teachers, an example is the provision of in-service (distance education programmes) for upgrading of skills and qualifications. However, the quality of teachers based on qualifications is low. In 2005, only 37.5% of primary teachers were qualified (possessing the National Minimum Teaching Qualification – the NCE). 25% of primary teachers possessed only the obsolete Grade 2 teaching certificate[8], highlighting upgrading of teachers' qualifications and skills at primary level as an urgent priority. The ratio was better at JSS and SSS levels, 76.4% and 73.8% respectively[9].

Most teachers who hold the minimum qualification have been trained as subject specialists and lack the grasp of methodology that comes from following a course in Primary Education Studies, for example. As at 2004, the state College of Education (Gidan Waya) had produced only 50 Primary Education Studies graduates in its eleven years of existence[10]. Poor compensation packages are also responsible for low teacher output in schools. Although basic salaries fall within the unified civil service structure, special allowances are much lower than what is paid in surrounding states like Sokoto and Katsina[11]. Many teachers are preoccupied with pursuit of income from other sources and end up teaching less than the standard 24 lessons a week.

There is no comprehensive monitoring of private schools but learning achievement is thought to be higher in private secondary schools. Over 60% of university admissions currently come from less than 20% of secondary schools, most of them private[12].

1.3.2 Access

There has been a general increase in physical access to educational provisions at ECCD, basic and senior secondary levels, and UBE schools (primary and JSS) record high and increasing enrolments[13]. However, current provisions are inadequate in terms of number of schools available to the school age population and teacher supply. Inequitable deployment of teachers also means that many LGAs, particularly in rural areas, are grossly underserved. In 2004, the complement of secondary school teachers was only 58% of requirements. At primary level, a 2.4% increase in teacher numbers between 2003/04 and 2004/05 did not improve the teacher – pupil ratio which remained at an average of 1:46 due to exponential increases in enrolment. There were important variations between LGAs with BirninGwari and Giwa recording 1:91 and 1:93 ratios respectively. The significant gap at secondary level relates to number of available teachers for science subjects. While the teacher – student ratio in the arts was 1:56, Mathematics and Physics teachers were in the ratio 1:268 and 1:396 respectively[14]. The focus on mass enrolment to boost UBE targets has impacted negatively on the learning process and, consequently, on completion rates. There was an increase in GER of 17% in primary schools between 2002/03 and 2003/04 but a drop in completion rates from 90% to 86% in the same period. Some 44% of primary age children and 39% of secondary age children were estimated

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[8]Kaduna SUBEB: January 2006 General Statistics
[9]Kaduna EMIS – 2006 Education Key Indicators Report;
[10]Report of the 5th meeting of the Visitation Panel on the College of Education, GidanWaya
[11]Observations made during a meeting of the PPT on 8 May 2006
[12]As above
[13]Kaduna UBEP Project Appraisal Document
[14]Kaduna SEEDS

to be in school in 2003/04. As these are not yet adequately catered for, provisions for the large out-of-school population pose a massive challenge to the system.

In 2011, ESSPIN and SUBEB carried out a survey to detsemine the number of out of school children in Kaduna State. The report of the survey shows that 15% of children in the age bracket 6 – 11 years were out of school. The report also shows that over 24% of children of ages 6 to 15 were out of school in Kaduna State. Based on the projected population of children of basic education age in Kaduna State, 447,000 children were out of school in Kaduna State in 2011/12 academic session. The out-of-school population is swelled by students who fail to progress in the education cycle. Transition from primary to JSS is currently 33%, while about 30% of SSS graduates get into tertiary institutions. The rate of transition from secondary to tertiary, although low, signifies increased demand and an improvement in enrolments[15].

In the last five years, the government has tried to broaden access by expanding ECCD provision (574 pre-school institutions were registered in 2004/05 with an enrolment of 44,352)[16], setting up Child Friendly Community Schools in 11 LGAs in collaboration with UNICEF (an additional enrolment of 17,155)[17], establishing 13 Model Science, Technical & Commercial Schools under the auspices of the Science &Technology Ministry (an additional enrolment of 11,878)[18], and expanding the tertiary system to 13 institutions including a new state university. The Kaduna State University established in 2005 currently has an enrolment of 498[19]; 218 of the students are state indigenes[20]. There is one State Polytechnic with a total enrolment of 7,821 (38% female). The vocational training sector is underdeveloped and needs to be reviewed as part of the state's education development strategy. There are currently 12 Business Apprenticeship Training Centres enrolling 2,191 students, 23 Women Training Centres, 1 in each LGA, promoting women empowerment through vocational skills training, and an unspecified number of skill acquisition centres run by private organisations, NGOs, individuals and under the National Poverty Eradication Programme (NAPEP)[21].   Significant reductions of illiteracy rates have been recorded through non-formal education inputs by the Agency for Mass Literacy[22]. Nomadic education has benefited from state investment and progress has been steady. There was a 7.5% increase in number of schools and 50% increase in enrolments between 2003 and 2004. This improved further in 2006 with a 9% increase in number of schools and 11% increase in enrolments over 2004 figures. There are now 22,565 nomadic children in 132 nomadic schools.

1.3.3. Learning Outcomes
In Kaduna State, 1,620 pupils were assessed on literacy or numeracy learning outcomes at Primary 2 and Primary 4 levels, measured against primary education benchmarks. 687 lessons were observed to assess teacher competence in 103 public primary schools.
Schools supported by the ESSPIN School Improvement Programme, levels of teacher competence and governance are higher than in control schools; however, standards of pupils' The table below shows the

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[15]Kaduna SEEDS

[16]Kaduna SUBEB: January 2006 General Statistics

[17]Kaduna SUBEB: Activities of UNICEF in Kaduna State 2005

[18]Kaduna State Science & Technology Schools Management Board – 2005/06 Students Population

[19]Kaduna State Ministry of Finance: Draft Report on Unit Costs of Education in Kaduna State 2006

[20]KadunaStateUniversity: List of KadunaState indigenes admitted into 100 level undergraduate programmes in 2005/06

[21]Kaduna SEEDS

[22]Kaduna UBEP Project Appraisal Document

learning outcome in the state Literacy in English and numeracy remain low state-wide and will require a longer intervention covering. The low learning outcome at the basic level of education in Kaduna State justify the intervention of government at this level of education since basic education (Pre-Primary, Primary and Junior Secondary) are the bed rock of education in any society.

1.3.4. LEARNING OUT-COME INDICATORS

S/No	Indicator	Current Status in %
1	% primary 2 pupils with skills for reading comprehension	3.1%
2	% primary 4 pupils with skills for reading comprehension	1.4%
3	% primary 2 pupils able to perform p2 arithmetic	13.2%
4	% primary4 pupils able to perform p4 arithmetic	12.1%

Source: *ESSPIN composite survey 1 (2012)*

The assessment carried out to determine teachers' professional competence showed that only 13% of primary school teachers have the professional proficiency to teach the subjects they handle ion the schools. This situation graphically shows the crisis in the public education system in Kaduna State.

Provisions for children with disabilities are extremely limited and resources are scarce. Only two schools in the state are currently equipped to provide tuition for children with special needs. The Kaduna State Special Education School (KASSES) provides basic education (primary and JSS) for 823 children and DSDC Kawo, a private school, caters for another 73 children. Although there is no data on the total number of children living with disabilities in the state, the two schools provide for only a small percentage. They are also both based in the urban capital, bringing to notice the low level of provisions in the rest of the state. Although KASSES is funded through annual disbursements from UBEC, there is still a shortage of specialised equipment and materials.

Qur'anic schools

These are basically religious schools whose objective is the propagation of Islam. From the point of view of the Dakar Goals, the Qur'anic schools cannot, as they are now, be considered relevant alternative modes of basic education, at least not until basic curriculum is introduced.

Meanwhile, a process of integration of Qur'anic schools into the UBE programme has recently been put in place. Under UBEC initiative, ten states—including Kaduna— were chosen as pilot states in this process. Piloted by Kaduna SUBEB, a committee has been formed and has already undertaken a number of actions to advance the process in Kaduna State. In one of the most significant of these, the committee has carried out a census of all Qur'anic schools in the state. The total number of schools found was 5,108 and the total enrolment was 196,249 pupils (of which 22% were girls). On this basis 255 Qur'anic schools have been selected as pilot schools from all LGAs in order to test feasibility of the State Government policy.

The main strategy being tried in the process is for the Government to assign a basic education teacher to the Qur'anic schools and for him or her to teach subjects such as Maths, Science, English or Social sciences according to the official curriculum. Management of the schools will remain in the hands of the mallams. In order to encourage the mallams to cooperate in this endeavour, a fund has been put in place to distribute some material incentive to the schools, such as equipment (mattresses, benches, rugs etc.). No time has so far been fixed for this process.

Islamiyyah schools.

These started operations in the late 1970s having evolved from Qur'anic schools and combine religious education with substantial basic education such as English, Maths and Social Studies. The medium of instruction is largely the local language and Arabic and these schools are partly supported by the state and local governments. There is however no comprehensive national policy on them and, to start with, no statistical data to assess their real contribution to the achievement of EFA in Kaduna[23].

The Kaduna State Standing Committee on Islamiyyah and Qur'anic Schools has started a process of registration of Islamiyyah schools and has so far registered 3,702 schools. There are three main schemes of organisation in these schools. The vast majority of them (some 80%) have lessons from Saturdays to Wednesdays and follow the totality of primary school programme to which they add religious teaching. A second group of schools study on Saturdays and Sundays taking in the whole weekly primary school teaching in these two days. A last group of schools have their pupils follow lessons in conventional schools in the week day mornings and follow with Islamiyyah-knowledge lessons in the evenings.

The Agency for Mass Literacy

This agency is responsible for adult literacy programmes. The 2006 CWIQ survey shows that the adult literacy rate in any language was 67.4% in Kaduna State. This means of course that 34.6%

Table 1.6: Changes in basic literacy situation in Kaduna State

	1990	1998	2006
Number of classes	2 833	575	472
Enrolment	71 378	5 227	11 393
Male	57 201	2 451	4 453
Female	14 177	2 776	6 940
% female	19.9	53.1	60.9
Certification	20 823	3 308	5 194
Male	12 504	1 567	2 127
Female	8 319	1 741	3 067
% female	40.0	52.6	59.0

Source: Agency for Mass Literacy data (2007)

of adults in Kaduna are illiterate, that is, about 1.2 million people. In 2007, the Agency was operating 483 centres with the help of part-time instructors to provide the three Rs to voluntary learners in Hausa. Some NGOs run their own centres to supplement the state intervention. In 2006 NGO-owned centres were 80. There are 480 of Government owned continuing education centres and 23 skills acquisition centres, one in each LGA. Some of the problems arise from the small and unattractive "allowance" paid to the instructors. The amount presently paid them is N1,000 per month. The programme runs for six months on the basis of three contact hours per week. At the end of the programme, the learners take a literacy test and if successful, are awarded a Basic Literacy certificate.

The Business Apprenticeship Training Centres (BATCs)

These are vocational institutions under the supervision of the State Ministry of Science and Technology, and are open to those coming out of the formal educational system at the basic or post-basic levels, to learn a trade. These aren't new institutions as the first one was opened in 1972. Presently there are some 20 centres distributed across the LGAs. On average there are 45 males and females in a typical BATC. The duration of studies is for three years including a work attachment of nine months.

1.3.5. Equity

There is insufficient analysis and understanding of the needs of disadvantaged and vulnerable groups within the population and, consequently, inadequate provisions for integrating them. In the context of Kaduna, these are girls and women discriminated against on the basis of their gender, children of nomadic pastoralists, children with disabilities, the *almajiri*, predominantly boys, who participate in the Qur'anic school system, and victims of HIV/AIDS.

Gender disparities in populations within the school system reduce as the level of education increases. In 2005, gross gender gaps (defined as % by which girls are fewer than boys) in public schools were primary 15.8%, JSS 9.96% and SSS 6.09%. In private schools, the gender gaps were not only lower but were actually in favour of girls: primary -0.08%, JSS -0.1% and SSS -0.11%[24]. This feature demands a comparative analysis of enrolment trends in private and public schools and identification of what the private schools are doing right or why parents send their girls to private schools. Gender disparities in teacher supply indicate a different trend: the number of female teachers as a proportion of the teacher population decreases as the level of education increases. Gender gaps in public schools were primary 17.39%, JSS 45.47% and SSS 44.86%. The trend was the same in private schools even though exact ratios were different. This points at differentiation in the levels of qualification achieved by men and women during teacher training; 73% of qualified teachers in senior secondary schools are currently men[25].

