



STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN (MTBESP)



2024 - 2027

YOBE STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN



YOBE STATE UNIVERSAL BASIC EDUCATION BOARD

Off Maiduguri Road, Bukar Abba Ibrahim Way,
Commissioners Quarters, P.M.B 1090,
Damaturu, Yobe State.

“PRIDE OF THE SAHEL”



STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN (MTBESP)

Published

by

Yobe State Universal Basic Education

Off Maiduguri Road, Bukar Abba Ibrahim Way,
Commissioners Quarters, P.M.B 1090,
Damaturu, Yobe State.

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YOBE STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN

OUR VISION

Our vision of the is to ensure that: "at the end of nine years of continuous education, every child that passes through the system should acquire appropriate levels of literacy, numeracy, communication, manipulative and life skills to be useful to himself and the society at larger by possessing relevant ethical, moral and civic values"

OUR MISSION

"The mission of SUBEB is to provide qualitative and functional educational opportunities through a pupil/student friendly environment, and provision of a well-trained and motivated workforce for effective and efficient teaching, learning as well as to ensure provision of education with a sound moral content to all children in primary and Junior Secondary Schools in Yobe State".

OUR CORE OF VALUES

- Discipline and honesty
- Team Work with commitment.




YOBE STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN

FOREWORD

After the successful development of Yobe State 2024 - 2027 Medium Term Education Sector Strategic plan. I am highly delighted to write this foreword for the Medium-Term Basic Education Strategic Plan, 2024 - 2027. The development of this Plan was at the instance of the Universal Basic Education Commission (UBEC) who foresaw the need for the development of the plan after success recorded in the previous plans. The importance of this Plan cannot be overemphasized because it links up with UBEC 10 - year development plan in the planning and implementation of Basic Education programmes in the country.

Let me reiterate the commitment of the State Universal Basic Education Board to use this Plan as a working tool that would guide the development of Basic Education in Yobe State. We shall make sure that we use it in deriving our annual programmes and projects as is expected from us by UBEC. But the value of the Plan is much more than that; as the projects that will be funded completely by the State Government have also been included. As much as possible, we shall carry out a periodic review and update of this document to make it a functional operational (living) document on our desks rather than on the shelves. Therefore, I urge our planning officers at the State and LGEA levels to refer to this Plan as source of programmes and projects to be implemented for the development of Basic Education in the State.

Umaru Hassan Babayo
Executive Chairman,
Yobe State Universal Basic Education Board



SIGNATURE.....



ACKNOWLEDGEMENT

The Yobe State Medium Term Basic Education Strategic Plan (MTBESP) would not have been possible without the encouragement and facilitation of the Universal Basic Education Commission and the United Nations International Children's Fund (UNICEF). The two bodies have organized workshops that took place in Kaduna and Kano at different times so as to enable us to acquire the capacity to develop the BESP. For their encouragement and assistance, and on behalf of the Executive Chairman of the Board, I extend our appreciation and gratitude.

In the footsteps of the State's MTSS for the overall Education Sector, a technical team was responsible for the various activities and inputs generated for the development of the MTBESP. The team work round the clock to produce the draft which was sent to both UBEC and a member of the resource team for review. The guidance received from these two sources helped the technical team a lot in the development of the Plan. For the effort of the technical team, it deserves to be commended for a job well done.

Finally, let me acknowledge the effort of Isa Shettima (Board Secretary) who was very forthcoming and helpful in providing guidance and working on the final draft to produce this MTBESP. His efforts and guidance deserve no less recognition and appreciation. But this acknowledgement will be incomplete without recognition of the role of SUBEB management under the able leadership of the Executive Chairman for his technical assistance and support. Finally, I thank the Board management for their encouragement, guidance and commitment to the development of Basic Education in the State.