Nomadic education has benefited from state investment and progress has been steady. There was a 7.5% increase in number of schools and 50% increase in enrolments between 2003 and 2004. This improved further in 2006 with a 9% increase in number of schools and 11% increase

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[24]Kaduna EMIS: 2006 Education Key Indicators Report
[25]As above

in enrolments over 2004 figures. There are now 22,565 nomadic children in 132 nomadic schools

HIV/AIDS

There is a critical lack of information within the education sector to facilitate an accurate assessment of the HIV/AIDS problem and its impact on the education system. Indicators abstracted from national profiles identify Kaduna as a problem area. Some 4.8% of a projected population of 5.8 million people were estimated to be infected by 2005, with an annual death rate of 0.3% from 2005. The prevalence rate is estimated to be 6.9% by 2010[26]. There have been attempts to introduce the FLHE curriculum in schools but these failed due to lack of implementing capacity within the system. Activities are currently limited to promotion of prevention through advocacy campaigns and formation of anti-AIDS clubs in boarding secondary schools[27]. A status assessment of HIV/AIDS response in the education sector is being undertaken by CUBE and should generate much needed insights. To this effect, an agency, Kaduna State Agency for the Control of HIV/AIDS - KADSACA was established to handle all related HIV/AIDS programmes in the State. The Ministry of Education does not include HIV/AIDS programmes in the budget and education priorities. However the agency gives grants to the Ministry as one of the stakeholders of HIV/AIDS issues in the State.

1.3.6 Governance

The State UBE Law was enacted in June 2005 with SUBEB established as the primary implementation agency under the supervision of the MoE[28]. Achieving UBE goals requires SUBEB to work with other Ministries and Agencies. Smooth coordination and understanding of relative roles is, therefore, a challenge. The provision of vocational education and training falls within the scope of UBE and SUBEB's mandate but is currently overseen by the Ministry for Science & Technology[29]. Adult literacy and continuing education are managed by the Agency for Mass Literacy but need to be coordinated with SUBEB. There are grey areas relating to harmonisation of the primary and JSS components of basic education in the nine-year aggregation. Coordination is challenging as junior secondary education is currently under the purview of the MoE rather than SUBEB. The structure for managing UBE is top-down with SUBEB at the top, District Education Committees (DECs) at the bottom and LGEAs in the middle. Efficient communication is difficult in such a top-down model. Although parents are represented at LGEA and DEC levels, the general attitude of parents towards education provision is that of nonchalance and disillusionment. A neighbourhood schools initiative, which actively involves local communities in school construction and management, and the introduction of School Based Management Committees,[30] has been designed to give communities ownership and improve parents' cooperation.

Risk Analysis

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[26]Mapping of Status of Family Life & HIV/AIDS Education (FLHE) Curriculum Implementation in Nigeria, CUBE 2005

[27]Estimating the Number of Orphans at National and State Levels in Nigeria 2000-2015, USAID POLICY Project 2001

[28]A Law to Establish KadunaState Universal Basic Education Board (SUBEB), June 2005

[29]Discussion with Chair of SUBEB, April 2006

[30]Kaduna Education Sector Plan 2006-2015

Major vulnerability analysis test that was carried out by the state in the preparation of the ESP is the risk analysis. Initial discussions were had around risks, as revealed in Table 7. It was agreed that comprehensive mitigation plans were needed at each department and for the SUBEB and Ministry of Education as a whole. Developing these will be a key activity in the Strategic Plan.

However, the major risk noticeable is the current Boko Haram insurgence in the Northern part of Nigeria. Kaduna State had witnessed relative peace compared to other states because of the commitment of the state government to maintaining peace and creating enabling environment for investment and policy implementation. Also the Federal Government is also working hard to maintain peace in the affected states in the North, thus there is no likelihood of risk in the implementation of the ESOP and other project in the state.

S/No	RISK	POTENTIAL IMPACT ON PROJECT L/M/H	LIKELIHOOD OF OCCURRENCE L/M/H	MITIGATION
1.	Low budget allocation/poor budget execution	High	Low	• Advocacy and political engagement Timely request and release of funds and timely and transparent reporting and planning by SUBEB
2.	Political will of Government	High	Low	• Advocacy and political engagement
3.	Security challenges	Medium	Medium	• Alternative implementation plans • Change of time and location of education provision • Increased involvement of communities
4.	Weak implementation capacity of stakeholders	Medium	Medium	• Capacity building • Technical assistance
5.	Change in government	Medium	Medium	• Wider stakeholder involvement • Institutionalization of systems and processes • Advocacy with and sensitization of political office holders
6.	Negative media coverage	Medium	Medium	• Increased promotion of basic education through media

7.	Natural disasters	Low	Low	• Change of time and location of education provision

1.3.7. Finance

Trends in education expenditure since 1999 indicate that on past performance the state is unlikely to meet the total funding requirements of UBE and other educational goals by 2015. There was a 20% decrease in total investment in education between 2003 and 2004. The 2006 education allocation was expected to form 18% of the state budget. KADSEEDS has a commitment of allocating 27% of the state capital budget to education from 2007, which if implemented would contribute significantly to the UNESCO recommended minimum of 26%[31] for both recurrent and capital expenditure. The recent costing of the ESP suggests that 30% of the state recurrent and capital budgets will be required to fully achieve planned targets[32].

The 2006 education budget constitutes a drastic reversal of priorities compared with 2005. Capital and recurrent expenditure were respectively 37% and 63% of the education budget in 2005. The 2006 ratios are 64.6% capital expenditure and 35.4% recurrent expenditure[33]. There is a need to understand the rationale behind cutting the share of recurrent expenditure considering the huge scope of non-capital demands on the system, e.g. projected teacher recruitment and training to cope with increased enrolments, per capita grants to schools, and this was because schools do not make budgets . The education budget is not broken down according to levels of education, and it is difficult to disaggregate JSS data from SSS allocations, an essential clarification for the new nine-year basic education programme.

Education budgets were not previously based on unit cost per student per annum but a Public Expenditure Review commissioned by WB/DFID provides a baseline. The total unit cost of primary education is ₦16,190 with government contributing 34.8% and parents 65.2%. The total unit cost of secondary education for day students is ₦32,089, with relative shares of government and parents being 40% and 60% respectively; for students in boarding schools, the total unit cost is N26,939 with government paying 48% and parents 52%. University education costs ₦932, 156.48[34] per student: government accounts for 94% of this total while parents pay just 6%. Other tertiary levels of education (in state polytechnic and college of education) have lower unit costs of approximately ₦110,000 shared almost 50:50 between parents and government[35]. Unit costs are comparatively low at primary and secondary level. This is symptomatic of the gross under-funding of primary and secondary education by government. There is no significant difference in the unit costs for boys and girls. However, the fact that parents pay for the greater share of primary education and have the power to prioritise boys over girls may be partly responsible for lower school enrolments for girls.

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[31] Kaduna SEEDS

[32] KadunaState Education Sector Operational Plan (ESOP) 2006

[33] Kaduna State Ministry of Finance: Draft Report on Education Finance and Expenditure Review 1999-2005

[34] Kaduna State Ministry of Finance: Draft Report on Unit Costs of Education in KadunaState. The unit cost is expected to fall rapidly as additional students are admitted – see data on Kaduna State University in 6.2.

[35] Kaduna State Ministry of Finance: Draft Report on Unit Costs of Education in Kaduna State 2006

UBE is jointly financed by the federal, state and local governments. Federal funds are disbursed to states and LGAs through block grants requiring matching funding allocated by UBEC from the Consolidated Revenue Fund of the federal government. The state also receives one-off intervention funds from the federal government from time to time.

1.3.8 Planning and Management

There is weak capacity within the education system for the collection, storage and retrieval of accurate and reliable planning data at all levels of education. Data management personnel have limited skills for collating, interpreting and analysing data, and there is a shortage of IT equipment, software and expertise. Consequently, there is low utilisation of existing data capturing systems, e.g. each school is required to manage a register of admissions, progress and withdrawals; an attendance register; a log book; a school timetable; weekly diaries and samples of teachers' lesson notes; a visitors' book; record of examinations results; and records of dimensions and capacity of individual classrooms[36]. The Quality Assurance Board, responsible for monitoring and evaluation in schools, lacks the requisite skills, methods, tools and logistical support to collect and analyse data for effective planning. In addition, key education agencies lack organisational and management capacities to address gaps in planning and management systems.

External assistance offered by International Development Partners, Civil Society Organisations and the Organised Private Sector is delivered as isolated projects. Duplication of development assistance rather than consolidation occurs as a result of poor coordination, and the state has lacked a Strategic Development Framework within which all external assistance can be situated. There is growing recognition of the need for partnerships to achieve the state's educational goals. In recent years, there have been collaborations with development partners like the World Bank (PEP I & II projects and UBEP), DFID (UBEP), UNICEF (Child Friendly Schools) and JICA (infrastructure). The Ministry of Education also encourages the involvement of local communities in school management. The Neighbourhood Schools initiative allows communities to participate in the establishment of local schools and the introduction of School Based Management Committees enables local monitoring of schools. Partnerships with civil society are not very strong but the opportunities are becoming recognised. SUBEB currently has access to a ₦6 million grant from UBEC to enable collaborations with civil society organisations. A limited number of private sector companies offer one-off interventions from time to time – an opportunity yet to be fully exploited.

1.3.9 Gender

Gender disparities in population within the school system reduce as the level of education increases. In 2005, gross gender gaps (defined as % by which girls are fewer than boys) in public schools were primary 15.8%, JSS 9.96% and SSS 6.09%. In private schools, the gender gaps were not only lower but were actually in favour of girls: primary -0.08%, JSS -0.1% and SSS -0.11%. This feature demands a comparative analysis of enrolment trends in private and public schools and identification of what the private schools are doing right or why parents send their girls to private schools. Gender disparities in teacher supply indicate a different trend: the number of female teachers as a proportion of the teacher population decreases as the level of education increases. Gender gaps in public schools were primary 17.39%, JSS 45.47% and SSS

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[36]KadunaState Education Summit 2005: Proceedings

44.86%. The trend was the same in private schools even though exact ratios were different. This points at differentiation in the levels of qualification achieved by men and women during teacher training; 73% of qualified teachers in senior secondary schools are currently men.

Figure 3: Gender disparities in Public Primary School Enrolment
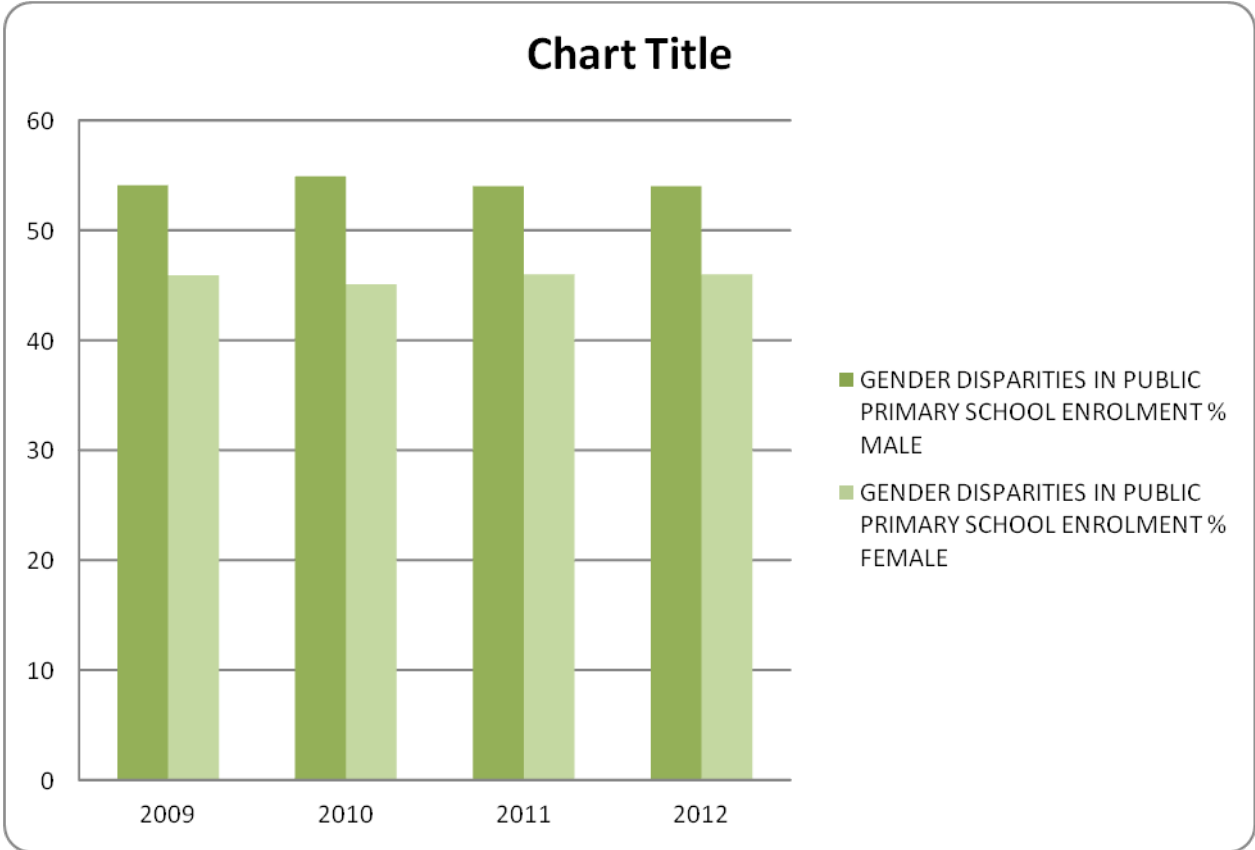
Source: Annual School Census 2009-2012

Figure4: Gender disparities in public Junior Secondary School enrolment

Chart Title
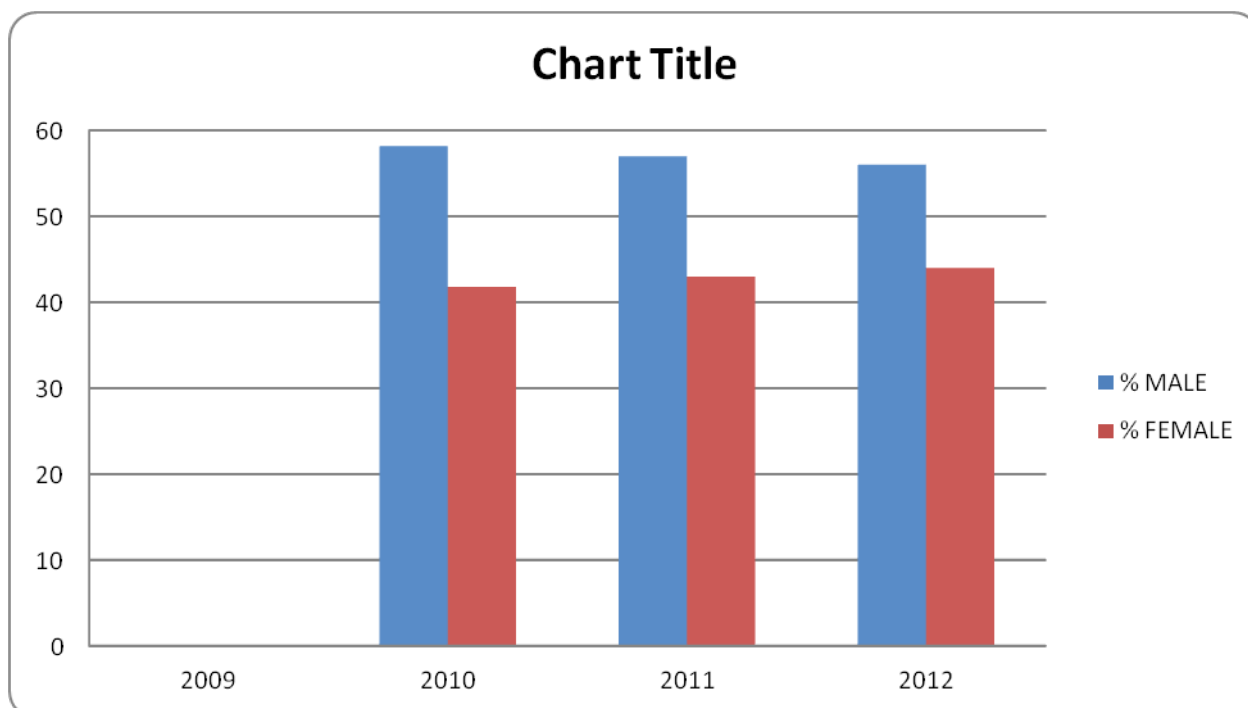
Table 1.7 : Gender Disparities in Public Primary School Teachers

YEAR	% Male	% Female
2009	51.40	48.60
2010	52.85	47.15
2011	52.96	47.04
2012	51.13	48.87

Source: Annual School Census 2009-2012

Table 1.8 : Gender Disparities in Public Junior Secondary School Teachers

YEAR	% Male	% Female
2009		
2010	61.69	38.31
2011	62.07	37.93
2012	56.43	43.57

Source: Annual School Census 2009-2012

Tables 2.3 and 2.4 show gender disparities among teachers in both primary and junior secondary school in Kaduna state. During the 2009-2012 period, the percentage of female teachers especially in Junior Secondary School was very low compared to their male counterparts. Recruitment of qualified female teachers is therefore necessary in order to boost the capacity of teachers and also encourage participation of female children in school.

1.4. Institutional Framework for Education

1.4.1. Organisational and Legal Framework

The number of different organisations responsible for delivering education in Kaduna State is complex. It includes the State Ministry of Education, the Ministry of Science and Technology, the Local Government Area Councils, and a variety of agencies and parastatals.

These organisations share responsibilities which often overlap, making planning, implementation and accountability complicated. For example

- Personnel costs for primary school teachers are taken from LGA Federal statutory allocations budgets but SUBEB shares some management responsibility. Also SUBEB is responsible for some capital spending in the primary sector. Therefore developing a policy, strategy and coordinated programme for primary education requires agreement between two sets of bodies which are answerable to different levels of government.
- Secondary schools are mostly managed under the State Ministry of Education, but some come under the MS&T.
- The State has invested heavily in opening of the new State University. Meanwhile the Federal Government continues with the major responsibility for tertiary education through the ABU and the Federal College of Education in Zaria.
- Schools Inspection is performed at all levels, but with overlapping responsibilities in some cases to inspect the same schools.

While the situation is complex, it is manageable and reviews will be made to minimise overlaps and support linkages.

1.4.2. Budget Process and Resource Allocation

Budgets are constructed in the third quarter each year using ESP as a policy guide. Budget ceilings for each ministry are determined. Incremental budgeting is in use but this is set to change in 2007 with the introduction of a Medium Term Expenditure Framework (MTEF). Currently, actual budget releases during implementation are often less than budget allocations.

There was a massive leap in real revenue between 1999 and 2000 of 103 percent. From then until 2005 there have been fluctuations, but an overall increase in *real* revenue of a further 24 percent.

The amount of money available has been heavily over-estimated in all the budgets between 1999 and 2005; the amount of actual income has amounted on average to only 72.6 percent of estimated income. Since budget revenues are over-estimated, cuts have to be made in expenditure commitments during implementation. From 1999 to 2004 recurrent (mainly personnel) costs were under-funded by 16 percent, overheads were under funded by 30 percent, and capital budgets were under funded by 49 percent.

Table 1.5: Total Education Expenditure

Total State Expenditure	2007 N' million	2008 N' million	2009 N' million	2010 N' million	2011 N' million	2012 N' million
Recurrent	25,365	31,977	36,977	48,071	48,071	91,909

Capital	23,111	26,791	35,443	32,095	32,095	35,209
Total State	58,476	58,768	72,420	80,166	80,166	127,117
Total Education						
Recurrent	2,978	7,564	10,207	11,723	11,700	13,808
Capital	3,245	3,245	4,749	3,272	3,272	2,939
Total Education Sector	6,223	10,809	14,956	14,995	14,972	16,746
Education expenditure as % of state	11%	18%	21%	19%	19%	14%

Source : *Kaduna State Fact Sheet (2004 – 2010) by SPARC; 2009 to 2011 state financial reports; Kaduna State 2009 – 2012 Budget*, Draft AGs Report.

The implementation of a complex programme such as ESP is almost certainly greatly inhibited by a budget system that does not allow for medium term programme considerations. The State Ministry of Economic Planning is developing a MTEF framework including the Ministry of Education. A new coding system will be introduced in 2007 with the intention of establishing the MTEF from 2008. From 1999 to 2006, budgeted capital allocations to education amount to 10.6 percent. *From 2001 to 2004 an actual real decline in total allocations to education is observed, down by about 17 percent*. There can be only modest prospects for real resource growth in the coming few years. The data in the above table shows that expenditure on education has fluctuated between 14% and 19% of the total state expenditure between 2008 and 2012.

The targets in the ESP to achieve the MDGs and EFA goals are not currently financially attainable in Kaduna State. Through the development and revision of successive three-year ESOPs, priorities will be identified and activities implemented on the basis of available funds based on the MTEF.

Capital budget allocations to the Ministry of Education have fluctuated between 2008 and 2012, as shown in Table 1.6 It is noticeable that between 2008 and 2012, the budget allocation rose by 77.97%. However, from 2009 there was a decrease of 9.18% in the capital allocations. There is a sharp difference between the capital allocations and the actual expenditure. On the average, the amount released as actual capital spending was just 30.65% of the budget. The above figures show that amounts expended have reduced steadily between 2009 and 2012. The difference between the capital allocations and actual expenditure is due to unrealistic revenue projections.

In terms of total budget allocation, the education sector has received an average of 17% of the state budget each year, being the largest recipient of state government funds. However, analysis of the State Budget shows that road construction, construction of public buildings and purchases of fertilisers have taken the greater proportions of state government capital expenditure. From 1999 to 2006, budgeted capital allocations to education amount to 10.6 percent. *From 2001 to 2004 an actual real decline in total allocations to education is observed, down by about 17 percent*. There can be only modest prospects for real resource growth in the coming few years. To change the situation, the Kaduna State Government has to restructure its capital budget in favour of social spending in order to lift education from its doldrums. The education budget also requires to be restructured in order to put facilities in the schools and the classrooms to make them conducive for improving learning outcomes.

1.4.3 Human Resources

Teachers' salaries have not been increased in KadunaState since late 2000 and the TSB and SUBEB have to compete in a tight market (there are insufficient science and maths teachers anywhere in the country) with other states that are paying more. However the market is flooded with qualified people (not teachers) who cannot get jobs in the generally depressed market in Kaduna. In practise therefore many secondary teachers that are taken on are not teachers at all, but are simply graduates who are looking for a job

Figure 5: Number of teachers in MoE by grade and salary level 2012
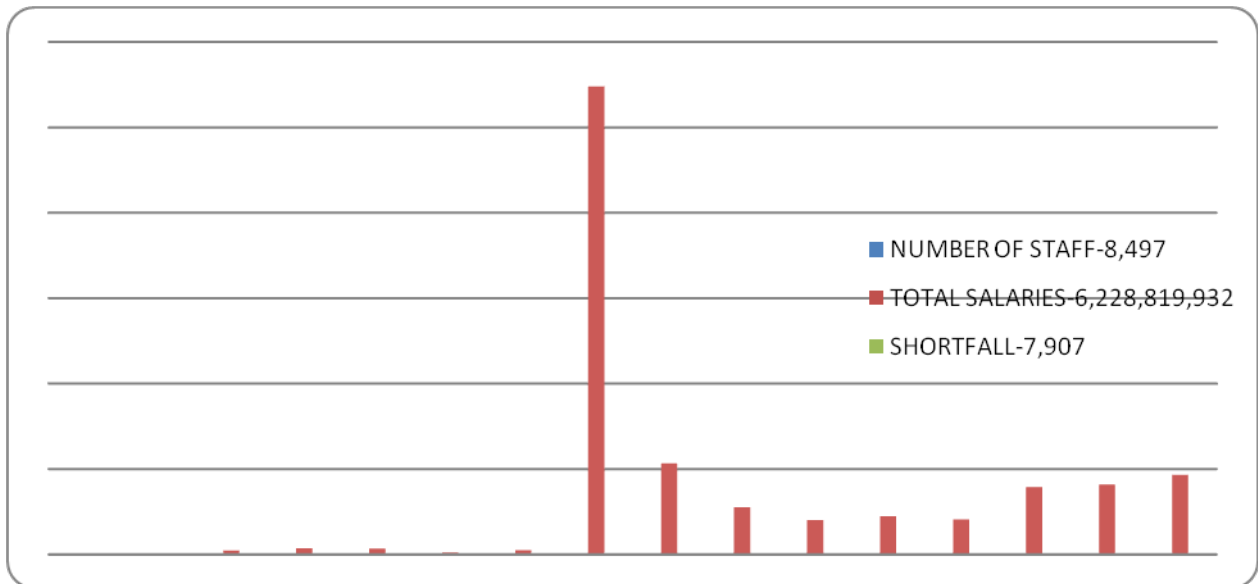
Source: Ministry of Education Kaduna State.