Abdu Buji Lamido

Director, PRS

Yobe State Universal Basic Education Board



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ACRONYMS

AISEB	-	Arabic and Islamic Education Board
BESP	-	Basic Education Strategic Plan
BEST CENTRE	-	Business and Engineering Skills Training Centre
CBO	-	Community Based Organisation
CIE	-	Chief Inspector of Education
CCT	-	Conditional Cash Transfer
CSO	-	Civil Societies Organisation
DG	-	Director General
DSD	-	Director Special Duties
DO	-	Desk Officer
DPRS	-	Director Planning, Research and Statistics
DFID	-	Department for International Development
ECCDE	-	Early Child Care Development Education
ERC	-	Education Resource Centre
ES	-	Education Secretary
EMIS	-	Education Management Information System
EPR	-	Emergency Preparedness Response
FME	-	Federal Ministry of Education
FBO	-	Faith Based Organisations
FOMWAN	-	Federation of Muslim Women Association in Nigeria
FLHE	-	Family Life and Health Education
GSTC	-	Government Science and Technical College
GGC	-	Government Girls College
GEP	-	Girls Education Programme
GER	-	Gross Enrolment Ratio
GIR	-	Gross Intake Rate
HQTRS	-	Headquarters
HMS	-	Headmasters
HIV/AIDS	-	Human Immune Virus/Acquired Immune Deficiency Syndrome
IQTE	-	Integrated Qur'anic Tsangaya Education
ICT	-	Information Communication Technology
IDPs	-	Internally Displaced Persons
JSS	-	Junior Secondary Schools
JCCE	-	Joint Consultative Committee on Education
LGA	-	Local Government Area
LGEA	-	Local Government Education Authority
MDAs	-	Ministries Departments and Agencies
MOE	-	Ministry of Education
MDG	-	Millennium Development Goals
M&E	-	Monitoring and Evaluation
MTBESP	-	Medium Term Basic Education Strategic Plan



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NEEDS	-	National Economic Empowerment Development Strategy
NGO	-	Non-Governmental Organisation
NERDC	-	Nigerian Education Research and Development Council
NER	-	Net Enrolment Ratio
NIR	-	Net Intake Rates
NMTBESP	-	National Medium Term Basic Education Strategic Plan
NTI	-	National Teachers Institute
NAPPS	-	National Association of Proprietors of Private Schools
NUT	-	Nigerian Union of Teachers
NCE	-	National Certificate in Education
PTTP	-	Pivotal Teacher Training Programme
PTA	-	Parent Teacher Association
PRS	-	Planning, Research and Statistics
PPP	-	Public Private Partnership
PTR	-	Pupils Teacher Ratio
PCR	-	Pupils Classroom Ratio
QA	-	Quality Assurance
QAI	-	Quality Assurance Instruments
SAME	-	State Agency for Mass Education
SUBEB	-	State Universal Basic Education Board
SBMC	-	School Based Management Committee
TRCN	-	Teachers Registration Council of Nigeria
TVET	-	Technical Vocational Education Training
TSS	-	Teachers Salary Structure
UBEC	-	Universal Basic Education Commission
UNICEF	-	United Nations International Children's Emergency Fund
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
WSDP	-	Whole School Development Plan



EXECUTIVE SUMMARY

The Yobe State Medium Term Basic Education Strategic Plan covers four (4) functional areas that include access, equity and inclusiveness, quality and efficiency, system management efficiency and sustainability of funding to the Basic Education subsector.

The Plan covers a period of four years from 2024 to 2027 and is organized into Six (6) chapters. The chapters include introduction, Basic Education subsector context, and the strategic programme of the plan, Basic Education financing, monitoring and evaluation framework and, plan implementation arrangement of the plan.

Drawing funding from the Federal and State Governments and in few instances donor community or development partners, the sum of Twelve Billion, Eight Hundred and Eighty-Six Million, One Hundred and Ninety-Five Thousand, Nine Hundred and Sixty Naira only (N12,886,195,960.00) is required to fund the implementation of the Yobe State Basic Education Strategic Plan, 2024 - 2027.



CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

Yobe State was and still is determined to invest in education because it considers it the most appropriate pathway to the achievement of peace, economic, and social stability and also technological advancement. To empower every citizen of the state to function effectively the state government accords the provision of education, healthcare and agriculture topmost priorities in the state agenda.

It is not an understatement that Yobe State faces multifaceted challenges in its education sector. Despite efforts to improve access and quality, significant barriers persist, including low enrollment rates, poor infrastructure, gender disparities, and vulnerability to climate change and conflict. These challenges intensify the already difficult task of ensuring inclusive and equitable education for all. The MTBESP prioritizes the inclusion of persons with disabilities by ensuring accessible infrastructure, specialized teaching materials, and training for educators on inclusive teaching methodologies.

The plan also deems it necessary to recognize the vulnerability of education infrastructure to climate change impacts, the plan integrates climate resilient design principles into school construction and emphasizes environmental education to build resilience among students and communities. The plan did not lose sight of building conflict/crisis resilience and mitigation by looking inward through given of the region's history of conflict and insecurity. The plan includes measures to strengthen the resilience of education systems, such as community-based early warning systems, psychosocial support for affected students, and peace education initiatives. In the same vein, the plan addresses gender disparities in education, it promotes girls' enrollment and retention through targeted interventions such as scholarships, menstrual hygiene management facilities, and gender-sensitive curriculum reforms.

1.2 GENERAL BACKGROUND OF SMTBESP

Since its creation as a state, concerted efforts have been deployed, substantial human and material resources have been committed to improving the educational system of the state without commensurate significant results or impact. Poor planning, under funding, lack of sector-wide result-oriented plan, poor coordination of efforts and informed investments in the education sector have been identified as responsible for this state of affairs. Education like all other sectors requires proper and strategic planning that will ensure a holistic view and development of the sector.

The new orientation culminated in visible actions as a result of the support provided by international donor partners. Particularly, in 2011, the State Ministry of Education with support from UNICEF D-Field Office developed a ten-year Strategic Education Sector Plan (SESP, 2012 - 2022) and a Three-Year State Education Sector Operational Plan (SESOP, 2012 - 2015). With the new development that required the linking of planning with the budgetary process, a DfID initiative, State Partnership for Accountability, Responsiveness, facilitated the development of a Medium Term Sector Strategy



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(MTSS) for all the development sectors including Education. The Strategy which was developed in 2014 had a time frame that started from 2015 to 2017. And subsequently the document has been reviewed and updated to cover the period 2017 to 2019 which is the cycle 1 of the BESDA plan. The MTBESP 2020 - 2023 is a document drawn up from the ministerial development plan and is the cycle 2 of the BESDA plan.

The MTBESP 2021 - 2024 which is the cycle 3 and the final cycle of the BESDA Strategic plan, therefore, is drawn from the implementation and assessment of MTBESP 2020 - 2023 and the ministerial development plan (MTSS). The 2021 - 2024 strategic plans thus, take into cognizance the achievements made in the implementation of MTBESP 2020 - 2023 and the state priorities as prescribed by the aligned State Mid - term Sector Plan (MTSS) to mainstream the key priority areas into the MTBESP 2021 - 2024.

1.3 REVIEW OF 2021 - 2024 MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN

During the implementation process of 2021 - 2024 MTBESP, a rapid roll-over of the implementation and achievement was done to ascertain the level of implementation process from the year 2020 - 2021. During the period between 2021 - 2024, SUBEB have accessed UBE matching grant for the years 2020, 2021 and 2022. Find below summary of priority programmes for MTBESP 2021 - 2024.

Table 1.00: Summary of priority programmes for 2021 - 2024 MTBESP

S/N	Key priority programmes	Proposed number of activities	Actual number of activities done	Percentage over proposed
1	Access, equity and inclusiveness	6	5	83.33%
2	Quality and efficiency	18	16	88.89%
3	System strengthening and efficiency	7	4	57.14%
4	Sustainable funding	5	3	60%
	Total	36	28	77.78%

Source: SUBEB

It can be seen from the summary table that the MTBESP 2021 - 2024 has achieved 77.78% in the implementation process. However, it is expected that before the elapsed of the plan in 2024 more programmes will be carried out. The state has accessed it's matching grant up to the year 2023. Despite the huge successes recorded in the implementation of the plan, there are many challenges which this plan seeks to address.