Figure 6: Number of Teachers in Public Pre & Primary Schools by Grade Level, Salaries and Shortfall as at 2012.
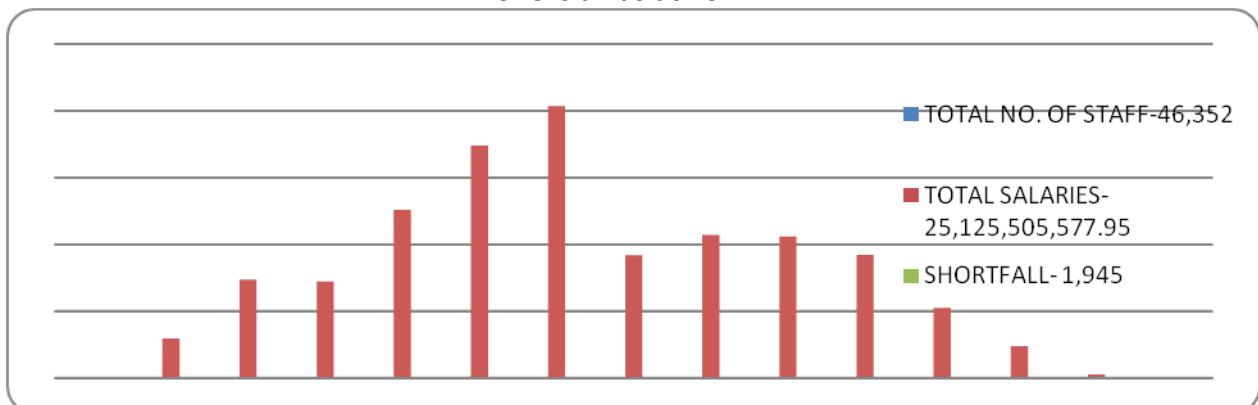
Source: Ministry of Education Kaduna State

Since their salaries are paid from the LGA budgets, it is the local council Chairmen who make decisions about which level of primary school teachers to employ. Often they elect to recruit teachers that are under-qualified (they have only SSCE).

The recruitment system for teachers at all levels, partly owing to restrictions in the market, but also to poor internal processes, is not effective at bringing to the service the people that are needed.

In the civil service administration recruitment is less of a problem as education posts that fall vacant are filled from other parts of the service cadre. Meanwhile formal staff development plans are discouraged by the knowledge that they would be unlikely to attract the necessary funding – so they are often not made.

Current pay scales are peculiar to the State with grade 07 for example (many primary teachers especially are on 07) earning a starting increment salary of about N 29,479.88per month, plus allowances amounting to about US$ 197 per month in a new teacher's salary scale (TSS). Yet the motivational impact of salary stagnation appears to be serious. Low salaries make it hard to attract and retain teachers. An additional issue is that teachers' salaries are tied to civil service conditions of service. Many teachers *are therefore obliged* to seek additional sources of income. There is equally little doubt that this has a negative impact on attendance by teachers and subsequently learning by students.

Staff have become immersed over the years in their administrative roles and see their responsibilities largely as conduits of information, or responders to directives, called for from above. They do not see their roles as being inventive or creative in the planning and conduct of tasks that might have a positive impact on the delivery of the service. From this it can be concluded that the understanding of mission is generally weak and there exists negative motivating interests that tend to distract people from educational results.

Poor budget management (mentioned above) is manifest at the level of departmental management in a general limitation to provide much more than weekly or daily direction over work objectives. Even if resources, skills/knowledge and motivation were all better than they currently are, these would only have a positive result *if direction was also improved* through better policy, budgeting and budgetary control, and work planning.

The ESP is intended to provide a clear policy framework and the introduction of a budget process based on a MTEF will provide greater certainty for planning and implementation.

1.4.4. Implementation and Monitoring

Accounts records are quite well kept in Kaduna State, as they are provided annually at the time they are required by law, that is, within six months of the end of the financial year. Audited accounts were published for 2005 in early June 2006. This is less than six months after the end of the accounting period to which they refer, a record that compares with the performance of private sector companies in the "developed" world. For a state government in Nigeria, this is to be an exceptionally good result. Further, the transparency of the accounts is reckoned also to be good. While the accounts are kept well, it is less clear that they are well used for management purposes.

The National Policy on Education stipulates that: "the inspectorate services shall operate as an autonomous body supervised by the Minister of Education/Commissioner of education as may be appropriate". However in reality there is not much evidence that the inspectorate services at the federal or state levels are autonomous. This means that in effect the SMoE and SUBEB are inspecting themselves, with obvious potential conflicts of interest.

The functioning of the inspectorate however is poor, with inadequate reports receiving little attention and action. Given the importance of school inspection in the maintenance of standards and the promotion of quality, the inspectorate services in the SMoE and the SUBEB need particular attention to enable them to function more effectively. In summary, mechanisms for horizontal or internal accountability are patchy, with good accounts but poor schools inspection. Federal, State and SUBEBs have started harmonising and reforming their inspectorate services. A well funded and autonomous Inspectorate is a key policy initiative for Kaduna.

There are mechanisms in place to allow for vertical accountability, but again they are not functioning as well as they could. For example, elected officials in the State House of Assembly, and in Local Government Area Councils, *should* be scrutinising both budgets and accounts to ensure that money is spent effectively. If this was being done then more questions might have been raised about the level of educational allocations, for example to primary school infrastructure expenditures and about the performance of the inspectorate sections.

Beyond the channels through elected officials however, there are a number of formal mechanisms for public involvement. The state EFA Forum, SMB/SMC, School Advisory Boards, and LGEC are the avenues for public involvement in monitoring. PTAs are mainly concerned with mobilising local resources to enhance education and are constrained to matters concerning their own schools.

1.4.5. Technology

The dearth of technology in the schools is a result of government focusing on how to rehabilitate the infrastructure in schools and provide basic facilities and recruit sufficient number of teachers for the schools system. Thus the provision of technology to schools is at the moment not a priority. There have been delays in implementing EMIS, and there are still numerous data inaccuracies which are being addressed. However, the EMIS data that does exist is yet to be used effectively for planning purposes.

In 2004 the KDSG commissioned a computerised payroll and human resource management database system. However, the potential for the use of the facility is yet to be realised. The system needs to be networked so that Ministry of Education HR planners can have immediate access to the information. At the moment, the system does not hold information on the qualifications of members of staff, *although the database contains fields for the recording of this information*. An enhanced EMIS will improve linkages between SMoE and other ministries and also between education agencies to improve communication, record keeping and human resource management.

Despite the decent performance in accounting practise in the KDSG, the records are not computerised. There is a strong argument for reform of the budgeting system which would involve re-design of the budget heads to allow for programme budgeting, and introduction of accounting approaches to match the new requirements. Computerisation would assist in the introduction of this system, and could assist in providing the conditions necessary for better control, as well as better and faster provision of information for management.

1.4.6. Change Management

Change management commonly focuses on human processes and behavioural level theories. It therefore tends to emphasise human development, training and technical support to help people in an organisation to learn and to see how things ought to be done. However, such an approach also tends to presume that the main cause of poor performance is a lack of knowledge or understanding. In fact most people in the malfunctioning system understand that things are not working properly. While they may not know exactly what could be done to improve things, it is also true that constraints outside their control continue to provide a negative influence. Therefore, building agent level capacity is a necessary, *but not a sufficient* condition for change.

Proposals are being developed for a range of internal capacity building measures focussed on particular areas of weakness, along with additional *demand side measures* intended to build public momentum to place pressure on change at the point of service delivery.
Key areas are:

- <u>Supply-side capacity improvement</u>: Performance related improvements to teachers pay; school inspection; improving the supply of qualified teachers; and reforms to the budget process; and
- <u>Demand side improvements</u>: Introduction of public budget monitoring; and use of visible pilot projects in line with the increasingly used 'Issues Based Approach
- 'SMoE will work with a wide range of stakeholders to address both supply and demand side issues to bring about change and reform.

CHAPTER TWO
Key Policies, Key Strategies and Plan Targets

2.1. IMPROVING ACCESS

Improving access to schooling of good quality to all children of school age, especially the girl child, in order to attain gender parity for boys and girls, and to ensure 1:40 pupils per class.

i. **Availability of school**s: All communities need schools because in every community there are a large number of school age children roaming the streets. Therefore, sufficient classrooms, furniture, water and sanitation in all communities to be provided.

ii. **Increased enrolment**: Enrolment of pupils to be stepped up to ensure that all school age attend school. This policy will take care of the out of school children. It will also address the issue of the girl child in school enrolment. Other hard-to-reach populations will be catered for, especially the nomads, Almajiri and the Fulani child.

iii. **Improved attendance and progression**: To enrol children in school is very important but it is most important to have them stay in school and complete their studies. This policy will ensure greater retention and will eliminate drop outs and equally ensure higher completion rate for all children and most especially the girl child.

iv. Improved participation for the girl child: This policy objective desires to put the girl child in the front burner by facilitating equal opportunity for the girl to acquire good quality education.

2.2. RAISING QUALITY

Acquire permanent literacy, numeracy and life skills as well as enhancing cognitive capacity

    i. Instructional Materials: Adequate and timely supply of instructional material
- ✓ Textbooks
- ✓ Note books/writing materials
- ✓ Chalk and chalk boards
- ✓ Teaching and learning aids and technologies
- ✓ Creative and intro. Tech. facilities

    ii. Teacher availability and Quality
- ✓ Recruitment of more qualified teachers, especially female teachers

- ✓ Capacity building of existing qualified teachers and retraining of same
- ✓ Upgrading under qualified teachers for professional development
- ✓ Improving conditions of service to retain teachers with pedagogical skills
- iii. Competent delivery of curriculum content by teachers
- ✓ Raise and sustain attendance of teachers and pupils to school
- ✓ Improve monitoring and supervision of teachers
- ✓ Supply of prescribed syllabuses
- ✓ Implementation of Family Life Health Education in schools
- ✓ Adequate deployment of teachers with pedagogical skills
- iv. Quality Assurance to ensure improvement and maintenance of standards of teaching and learning.
- ✓ Strengthening QAB through training and infrastructure and logistics
- ✓ Regular school inspections
- ✓ Implementing recommendations in school inspection reports

1. 2.3. IMPROVED LEARNING OUTCOMES

i. Students/pupils acquisition of numeracy and literacy skills in accordance with the Kaduna State Basic education bench marks (see box below)

ii. This policy is intended to ensure better performance in both school and public examinations.

iii. This will equally ensure better progression rates and higher completion rates for pupils and students.

iv. This will also improve transition rates from Primary to JSS and equally SSS and tertiary institutions

2.4. IMPROVED PLANNING AND MANAGEMENT OF EDUCATIONAL SERVICES AND INSTITUTIONS

Planning and Management are very important aspects in the effective delivery of education. They can make or mar the education system depending on how both are handled. However effective planning and management of education in Kaduna State is intended to:

i. Restructure budgeting through the MTSS/MTEF and Activity-Based Budgeting system /Performance – Based Budgeting

ii. Data evidence based planning

iii. Increased financing of Basic education for efficient and efficient delivery of educational services

iv. Improved data collection, analysis, storage and retrieval systems

v. Institution and sustenance of school grants and LGEAs

vi. Training of school administrators for improved managements

vii. Improved salaries, conditions of service and enhanced incentives to teachers and education workers.

2.5.   ACCOUNTABILITY TO STAKEHOLDERS

i.   Establishment, training and strengthening of SBMCs in all schools to enhance community participation in education provisions and schools management.

ii.   Reconstitution and empowerment of LG and District Education Committees

iii.   Annual stakeholders Review Meetings including Development Partners

iv.   Improving oversight functions by State House of Assemblies, Civil Societies, Private Sector and Community Organizations

v.   Availability of information to Stakeholders through periodic and timely publications, Fact sheets in print and/or electronic media from enrolment to revenue and expenditure.

2.6. Education Strategic Framework/Plan Targets

1. Basic Education (BE)

Goal: Provide free good-quality universal basic education to all young people irrespective of faith, gender, social position and physical challenge

	Policy Statement	Strategies	Output Target	Activities
BE1	PRE-SCHOOL (ECCD) Expand and improve ECCD for the vulnerable and disadvantaged	Develop guidelines for public and private sector on pre-schooling, and publish policy and guidelines to all stakeholders, including potential private sector providers. Develop curriculum and courses for INSET teachers and train, recruit and deploy ECCD teachers. Build and equip classrooms at 40 percent of schools for ECCD classes.	Policy developed and published by end 2007 40 percent of public primary schools with 2 ECCD classrooms attached by 2015 40 percent NER at ECCD level by 2015 Build at three schools per LGA per year until 2015. Purchase furniture and other equipment for use in these new structures at the same rate as projected construction. Budgets include progressive allocations for maintenance of these facilities at a minimum of 2 per cent of capital value, and for operating overheads at Naira 2,000 per pupil. Student to teacher ratio at ECCD classes 1:25. (Given the above figures this implies the recruitment by 2015 of 15, 000 ECCD teachers, and probably therefore training of more than that). COE programmes in ECCD for new and INSET begin by 2008. At least 1,600 ECCD teachers need to be trained each year.	1. Conduct school mapping to de ECCD classes. 2. Prepare guidelines on establis classes – including infrastructure an requirements (and maximum fees w e.g. in the private sector) 3. Distribute guidelines to public LGEAs with advice, to include at an within the SDP (School Developmen 4. Distribute guidelines to privat appropriate CBOs, NGOs, FBOs 5. Conduct a 'readiness-to-build' 6. Conduct costs survey, assessin public and private provision of ECCD 7. Begin ECCD classes constructio necessity' basis 8. Publish state policy on pre-sch 9. Draft Guidelines on fee-**free tu** schools 10. Circulate guidelines on fee fre LGEAs, CBOs, NGOs, FBOs 11. Determine curriculum for pre teachers/caregivers 12. Publish and circulate curriculu 13. Train TOTs to use the new cur 14. Develop INSET course 15. Train INSET instructors 16. Prepare and publish IEC mater teaching as a career 17. Recruit and deploy ECCD teach
	Policy Statement	**Strategies**	**Output Target**	**Activities**
BE2		Provide sufficient infrastructure to reduce	• Review infrastructure building and renovation	1. Review current school mappin

ACCESS	overcrowding, produce a conducive learning environment, and adequate for all children of basic education age.	programmes and launch cost effective approach by 2006	(primary) and upper basic (JSS) sch... base-line for physical infrastructure... schools
Provide free and compulsory basic education for all children by 2015		Lower basic (primary) NER increased to:	2. Prepare and implement a 3-ye... develop physical infrastructure in lo... upper (JSS) basic schools
	Ensure infrastructure stock is properly maintained.	• 80 percent by 2010 • 100 percent by 2010	3. Provide policy guidelines as to... 'fee-free' and 'cost-sharing' (i.e. enf... fees and levies and finding pro-poor... implementing cost sharing)
	Girl friendly counselling and guidance available by 2007, and proportion of female teachers increased by 50 percent	Transition from Lower basic (primary) to Upper basic (JSS) reaches 100 percent by 2010.	4. Circulate policy guidelines to a... deliverers/stakeholders, SMOE, SUE... upper basic schools, and communit...
		Upper basic (JSS) NER increased to:	5. Monitor basic education scho... adherence to guidelines on fees/cos...
	Ensure establishment of community-based school management committees (SMCs) in all lower and upper basic schools	• 90 percent by 2008 • 100 percent by 2010	6. In collaboration with civil socie... design, publish and circulate IEC ma... awareness on the importance of ba...
		Pupil classroom ratio reaches 40:1 by 2015	7. Determine the funding profile... requirements for infrastructure and... for annual school population growt...
		Additional lower basic classrooms constructed 300 in 2007, 400 in 2008, & 500 per year to 2015	8. Construct new user-friendly cl... rehabilitate existing classrooms acc... construction programme that invol... participation and ensures adequate... disabled students (ramps, hand-rails...
		250 additional upper basic classrooms per year constructed in 2007 and 500 per year for 4 years from 2007 and 220 per year from 2011 to 2015	9. Likewise for provision of furni... 10. Strengthen community partici... (primary) and upper basic (JSS) sch... maintenance and management thro... approach that involves all education...
		25 percent of poor condition lower basic classrooms rehabilitated by 2009, and a further 25% percent by 2015.	11. Provide regular maintenance c... infrastructure
		3-seater desks provided to lower basic (primary) and JSS schools in line with school construction and rehabilitation	12. Conduct IEC programme to rai... of the importance of girls' education...
		Additional basic education toilets, admin blocks, libraries, multi purpose laboratories and wells constructed	13. Institute and ensure scholarsh... sponsorship programmes for girls 14. Establish girls' clubs and prom... models within schools and commun...
		Budgets include progressive allocations for maintenance of these facilities at a minimum of 2 percent of capital value, and for operating overheads at Naira 500 per pupil.	15. Ensure that statistical databas... by sex and ensure that relevant indi... monitoring and reporting systems a...
		80 percent female enrolment in lower and upper basic schools by 2007, and 100 percent by 2010.	16. Strengthen the existing Femal... (FEU) in SMOE and establish similar... and the LGEAs.
		Retention rates of females in lower basic (primary) schools in disadvantaged LGEAS increase from 43 percent in 2004 to 60 percent in 2010 and to 100 percent in 2015. (Retention rates for males and females the same by 2007.)	17. Provide on-going education fo... community mobilisation, guidance a...
		Laws guaranteeing free education on the statute books by 2008.	

			17. planning and implementation (and relevant to the FEU)
			18. Redesign (if necessary) school facilitate the accommodation of girl privacy)
			19. Provide positive incentives for schools (pay any fees, provide trans
			20. Develop and Introduce a polic girls
			21. Develop strategy and guideline and training of female teachers
			22. Undertake gender analysis for gender in basic education programn
			23. Support hard-to-reach and con education programmes
			24. Design and implement comple education programmes (e.g. for nor Almagirrai and Qu'aranic schools) ir integration of complementary educ schools if appropriate
			25. Abolish transition examination upper basic.
			26. Develop policy guidelines on t SMCs.
			27. Amend the education law to a and establishment of SMCs.
			28. Develop training programmes members.
QUALITY Improve quality of basic education to ensure acceptable levels of literacy, numeracy and essential life skills.	Reduce number of underqualified teachers at primary and JSS levels either through release or through in-service training. Expand the number of qualified teachers employed through sustained recruitment. Improve motivation of teachers to improve attendance andeducational standards, including: • Enhanced teachers pay in line with Federal standards; • Incentive payments for teachers posted to rural areas; • Improvements in performance assessment through schools inspection • Develop upper basic (JSS) programmes that address essential life skills, intrepreneurship, tech-voc in the jobs market (with emphasis on	100 percent completion rate by 2015 at lower basic level. Pupil to qualified teacher ratio reaches: • 1:40 average by 2010 • 1:50 maximum in rural areas by 2008 • Average at JSS level to 35:1 by 2015 All JSS leavers are literate and numerate by 2015 Retention of teachers to reach 100 percent in lower basic by 2010. Minimum of 850 hours of contact time per year Teachers' pay returns to 2001 real levels, linked to performance, by 2010	1. Determine teacher needs for lower ((JSS) basic schools 2. Provide appropriate instructional ma pupils/students and teachers 3. Prepare and implement a 3-year rolli teacher deployment according to ne (primary) and upper (JSS) basic schoo 4. Conduct market survey of teachers s and feed this in to discussions withN improvement ofteachers' welfare an conditions, including motivational pa areas. *5.* Review current teacher recruitment integrity of selection through LGAs, a reforms to the process within nation constraints. 6. Develop and implement a Textbook I 7. Train and retrain lower basic (primar

		agriculture, ICT, craftsmanship, self-employment) this needs to move to Basic Education as it is related to JSS • Develop and conduct a PPE at the end of P5 on an annual basis to start by 2007 • Provide better instructional materials.	Rural area teachers receive 20 percent incentives payments linked to performance by 2010 Increase availability of text books in four core subject areas and provide instructional materials to all schools. Pupil -textbook ratio 1:1 Provide the necessary infrastructure and equipment that support ICT education programmes *at some upper basic(JSS) schools* (including internet access in selected UBE schools); 10%by 2008, 25% by 2010, and 50% by 2015.	including selection of those teachers qualified but who are worth re-traini 8. Develop and implement a Teacher D Strategy. 9. Review Basic Education Curriculum, i essential life skills, entrepreneurship, 10. Review and implement FLHE Curricul 11. Implement HIV/AIDS advocacy progr 12. Develop/clarify policy on the use of r publish and circulate 13. UBE National Curriculum circulated t 2006 (Q4) *14.* Develop Minimum State Standards (I learner achievement.
BE4				1.
BE5	THE DISADVANTAGED *All* disadvantaged students to be properly catered for.	Develop and implement an inclusive education programme for disadvantaged students.	IEP in place by 2007 IEP for boys and girls with non-severe SENS within mainstream schools Minimum 50% of disabled children in mainstream lower basic (primary) and upper basic (JSS) schools by 2015, to ensure inclusiveness Minimum 35% of school infrastructure to be disability-friendly by 2015 Support systems in place for children with SENS by 2015 Attendance of SENS children to reach 50% by 2015 Establish a SENS Assessment Centre in each LGEA by 2015 Establish one Special Materials Centre in the State (e.g. to produce Braille literature, white canes, magnifiers, large-print textbooks, modified ICT equipment, etc) by 2010	1. Embark on public IEC for I 2. Screen and identify childr 3. Provide in-service and pre 4. Extend sensitisation progr teachers and parents 5. Map schools for infrastru thereby determine a modification pro 6. Evaluate and build upon e disabled (including complementary ar 7. Introduce a scholarship sc disadvantaged/SENS children (this wo costs and a small incentive payment 8. Establish SENS pre-service KASU

2. SECONDARY EDUCATION(SE): SENIOR SECONDARY and TECHNICAL and VOCATIONAL

Expand and make secondary education more efficient and appropriate to higher educational, employment needs and self reliance

Policy Objectives	Strategies	Output Target	Activities
SE1 Expand the provision of good quality secondary education	1. Build upon current SMOE institutional mapping for post-basic schools to prioritise needs (infrastructure, staffing, facilities) 2. Devise a construction programme for a 30% increase in classrooms each year	• 100% of existing secondary schools and classrooms rehabilitated by 2015 • 1500 classrooms (and corresponding facilities) for the 140,000 pupils transferring to JSS in 2006 • Additional 25% of existing classrooms constructed each year • Textbook Policy published by 2006 • 10% improvement in libraries, laboratories, sporting facilities, etc annually from 2007 • SSS places available for at least 70% of all eligible students by 2015 • By 2007, pass rates in NECO, WAEC, JAMB, exams to reach 20% (includes credits in English and mathematics)	1. Assessment of additional SSS places in each LGEA to achieve enrolment targets 2. Need to elaborate activities to assess, plan, contract for rehabilitation and construction of classrooms and provide with minimum facilities (toilets, furniture storage, laboratories, sporting facilities etc.) 3. Need to elaborate activities to increase pass rates textbooks and other learning materials, in-service teacher training, improve student assessment, eliminate corruption in exams especially in schools etc.
SE2	1. Employ 1100 extra teachers (with emphasis) in English, mathematics and sciences (especially physics) on permanent-pensionable conditions annually until 2010 2. Pay inducement allowances of up to 30% of basic salary to well-performing teachers in critical subject areas 3. Link teacher performance payments to other accountability mechanisms being developed with civil society organisations	• Double the rate of employment of degree-holders with special emphasis on English, mathematics and the sciences from 2007 • Ratio of secondary students per mathematics/science teacher of 100:1 by 2011 (from the present 300:1)	1. Establish a Task Force to investigate staff shortages and devise ways that address this issue 2. Immediate and ongoing employment of teachers of mathematics, English and sciences 3. Establish performance related criteria for inducement allowances, a system for assessing teacher performance and train inspectorate to assess teacher performance