Challenges

- Insurgency
- Low economic status of parents
- Early Girl-child marriage
- Apathy to western education especially in rural areas
- Poor enforcement of education laws;
- Withdrawal of children from schools by some parents before completion.
- Poor enforcement of education laws;
- Low interest and willingness by communities to participate in the development of education in the state leaving only government with the burden of education development;



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- Absence of clear guideline and poor governance structure for initiating and coordinating partnership agreements and activities in the state
- Inadequate number of qualified teachers
- Lack of posting/tranfer of qualified teachers especially to rural areas

1.4 RATIONALE AND PURPOSE OF THE 2024 - 2027 PLAN

The primary rationale for developing the plan is to improve the overall quality of basic education in Yobe State and ensure that all residents have access to equitable and inclusive educational opportunities. These objectives are multifaceted covering different spheres of human existence that include the pursuit of political, social, economic, cultural, and ethical progress and development that enable citizens to achieve their optimal human potential. Central to the realization of these objectives is education, such that it would not be out of place to say that no nation or sub-nationality can develop above the universality, quality, resilience, and relevance of its educational system.

The importance of education as an instrument of socialization, progress, and development has been recognized historically and in universal realism. Nigeria as a nation had subscribed to this idea, right from its independence and had practically responded to the challenges of educational provision by not only investing massively in the development of its educational infrastructure but also by adopting different strategic options to realize its educational aspiration. While the extent to which it had made a success of its efforts as a nation would continue to be a perpetual subject of debate, its commitment cannot be doubted.

This plan aims to provide a comprehensive framework for addressing key issues in the basic education sector, including disability-inclusive education, climate change mitigation, conflict resilience, and gender responsiveness. By outlining specific strategic actions, the plan seeks to improve access to quality education for all residents of Yobe State, thereby contributing to poverty reduction, social cohesion, and sustainable development.

The plan aims to address the following key objectives:

- i. **Enhance the quality of teaching and learning:** By improving teacher training, curriculum development, and learning materials, the plan seeks to raise educational standards across the state.
- ii. **Expand access to education:** The MTBESP aims to increase enrollment rates, particularly for marginalized groups such as girls, children with disabilities, and those living in remote areas.
- iii. **Promote equity and inclusivity:** through targeted interventions and policies, the plan seeks to reduce disparities in educational outcomes and ensure that all students have equal opportunities for success
- iv. **Strengthen governance and management:** The MTBESP includes strategies for enhancing the efficiency, transparency, and accountability of educational institutions and systems within the state.
- v. **Foster partnerships and collaboration:** recognizing the importance of multi-stakeholder engagement, the plan encourages collaboration between government agencies, civil society organizations, development partners, and the private sectors to achieve its goals.



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1.5 SCOPE OF 2024 - 2027 MEDIUM TERM BASIC EDUCATION SECTOR STRATEGIC PLAN

The Plan covers a period of four years from 2024 to 2027 and is organized into Six (6) chapters. The chapters include introduction, Basic Education subsector context, strategic programme of the plan, Basic Education financing, monitoring and evaluation framework and, plan implementation arrangement.

The 2024 - 2027 MTBESP outlines policy priorities, programmes and strategies for the Basic Education over the next four years. It covers the following sub-sectors; pre-primary education, primary education, Junior secondary education, Special Needs, Non-Formal Education, Nomadic Education etc.

1.6 STRATEGIC VISION OF THE PLAN

The strategic vision of the SMTBESP is to build upon the National Policy of making quality nine - year Basic Education available for all our children and reflects our overarching mission to make education at all levels more accessible and more relevant to our national needs.