SE3	1. Improve student performance in science and technology through exposure to quality teaching 2. Increase investment in equipment required for the teaching of science and technology (workshops, laboratories, permanent and replaceable equipment, computers) 3. Establish Computer Studies as a subject on the school curriculum (and provide the necessary equipment and connectivity)	• Student performance in science and technology improves by 50% in NECO and WASC examinations by 2010 and 70% by 2012 • 70% science teachers retrained by 2010 • Technology taught in all secondary schools by 2010 • Schools staffed by competent well-trained Science and Technology teachers by 2010 • Minimum standards for science & technology facilities in senior secondary schools published by 2007 • 50% SSS with minimum standard of facilities by 2010 and 80% by 2013 • Computer Studies established in 200 schools by 2012 (in collaboration with private sector ICT companies e.g. MTN, Glo, V-Mobile) etc.) • Per capita grants for science & technology provided from 2007 at the rate of N5000	• Need to elaborate details of how student performance in S & T will be improved – ref to quality improvements in SE1 above including involvement of Inspectorate and use of textbooks below • Need to elaborate activities (including feasibility studies) to introduce Computer Studies in pilot, then all senior secondary schools • Provide 5 computers each to 200 secondary schools by 2012 • Provide workshops that build teacher capacity in science and technology • Recruit/ train teachers for Computer Studies • Establish functional JETS Clubs in all secondary schools • Hold annual Science Fairs open to members of school localities
SE4	Extend School Management Boards to all schools	• Expand the numbers of SMBs (from 10 in 2005) to 50 schools by 2008 • Extend SMBs to all schools by 2011 • All schools with published School Development Plan (SDP) by 2008 • Annual report on SMBs by Inspectorate by 2009 • Independent review of SMBs published by 2009	• Conduct a review and assessment of the current pilot scheme in the 10 schools with SMBs with a view to improving efficiency • Produce & circulate the revised guidelines on the establishment, functions and responsibilities of SMBs • Conduct brief training workshops for the appointed members of the SMBs • Provide guidelines to schools and SMBs on the content of SDPs (e.g. capital projects, staff development, staff deployment, student welfare, etc) • Conduct training workshops for HTs/Principals/School Administrators on SDP preparation • Independent review of SMBs in 2009/2010

SE5	Review, revise and re-establish a state text-book policy	• Textbook cost-sharing formula finalised by 2006 • Textbook Policy published and publicised by 2007 • Textbook allocation per pupil included in 2008 education budget • All students have access to required textbooks at SSS level by 2011 • All teachers trained in creative use of textbooks by 2008 • Inspectorate reports include specific evidence of use of textbooks by 2009	• Procure and distribute textbooks according to the textbook policy • Review guidelines on the use and maintenance of textbooks • Provide in-service training on effective use of textbooks • Provide teaching and learning aids to all schools, their teachers and students
SE6	1. Adopt an inclusive education programme (IEP) for disadvantaged (out-of school, hard-to-reach, truants) students (including females) 2. Evaluate, and build upon, IEP programmes for the disadvantaged that are already in operation, including complementary and alternative education programmes	• 50% Full enrolment of hard-to-reach and out of school children by 2015 • Integrate children with non-severe SENs in mainstream schools 50% by 2006, 100% by 2015 • IEP in place for children with SENs by 2015 • Increase attendance of those with SENS in schools to 50% in 2010, 80% in 2013 and 100% by 2015 • IEC programme for disadvantaged by 2007 • Enrolments and completion rates of females and males at parity at all secondary levels by 2015 • Gender-appropriate technical and vocational courses introduced in schools by 2015 • 35% of school infrastructure modified to be disability-friendly by 2015 *Enrolment targets need to be reviewed in line with comments for disadvantaged students in basic Education above – consistency is needed*	• Organise screening and identification of children with SENS • Establish special education assessment centres in all LGEAs • Institute scholarship schemes for needy pupils, including sponsorship of girl pupils/students • Organise sensitisation workshops for parents and children with or without special needs – • Incorporate training in SENS into all COE courses • Provide material support to SENS, orphans, including those orphaned by HIV/AIDS • Design and implement IEC and sensitisation programmes to raise communities' awareness of the value of formal education for girls and those with special education needs • Design and implement a quota system to enable girls from rural areas enter SSS • Provide suitable school facilities (especially toilets and privacy) for females (students and teachers) at all levels
SE7	1. Increase public awareness of the importance of science and technology 2. Use Science Fairs and other IEC to demonstrate the benefits of science and technology to personal, general and state development	• Public awareness of the role, benefits and importance of science and technology raised by 2009	• Organise open discussions and debate at public and school gatherings (PTAs, SMBs, Churches, Mosque and the Media) • Undertake public opinion surveys to assess awareness of S&T
SE8	1. Expand Technical and Vocational Education within the State 2. Avoid gender stereotyping in	• Comprehensive relevant technical and vocational programme formulated and costed by 2008 • Tech-Voc staff trained and placed in all schools by	• Establish an inter-ministerial council for Tech-Voc training in SMOE and SMOST • Build eleven (11) new VTS by 2010

	course enrolment. 3. Ensure that VTS are disability-friendly	2010 • At least one (1) Vocational Training School (VTS) per LGA by 2010 • All VTS to offer a full complement of seven (7) trades by 2011 • At least 50% female SENS enrolled in the 7(seven) VTS trades by 2011 • All infrastructure are disability – friendly by 2015 • 70% SENS are admitted in VTS in each LGA by 2015	• Conduct a trades and staffing needs assessment • Identify and train the necessary number of vocational trainers • Procure and update equipment in all VTS by 2011 • Establish a screening centre in Kaduna by 2007 • Establish a Resource Centre by 2007 • Procure and stock standard instructional materials for the VI, HI and LV 2010 • Train 30 itinerant teachers

3. Adult Education (NON FORMAL EDUCATION-NFE)

Improve the provision of functional quality adult literacy and continuing education

Policy Objectives	Strategies	Output Target	Activities
NFE 1 The provision ofFunctional Quality adult education	1. Expand and improve adult literacy, especially for women and young adults who missed formal education. 2. Develop strong State-LGEA-Community partnerships for the provision of basic and non-formal education 3. Increase the availability of relevant and 'easy to read' literature for new literates	• Increase current basic literacy levels from 50% to 65% by 2010 • The Adult Education Centres established are functional in each LGEA by 2008 • Increase enrolment of females in basic literacy classes by 40% in 2008, 60% in 2010, 90% by 2015 • Establish Post Basic (primary) Centres for women from 4 to 25 covering all the 23 LGAs by 2010 • Increase the recruitment of instructors to match increases in the numbers of centres – minimum of 50 per centre • Adult Evening (JSS1-SS3) centres to be expanded from the present 4 in Kaduna to one in each LGA by 2008, six centres each by 2015	1. Map current Basic Literacy Centres to provide base data for planning and extension 2. Establish salary/ honorarium policy to encourage recruitment of literacy instructors 3. Provide basic equipment and materials for the effective delivery of basic and functional literacy 4. Develop induction and refresher courses for basic and post basic literacy instructors 5. Sensitise communities on the need for, and importance of literacy 6. Employ additional instructors 7. Monitor performance of literacy instructors against enrolment and completion rates
NFE 2	Provide continuing education for all adults	▪ Standard Certification of Adult Evening JSS/SSS to enable transfer to SSS and higher education opportunities by 2008 • MSS for basic adult education established by 2007 • Technical and Life-Skills programme established in AECs by 2007	1.Standard curricula provided to all adult education centres by 2007 2. Construction of adult evening classes (JSS/SSS) in agreed centres by 2010 3. Recruitment and training of adult education instructors 4. Monitoring and inspection of adult education classes

4. Higher Education (HE)

Develop a high-quality efficient higher education system that meets personal, state and national development requirements

Policy Objectives	Strategies	Output Target	Activities
HE1 Provision of quality tertiary education	1. Raise tertiary admissions 2. Expand the production of science and technical teachers by establishing two additional campuses of COE G/Waya 3. Ensure a positive environment for those with SENS by providing facilities such as ramps, wide doors, hand rails, low toilets, large print materials, reading assistants, computers	• State tertiary institutions to increase full-time and part-time enrolments by one-third by 2011 • Courses at Samaru campus of NuhuBamalli polytechnic to include courses other than agriculture by 2010 • 50% improvement in numbers of qualified staff in post-basic institutions (including KASU, Poly, COE, NTI, Kaduna State Staff Development Centre, Open University) by 2015 • Tertiary education available for at least 15% of the post-secondary cohort by 2015 • Increase the numbers of scholarship awards to 10,000 annually by 2015	1.Conduct tertiary institutional mapping including2004/05 placements by 2007 2. Scholarship Board to publish a breakdown of scholarships by course and institution every year 3. Assess the cost and application of distance and on-line approaches to education (including the new Open University) for those outside the physical reach of tertiary institutions 4. Conduct a public enrolment drive for tertiary education, especially in technical and vocational areas
HE2 Rationalise HE and teaching programmes in line with the manpower needs of the state	1. Courses that address manpower needs of the state in place by 2009 2. Courses not related to state manpower needs closed or operate at full economic recovery by 2009	• Manpower targets for 2008 to 2015 published and publicised by end 2007 • Specific and costed manpower targets for public support published • Tertiary institutions monitoring system operational by 2007	1. ESP to be costed and accepted as state education policy 2. Undertake and cost manpower plans for the state 3. Commission a tracer study on the employment of tertiary graduates and employer satisfaction with their preparation 4. Monitor performance of students and academic staff in tertiary institutions

5. Policy, Planning and Management (PPM)

Improve capacity and performance and ensure efficient service delivery at all levels of the education system

Policy Objectives	Strategies	Output/Target	Activities
PPM1 Improve capacity and quality performance	1. Improve SMOE (including ERC and TSB) management capacity 2. Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at SMOE, Agency and LGEA levels	• Institutional needs and capacity building assessment (SMOE and Agencies) conducted by mid-2007 • Operational Manuals for officers in SMOE/Agencies/LGEAs revised and in place by end of 2008 • All desk officers at all levels have supervised and agreed Work Schedules in place by December 2007 (reviewed annually thereafter) • Human Resource Development and CapacityBuilding programme designed by 2007, in place and operational during the period 2007 - 2011 • Monitoring and staff and organisational evaluation system developed by end 2007 • Annual appraisal/review and audit systems at all levels in place by 2007 • First Annual Review of Sector Performance to take place in October 2008, and annually thereafter	1. Identify HRD needs and competencies at all levels of the management system (central and non-central) and provide targeted training to upgrade the technical competence of selected staff 2.Prepare and publish operational manuals, including guidelines for harmonising 'good practice', for use at all levels of educational management 3.Prepare detailed work programmes for desk officers at all levels of management 4.Revise and implement staff performance appraisal system 5. Establish and train core team to lead annual reviews of sector performance
PPM2	1. Improve school and HT/Principal management capacity and accountability systems 2. Annual school appraisal/review and audit systems in place by 2008.	• 15% of HTs/Principals trained per annum from 2007 • Training scheme for new HTs/Principals devised and operational by end 2007 • All schools have a School Development Plan (SDP)(agreed with SMC or SMB) in place by December 2007 and operational during 2008 in accordance with the Standards of the SMOE	1.Prepare guidelines for drawing up SDPs and distribute to districts and schools 2.Prepare guidelines for composition of School Management Committees (SMC) to include all key stakeholders 3 Ensure that guidelines for assessment of schools are in place by December 2007. 4. Prepare guidelines for assessment of HTs/Principals by December 2007. 5. Provide planned and systematic management training of HTs and Principals 6. Prepare a Financial Instructions and Procedures Guidelines booklet and distribute to all schools by end of 2007.
PPM3		• HRD and CapacityBuilding programme designed	1. Review and amend the legal framework where appropriate in line with UBE by June 2007.