1.6.1 BASIC EDUCATION VISION, MISSION AND CORE VALUES

The vision, mission and core values that form the motivation for all policy, strategic objectives, programmes and processes of Basic Education delivery in Yobe State are presented below:

1.6.2 VISION

Our vision is to ensure that: "at the end of nine years of continuous education, every child that passes through the system should acquire appropriate levels of literacy, numeracy, communication, manipulative and life skills. To be useful to himself and the society at large by possessing relevant ethical, moral and civic values"

1.6.3 MISSION

"The mission of SUBEB is to provide qualitative education opportunities through a pupil/student friendly environment, and provision of a well-trained and motivated workforce for effective and efficient teaching, learning as well as to ensure provision of education with a sound moral content to all children in primary and Junior Secondary Schools in Yobe State".

1.6.4 CORE VALUES

"Discipline, Professionalism, Commitment, Quality, Creative, Team-Work". It is expected that all operators in the Basic Education subsector are well informed about these core values and that their operational actions in their dealings with other stakeholder agencies, donor community, parents, students and pupils and all other stakeholders are guided by the spirit and letters of these core values.



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1.7.0 SITUATION ANALYSIS

1.7.1 SOCIO-ECONOMIC CONTEXT OF YOBE STATE

1.7.2 DEMOGRAPHIC STRUCTURE OF YOBE STATE

Yobe State was created along with 8 others on the 27th day of August, 1991. It was carved out of Borno State by the then Military Administration of General Ibrahim Badamasi Babangida. The State has coordinates of 12°00'N 11°30'E and has 17 Local Government Areas and 3 Senatorial Districts with an estimated area of 45,502 square kilometers. It shares an international border with the Republic of Niger to the North. Yobe State shares boundaries with Jigawa and Bauchi States to the West, Borno and Gombe to the South. The population of the State stands at 2,321,339 million with an exponential growth rate of 3.5% per annum according to March 2006 National Population Census.

Table 1.01: Population of Yobe State by Local Government Areas & Sex Based On 2006 Population Census

S/N	LGA	POPULATION		
		MALE	FEMALE	TOTAL
1	BADE	73,709	66,095	139,804
2	BURSARI	56,381	53,311	109,692
3	DAMATURU	48,361	39,345	87,706
4	FIKA	69,175	67,561	136,736
5	FUNE	150,896	151,058	301,954
6	GEIDAM	82,482	73,258	155,740
7	GUJBA	72,310	57,487	129,797
8	GULANI	51,686	51,830	103,516
9	JAKUSKO	120,728	111,730	232,458
10	KARASUWA	55,385	50,129	105,514
11	MACHINA	31,771	29,223	60,994
12	NANGERE	44,470	43,047	87,517
13	NGURU	80,827	69,872	150,699
14	POTISKUM	105,388	99,478	204,866
15	TARMUWA	40,612	37,055	77,667
16	YUNUSARI	64,918	61,022	125,940
17	YUSUFARI	55,935	54,804	110,739
	TOTAL	1,205,034	1,116,305	2,321,339

Table 1.02: Population of school aged going children desegregated by age and gender Based On 2006 Population Census

Age	MALE	FEMALE	TOTAL
3-5 years	155,240	137,389	292,629
6 - 11 Years	255,107	230,098	485,205
12 - 14 Years	104,212	97,601	201,813
TOTAL	514,559	465,088	979,647



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Table 1.03: Projected 2022 Population of Yobe State by Local Government Areas & Sex as per exponential growth rate of 3.5%