		by 2007, in place and operational during the period 2007 - 2011	2. Undertake an appraisal of the institutions (TSB, ERC, SUBEB) by mid 2007 with the purpose of giving their operations clearer definition. 3. Provide appropriate staffing to suit revised functions by end 2007. 4. Provide initial training on new roles to staff by end of 2007 5. Monitoring and evaluation system developed by end 2007
PPM4 **Private sector involvement** Improve private sector participation in basic education	Estimate likely numbers to be catered for by the private sector, and incorporate these into volume projections for the provision of fee-free places for the general population. Regulate the private sector properly for quality and value for money.	10 percent of all required lower and upper basic places provided by the private sector by 2010 and sustained. 100 percent of private schools attain required educational standards by 2010.	2. Policy on private participation in the education sector reviewed and published by 2006. 3. Establish an accurate mapping and EMIS that includes private UBE provision *4.* Conduct economic market survey to establish real potential coverage of private sector (including Islamiyya schools*)* 5. Develop partnership initiatives and conducive atmosphere through inclusive management approaches 6. Establish minimum standards and necessary legal instruments for the establishment, registration of private schools (e.g. infrastructure, SMC, staffing, inspection} 7. Provide guidelines on how the private sector may support the public sector (e.g. through provision of min 5% of places for disadvantaged children) 8. Establish units (department or directorate) within LGEAs, SUBEB and SMOE with responsibility for private schools
PPM5 Clarify role and optimum contribution of private sector in education	1. Streamline activities to conform with state educational policies 2. Include Private Schools (PS) in all teacher professional development programmes	• Review of work load resulting from implementation of new Private Schools (PS) Guidelines by end 2006. • Directorate of Private Schools established in 2006	1. A programme of inspections and issuing of new licenses developed and implementation started by 2007 2. PS Unit – Department/Inspectorate capacity strengthened to deal with new work. 3. Finalise and approve new guidelines for the

		• All private schools renew Consent Licence by June 2007 • All private schools be inspected by end 2007 and thereafter every 2 years	operation of private schools 4. All private schools registered by December 2007; list of 'approved schools' available to public by June 2008 5. All illegal private schools to be closed by end 2009 6. Data on PS captured in EMIS
PPM5 Clarify role and optimum contribution of private sector in education	1. Streamline activities to conform with state educational policies 2. Include Private Schools (PS) in all teacher professional development programmes	• Review of work load resulting from implementation of new Private Schools (PS) Guidelines by end 2006. • Directorate of Private Schools established in 2006 • All private schools renew Consent Licence by June 2007 • All private schools be inspected by end 2007 and thereafter every 2 years	1. A programme of inspections and issuing of new licenses developed and implementation started by 2007 2. PS Unit – Department/Inspectorate capacity strengthened to deal with new work. 3. Finalise and approve new guidelines for the operation of private schools 4. All private schools registered by December 2007; list of 'approved schools' available to public by June 2008 5. All illegal private schools to be closed by end 2009 6. Data on PS captured in EMIS
PPM 6	1. Produce booklet of standardised low cost building designs to include toilets and furniture based on standard minimum requirements for basic and secondary schools 2. Facilitate annual update of facilities database and validate through periodic spot checks 3. Devise system of renovation grants which minimise financial leakage 4. Enlist communities to support school maintenance 5. Establish an effective system of site supervision and external monitoring to ensure good quality control	• Review building maintenance programmes and mobilise communities to provide required support	1. Determine unit costs through preparation of detailed Bills of Quantities and local shopping costings and update on quarterly basis 2. Determine criteria for selection of beneficiaries based on need, poverty and where appropriate cost sharing –planning activity

6. Financial Planning (FP)

Ensure adequate sustainable funds for education that are managed efficiently and transparently

Policy Objectives	Strategies	Indicative Target	Activities
FP1 Sustainable funding and efficient management of education	1. Provide predictable and sustainable funding for education at all levels based on unit costs that provide minimum functional standards 2. Design resource allocation formula to ensure equity across all levels and across LGEAs 3. Establish a financial management system for grants to ensure accountability	• Education share of budget to rise to 20% by 2011 (from 16% in 2004) • UBE-level school fees/levies abolished by 2007 • Every school (UBE/SSS) receives a per capita allocation (directly from SMOF) to be accounted for and spent in accordance with its SDP • National Guidelines on Cost Sharing and Cost Recovery in Education available from mid 2007	1. Prepare increased budget submissions for education to Governor's Office based on detailed unit costs 2. Write guidelines on 'Cost-Sharing' and Cost Recovery and circulate to all deliverers at all levels within the education system by 2007 (Make guidelines available to all stakeholders – including the public, LGEAs and schools) 3. Monitor schools to ensure adherence to guidelines on fees/costs 4. Require all tertiary institutions to submit Cost Recovery proposals to Government by December 2007
FP2	Introduce a comprehensive incentives-based salary structure linked to performance	• Undertake a comprehensive review of education sector remuneration (as for USS) by 2007 • Establish a Standing Committee to make recommendations on performance based incentives and payments to address critical staff shortages by 2007. • Implement new staff salary scheme in agreement with federal standards and timing	1. State Government to direct remuneration committee to liaise with TRC/proposal TSS with view to producing revised teachers' salary structure by December 2007.

7. Monitoring and Evaluation (ME)

Establish an effective education M&E system by which SMOE performance may be assessed on an annual basis thereby ensuring strict compliance with policy directives.

Policy Objectives	Strategies	Output Target	Activities

ME1 Establish an effective monitoring and evaluation system	1. Education indicators established to monitor policy and strategic objectives and publicly reviewed annually 2. Strengthen the Inspectorate 3. Capacity development and induction through in-house training, including specialist training in monitoring and evaluation by end of 2007	• Education indicators published by end 2007 • The Inspectorate strengthened and empowered at all levels by end 2007 • All schools inspected by 2011 　▪ Reports of school inspection available to the public 　▪ Annual education report published from 20078	1. Key education indicators agreed in line with overall ESP and with key stakeholders 2. Review of inspectorate structure and defining of role in light of UBE 3 Development of minimum standards for department and staffing requirements by 2006 4. Provide logistic support for monitoring and evaluation
ME2	1. Monitor and evaluate student performance	Assess student performance through examinations: PPE (lower and upper basic (by 2007), and SSC (ongoing)	1 Committee established to determine options, logistical requirements and costs for the introduction of a Primary Performance Examination (PPE) by June 2007
ME3	1. Design an improved system of data collection, entry and analysis through improved EMIS with equipment linkages and compatibility to examination centres	Agreed (SMOE/donors) Performance Indicators defined and baseline data established by June 2007 – duplication with ME1 above?	1. Develop a focussed list of education sector indicators
ME4		• Appropriate IT equipment and software procured by 2007 • Initial programme development completed and operational by 2007 • Training programme for staff upgrading designed and initiated by June 2007 • Summary EMIS data published and publicised within 3 months of annual schools census	1. Needs analysis visit to SMOE, EMIS & Agencies undertaken in 2006. 2. EMIS Programme Development completed by 2007 3. Undertake an upgrading of EMIS in SMOE by mid-2007 4. Procurement of appropriate IT equipment and software by 2007 5. Establish reliable internet connectivity for EMIS by 2007 6. Training on new programme designed and undertaken by EMIS staff by 2007 7 EMIS Unit produces both annual and ad hoc reports on demand in timely manner to include where appropriate financial data 8. Computer networking and training given to key officers in SMOE by mid June 2006

CHAPTER THREE

STRATEGIC FRAMEWORK FOR IMPLEMENTING THE ESP

3.1. PARTNERSHIP

Since the ESP is the plan for the sector, an important feature is that there should be joint responsibility between government and stakeholders during the implementation of the ESP. The Ministry will work in partnership with other governmental and non-governmental organisations, to guide the implementation of the ESP. A Reference Group (RG) will be established which will include representatives from the following:

- Private sector, NGOs and CBOs
- Religious Boards of Management (FBOs)
- School Based Management Committees, Faith Based Organizations and/or Parents Teachers Association
- Ministries of Local Government, Health, Finance, Economic Planning, Women's Affairs, Works and Transport
- Representatives of Divisions and LGEAs
- Development partners, including external funding agencies

The RG will monitor how the plan is being implemented, so that targets are attained. It is recognised that the development of a multi-sectoral approach in Kaduna is at a very early stage. With respect to external assistance, the most important issue is to ensure that all support is consistent with Kaduna State education policy and strategy priorities as outlined in the ESP, and to facilitate increased levels of external assistance in support of ESP.

3.2. Joint Annual Sector Reviews

During the plan period, Joint Annual Sector Reviews of education sector progress will be held, comprising an evaluation of the progress of sector performance against the ESP targets and indicators, and ESOP programmes/activities. The first Joint Annual Sector Review will be undertaken in 2007.

3.3. Implementation of ESP through Education Sector Operational Plan (ESOP)

The ESOP contains an outline of three-year operational work programme that covers the policy goals that underpin the strategic plan. The realisation of the ESOP is an important component of the implementation process.

The purpose of the ESOP is

- to provide a sequenced work programme in terms of expected outcomes over the plan period;

- to identify priorities, scope of work and technical requirements for institutions, departments and agencies designated by SMOE; and

- to assist with progress review on ESP work-plan.

ESOP, which may be considered as Volume 2 of the ESP, will assure the following important elements in sector management and implementation:

a) ~~Greater~~More detailed articulation of the linkage between education sector development and broader development ambitions and plans

b) The central role of a policy framework in developing strategies and guidelines for sector reform.

c) Prioritisation and phasing of interventions.

d) Preparation of a comprehensive ESP financing framework, including an assessment of requirements, existing recurrent and development budget commitments and analysis of likely financing shortfalls linked to the state budgetary process.

e) Preparation of strategies for integrating existing activities into broader sector-wide programmes, in terms of both management of implementation and financing.

f) Uniform and internally consistent financial management, monitoring, audit and procurement systems.

g) Joint SMOE and funding agency partnership arrangements, including regular monitoring and review processes against agreed performance indicators and reporting systems.

h) Analytical work, studies and capacity building initiatives.

CHAPTER FOUR

Monitoring and Evaluation of Education Sector Performance

4.1 Sector Performance Monitoring

Process and performance indicators are a key component of the monitoring process. Quantitative and qualitative data will inform sector performance assessment and, as a result, any subsequent decision-making relating to the implementation of the ESP. This system is aimed at ensuring a comprehensive evaluation framework which will yield timely, relevant and evidence-based information for decision-making.

The indicator system will address the following requirements for monitoring sector performance:

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

b) ***The need to maintain focus on problem areas, key issues, critical concerns and priorities***
In addition to the seven areas of focus identified in chapters 1 and 2, 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.

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

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

A draft set of Sector Performance Indicators and Targets is provided on the next page. These indicators include EFA indicators and are categorised as a) Equitable Access, b) Quality and Efficiency, and c) Resource Mobilisation. Data from 2004/05, where available and appropriate, will be used as a baseline from which to measure progress. The list will be adjusted as the ESP develops and circumstances change. In particular, two key priority actions are included in ESOP. First, to establish reliable baseline data and to further define indicators (jointly with Development Partners), by June 2006 (outlined in ESOP ME4).Second, to develop and establish

an effective monitoring and evaluation system in PRS by September 2006 (ESOP PPM1). In addition, further strengthening and institutionalisation of EMIS is a key pre-requisite for effective M&E and is included in ESOP (ME3).

4.2. Sector Performance Indicators and Target 2005-2015

Table 4.1: Equitable Access

Indicator	Baseline 2004-05		Target 2007-08		Target 2009-10		Target 2014-15	
	Total	Female	Total	Female	Total	Female	Total	Female
ECCD GER	n/a	n/a					50%	25%
Lower Basic (Primary) GER	65%		80%	40%	100%		100%	50%
Upper Basic (Junior Secondary) GER	23.2%	18.15%	90%		100%		100%	50%
Senior Secondary GER	18.4%	15.3%						
% of age group entering first grade in basic cycle (P1)	52%	48%					100%	50% ??
% of age group completing last grade of basic cycle (SS3)								
Transition Rate to Upper Basic (JS1)	65%	42.9%	90%		100%		100%	100%
Transition Rate to Secondary (SS1)	n/a	n/a					70%	70%
Number of students in Adult Education								
Number of students in TVET							????	????
Number of students in Higher Education								
Literacy rate	52%		60%					

Table 4.2: Quality and Efficiency 1

Indicator	Baseline 2004-05	Target 2007-08	Target 2009-10	Target 2014-15
Students achieving 5 credits, including Maths and English at SSCE	1.17%	20%		
Qualified teachers - Lower Basic (Primary)	36%	60%	80%	100%

Pupil Teacher ratio				
- Lower Basic (Primary)	1:33.5	Max 1:50	1:40	1:40
- Upper Basic (Junior Secondary)	1:68	1:49		1:35
- Senior Secondary	1:43.4			
Pupil Textbook Ratio				
- Lower Basic (Primary)	1:3.5			
- Upper Basic (Junior Secondary)	1:10.3			1:4
- Senior Secondary	1:13.9			1:1

Table 4.3: Resource Mobilisation 1

Indicator	Baseline 2005	Target 2006	Target 2008	Target 2010	Target 2015
Education recurrent share of total State Government recurrent budget	16%			20%	
Basic Education recurrent share of total State Government recurrent education budget	n/a				
Non personnel share of total recurrent spending	19.6%				

4.3. Joint Annual Education Sector Review
The process of accountability, to which the SMOE is committed, dictates that there should be a regular review of education sector performance. This review will be conducted by SMOE and by its internal and external development partners. The purpose of the review process is to ensure that there are effective returns on the investments being made in the education sector and that the intended beneficiaries (children, students, parents and all other stakeholders) are indeed benefiting.

The Joint Annual Sector Review (JASR) will be scheduled to ensure school year performance assessment and to complement the budgetary cycle so that informed decisions can be taken prior to budget preparation. Likewise the review will take place prior to revision of the annual rolling work programmes. It is expected that annual reviews will eliminate the need for development partners to request separate reviews for individual projects and support programmes. The review will cover whole sector performance and will, of necessity, cover all aspects of annual educational development, including projects and sub-programmes. The first JASR will be undertaken in July/August 2007. In preparation for the JASR, SMOE through the monitoring and evaluation function in PRS, will produce a comprehensive Annual Education Sector Performance Report, including assessment of progress towards meeting indicators and targets, and implementation of ESOP. The report will include lessons learned and recommendations as a basis for discussions during the JASR.

Consequently, the first Kaduna Annual Education |Sector Performance Review (AESPR) was produced as follow up to the 2010 MTSS and the 2009/2010 Annual School Census (ASC) report in

2010. The key areas of emphasis were evidence of education outputs and outcomes with particular reference to the indicators specified in the MTSS; observed trends in relation to expectations in the light of current or existing policies; suggestions about changes that should be made to these policies based on evidence and observed data gaps and further suggestions on the additional data that should be collected and how on-going processes could be improved. The Annual Education Sector Performance Report (AESPR) is now a feature of the **annual planning and budgeting cycle** aimed at assisting strategic planning and budget preparation.

CHAPTER FIVE

Financial Framework for the ESP

5.1. Cost Projections

Table 6.1 shows the overall financial requirement (capital and recurrent) in terms of cost projections for the period 2006-2015. The costs are broken down by sub-sector/level of education in a format that allows the SMOE to separately identify the financial resources required to achieve ESP goals, objectives and targets.

Table 5.1. Estimated Cost of financing the ESP, 2006 – 2015

Subsector/Division/Level of Education	2006	2007	2008	2011	2015	TOTAL
1. Universal Basic Education						
* ECCD	427.39	491.39	611.62	1,195.30	6,026.61	18,482.93
* Lower Basic (Primary)	5,870.51	6,474.76	6,653.03	7,386.72	9,499.90	75,678.20
* Upper Basic (Secondary)	2,507.93	2,667.09	2,840.46	5,161.52	6,068.90	46,280.29
2. Senior Secondary	3,581.00	3,813.00	4,061.00	5,470.00	6,113.00	50,175.00
3. Non-Formal Education	353.55	358.11	239.35	225.65	278.81	2,700.43
4. Higher Education	3,966.84	2,976.79	3,903.57	583.16	748.22	17,498.64
5. Policy, Planning & Management & Financial Management	79.00	63.00	67.00	76.00	98.00	782.00
6. Monitoring & Evaluation	795.09	746.75	795.29	924.25	1,189.01	9,311.95
TOTAL	17,581.3	17,590.9	19,171.3	21,022.6	30,022.4	220,909.4

Notes: 1 The data in this table are set in constant prices

2 This table will be revised and extended as and when necessary in the light of actual data becoming available for later years, and the macroeconomic situation.

For the period 2006-2015, the costing projections are based on extrapolation of the 2005 figures combined with the application of the indicative targets and benchmark parameters set for key factors (for example Gross Enrolment Ratios and Pupil Teacher

Ratios) in order to ascertain a realistic idea of both the recurrent expenditure and capital investments required to meet these targets.

5.2 Financing the ESP

Table 6.2 shows annual funding gaps for the education sector. The resource envelope includes, as far as possible, all sources of funding to the education sector. This resource envelope has been set against projected recurrent and capital expenditures to obtain the expected 'funding gap'.

Table 5.2 Funding Gap in financing of the Education Sector

	2006	2007	2008	2011	2015	TOTALCOST
A. Domestic Resource Envelope (SMOE + UBE)						
Recurrent Envelope	6,966.57	8,158.40	9,557.88	14,599.72	27,318.78	**150,315.35**
Capital Envelope	4,150.54	4,862.35	5,696.24	9,158.32	16,807.42	**92,212.98**
Total Envelope	**11,117.11**	**13,020.75**	**15,254.12**	**23,758.04**	**44,126.20**	**242,528.33**
B. Projected Cost (Existing Budget Levels)						
Recurrent Costs	3,470.82	4,066.06	4,763.39	7,658.49	14,424.89	**78,297.01**
Capital Costs	5,505.76	6,449.99	7,556.16	12,125.12	22,837.87	**124,036.90**
Total Costs	**8,976.58**	**10,516.05**	**12,319.55**	**19,783.61**	**37,262.76**	**202,333.91**
C. Projected Cost (Additional Commitment)						
Recurrent Costs	5,606.57	5877.95	6188.95	9059.02	11060.66	**85,575.69**
Capital Costs	12,054.74	11485.78	12983.36	11629.58	18961.78	**133,683.56**
Total Costs	**17,661.31**	**17,363.73**	**19,172.31**	**20,688.60**	**30,022.44**	**219,259.25**
D. Total Projected Cost (B+C)						
Recurrent Costs	9,077.39	9,944.01	10,952.34	16,717.51	25,485.55	**163,872.70**
Capital Costs	17,560.50	17,935.77	20,539.52	23,754.70	41,799.65	**257,720.46**
Total Costs	**26,637.89**	**27,879.78**	**31,491.86**	**40,472.21**	**67,285.20**	**421,593.16**

E. Funding Gap Resource Envelope Minus Projected Costs (A-D)						
Recurrent Costs	-2,110.82	-1,785.61	-1,394.46	-2,117.79	1,833.23	**-13,557.35**
Capital Costs	-13,409.96	-13,073.42	-14,843.28	-14,596.38	-24,992.23	**-165,507.48**
Total (Funding Gap)	**-15,520.78**	**-14,859.03**	**-16,237.74**	**-16,714.17**	**-23,159.00**	**-179,064.83**

The funding gaps may be met in a number of ways including efficiency savings, cost recovery and by inviting Development Partners to provide increased support to the sector, either directly through the budget or projects, or indirectly through technical and other forms of assistance.

All sub-sectors of education have been considered within the ESP and funding allocations have been prepared (outlined in Table 6.1). However, in view of the state commitment to UBE and EFA, the basic education sub-sector, particularly basic schooling, is a priority for the SMOE. Table 6.3 shows the funding gap in the attainment of the targets set for the achievement and sustainability of UBE (including primary completion) by 2015.

Table 5.3 Funding gaps in the UBE priority area (millions of Naira)

	2006	2007	2008	2011	2015	TOTALCOST
A. Domestic Resource Envelope for UBE						
Recurrent Envelope	5,693.52	6,667.00	7,810.71	11,790.64	22,027.82	**121,596.49**
Capital Envelope	2,406.14	2,818.79	3,302.21	5,309.24	10,000.08	**54,279.45**
Total Envelope	**8,099.66**	**9,485.79**	**11,112.92**	**17,099.88**	**32,027.90**	**175,875.94**
B. Projected Cost (Existing Budget Levels)						
Recurrent (being revised)	570.39	668.21	782.81	1,258.59	2,370.58	**12,867.27**
Capital	2,406.14	2,818.79	3,302.21	5,309.23	10,000.02	**54,279.21**
Total	**2,976.53**	**3,487.00**	**4,085.02**	**6,567.82**	**12,370.60**	**67,146.48**
C. Projected Cost (Additional Commitment)						
Recurrent	1,365.18	1,446.68	1,570.42	3,666.96	4,136.62	**31,281.46**
Capital	7,440.65	7,959.40	8,534.68	10,076.58	17,458.78	**108,932.77**

Total	**8,805.83**	**9,406.08**	**10,105.10**	**13,743.54**	**21,595.40**	**140,214.23**
D. Total Projected Cost (B+C)						
Recurrent	1,935.57	2,114.89	2,353.23	4,925.55	6,507.20	**44,148.73**
Capital	9,846.79	10,778.19	11,836.89	15,385.81	27,458.80	**163,211.98**
Total	**11,782.36**	**12,893.08**	**14,190.12**	**20,311.36**	**33,966.00**	**207,360.71**
E. Funding Gap: resource Envelope minus projected cost (A-D)						
Recurrent	3,757.95	4,552.11	5,457.48	6,865.09	15,520.62	**77,447.76**
Capital	-7,440.65	-7,959.40	-8,534.68	-10,076.57	-17,458.72	**-108,932.53**
Total	**-3,682.70**	**-3,407.29**	**-3,077.20**	**-3,211.48**	**-1,938.10**	**-31,484.77**

The funding gap cannot be bridged in the short term. The gap can be narrowed by increasing allocations to education in line with KADSEEDS and by the planned State Education Sector Project (SESP) that is expected to begin in 2007 with World Bank and DFID support. However, the gap will also increase as a new incentives based salary scheme is introduced to retain staff and encourage improved sector performance.

Each rolling ESOP will have to make tough decisions about priorities in relation to policies and the availability of financial and human resources.

Annex 1

PROPOSITIONS FOR AID CO-ORDINATION

Shared vision

1. Providers of aid, as partners, will take part in the development of the ESP and the subsequent reviews of sector performance through attendance as full participatory members at regular RG meetings and by invitation to participate in the WG and SSGs

2. Following completion and approval of the ESP, providers of aid will support its vision and strategies for education development.

Commitment to the SWAp process

3. Providers of aid will commit to the SMOE process by ensuring that their structures (e.g. operational procedures, time-scales, accounting and review mechanisms) comply with those of the Federal Government of Nigeria.

4. SMOE will work towards the development of Joint Annual Sector Reviews that will embrace the review-needs of all development partners, including aid providers and national stakeholders.

5. Providers of aid, with other development partners, will accept the Joint Annual Sector Review outcomes as satisfying their own review and accounting requirements. There will be no separate reviews. Development partners will be participants in the review process and will ensure that it meets their needs as well as those of other partners (including government).

Mutual confidence and trust

6. SMOE will harmonise sector planning, policy and implementation through formal arrangements that involve its agencies and any other ministries engaged in the delivery of education (in the broadest sense).

7. Providers of aid to the education sector will harmonise their inputs, their planned outcomes and their methodology in support of Kaduna State's education development. The Donor group will appoint a leader mandated to speak on behalf of the largest group.

8. SMOE, in partnership with providers of aid, will investigate the adoption, adaptation and/or the design and introduction of instruments (e.g. Guidelines, Code of Conduct, Memoranda of Understanding) that may assist the aid co-ordination process.

Subordination of external agendas to Nigerian goals

9. Providers of aid to education will demonstrate that their purpose/policy/agenda for the development of education in Kaduna State are compliant with those of FGN.

Joint strategic negotiation and communication

10. Development partners, under SMOE leadership, will commit themselves to undertake joint negotiation on strategic and planning activities in education.

11. Flexibility should be built into all forms of negotiation and approaches to sector development support.