S/N	LGA	POPULATION		
		MALE	FEMALE	TOTAL
1	BADE	136,914	122,772	259,686
2	BURSARI	104,726	99,024	203,750
3	DAMATURU	89,829	73,083	162,913
4	FIKA	128,493	125,494	253,986
5	FUNE	280,288	280,589	560,877
6	GEIDAM	153,209	136,075	289,284
7	GUJBA	134,316	106,782	241,097
8	GULANI	96,006	96,273	192,279
9	JAKUSKO	224,250	207,538	431,788
10	KARASUWA	102,878	93,115	195,992
11	MACHINA	59,014	54,281	113,294
12	NANGERE	82,603	79,960	162,562
13	NGURU	150,136	129,787	279,922
14	POTISKUM	195,756	184,779	380,535
15	TARMUWA	75,436	68,829	144,265
16	YUNUSARI	120,584	113,348	233,932
17	YUSUFARI	103,899	101,798	205,697
	TOTAL	2,238,338	2,073,524	4,311,863

Table 1.04: Projected 2022 Population of school aged going children desegregated by age and gender as per exponential growth rate of 3.5%

Age	MALE	FEMALE	TOTAL
3-5 years	288,358	255,198	543,556
6 - 11 Years	473,858	427,404	901,262
12 - 14 Years	193,572	181,293	374,865
TOTAL	955,788	863,895	1,819,683

1.7.3 MACROECONOMIC CONTEXT OF YOBE STATE

Yobe State is characteristically rural with only five medium-sized towns with moderate commercial activities. The State is endowed with agricultural and mineral resources that are yet to be effectively exploited. The state's economy is relatively small and is largely driven by agriculture with more than 80% of the citizens engaged in small-scale subsistence farming. Food crops such as millet, sorghum, beans, and maize are grown by small-scale farmers to generate income. Cash crops that are commonly grown by farmers in the State include groundnut, sesame seed, cotton, and benny seed. In the past, these crops were exported to earn foreign exchange and local industrialists also used them as raw materials. Tree crops such as Shear and Gum Arabic that have export potential are also being found in the state. The state is also noted to be among the largest producers of Gum Arabic in Nigeria. A significant proportion of the population are pastoralists, rearing livestock at the commercial level. Thus, the state has the potential to be not only an agricultural base of the country but also a net foreign exchange earner. Yet, a lot needs to be done in terms of agricultural investments to realize these potentials. The agricultural produce in the State includes Gum Arabic,



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groundnuts, beans, and cotton. The State also has one of the largest cattle markets in West Africa, located in Geidam and Potiskum Local government areas.

The State is also blessed with many solid minerals that have been proven to exist in commercial quantities, this includes limestone, kaolin, diatomite, gypsum, clay shale, trona, sandstone, silica, and granite. These minerals remained largely unexplored and unexploited, although there is a preponderance of the activities of illegal miners. Therefore, investment in solid mineral exploration would enhance the economic fortunes of the State by attracting investors and creating job opportunities for the population.

In terms of industrial development, the State Government (YBSG) is involved in enterprises to motivate the private sector and provide jobs for the growing population. It is for this reason that the state has set up several production firms and industries. These include Yobe Flour and Feed Mills, Potiskum; Nguru Oil Mills and Food Processing Plants; Damaturu Polythene and Woven Sacks company, Yobe State University Block Making Industry, Modern Abattoir located in Damaturu; the state capital, Gujba Fertilizer Blending Plant; Dofarga Spring Water Plant Gulani; Soda Ash Processing Plant Yusufari; Yobe State Pre-Stress Pole Industry Damaturu and Aluminum Roofing Sheets Factory Potiskum.

More importantly, this was as a result of education in the state that propelled for the citing and development of industries in peculiarity of resource diversity.

1.7.4 SOCIAL CONTEXT OF YOBE STATE

The state is situated in Northeastern part of Nigeria, was carved out from the, then Borno State on August 27, 1991 by Gen. Ibrahim Babangida Military Administration. The state borders with Borno to the northeast, Jigawa to the West, Gombe to the South, and Niger Republic to the north. It has an estimated population of 3.5 million people according to the 2006 Population Census, it is known for its diverse ethnic groups, including Kanuri, Hausa, Bolewa, Ngizim, Karai-Karai, Babur, Maga, Fulani, Bade, Manga, Badawai. The cultural diversity in Yobe State promotes a colorful and vibrant social context. The majority of the population practices Islam, which plays a significant role in shaping the state's social fabric. Islamic customs and traditions are prominently observed and contribute to the way of life of the people. Festivals such as Eid-al-Fitr and Eid al-Adha are widely celebrated, fostering a sense of unity and togetherness.

Education and language in the State, like many parts of Nigeria faces challenges concerning education. Literacy and numeracy levels are relatively low, with limited access to quality educational facilities and resources. however, efforts have been made by the government and various non-governmental organizations (NGOs) to improve the educational sector and promote literacy and numeracy.

It is interesting to note that Hausa and Kanuri are the dominant languages spoken in Yobe State, reflecting the linguistic diversity of the region. These languages are widely used for communication and are taught in schools blended with English the official language. It worth noting that the official spoken and communicating language in Nigeria is English.



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Agriculture is the mainstay of Yobe's economy, employing a significant portion of its population. crops like millet, sorghum, maize, groundnuts, wheat, and cowpea are cultivated, while livestock farming, including rearing of cattle, sheep, and goats play significant role for agricultural growth. Efforts are being made to develop the sector and improve food security.

The traditional and contemporary art of the state is known for its rich cultural heritage, showcased through traditional arts and crafts. Artistic creations such as pottery, weaving, woodcarving, and metalwork are prevalent. This cultural heritage like "Hawan Durbar in Machina Emirate" during festivities, the Dufuna Canoe excavated in Fune Local Government pre-dated 1500 years ago by Archeologists is presently housed in Yobe State Museum and Monuments in Damaturu. This therefore boost tourism thereby generate revenue to the state government.

1.7.5 HUMANITARIAN CONTEXT/EDUCATION IN EMERGENCIES IN YOBE STATE

Yobe State like many of its counterpart in northeastern Nigeria, has been significantly affected by the humanitarian crisis caused by insurgency and conflict. The region has faced years of violence and displacement due to the activities of Bok-Haram, an extremist group seeking to impose its radical ideology.

The Internal displacement and refugees as a result of conflict in Yobe State have resulted in a massive displacement of people, both internally and across borders. Thousands of individuals and families have been forced to flee their homes to seek safety in camps, host communities, or other states within Nigeria. The strain on resources and social services in hosting areas has had a significant humanitarian impacts.

The state humanitarian response including various NGOs, the Nigerian government, and international organizations, has been actively responding to the crisis in Yobe State. Their efforts have focused on providing emergency services, including healthcare, clean water, food, shelter, and education to those affected. Efforts are also being made to restore infrastructure and support livelihood among affected communities.

Access and security challenges, the delivering humanitarian aid in Yobe State faces considerable challenges due to insecurity, limited access to affected areas, and the potential threat posed by non-state armed groups. Humanitarian workers have been targeted, making it difficult to reach affected populations and provide much-needed assistance. These challenges impact the scale and effectiveness of humanitarian efforts in the state.

Recovery and rehabilitation, as the security situation in the state gradually improves, a shift towards recovery and rehabilitation is underway. This includes initiatives to rebuild damaged infrastructure, restore basic services, stimulate economic recovery, and create an environment conducive to improved livelihoods and stability. Collaboration between the government, humanitarian organizations, and development partners is crucial to ensure sustainable recovery, so also revamping and a qualitative basic education of the Yobe children as encapsulated in the UBE guiding policy and principles of compulsory universal basic education in Nigeria.



CHAPTER TWO

2.0 BASIC EDUCATION SECTOR ANALYSIS

2.1 INTRODUCTION

Yobe State had witnessed some progress in the Education Sector since its creation in 1991. This was as a result of the huge investments, various governments have made in the sector. However, these investments notwithstanding, the sector is facing numerous challenges and has not in any way achieved anything near its full potential. There are gaps and weak links that have to be address but unfortunately have not been attended to because of the ad hoc and unplanned manner the sector had been managed. The subsequent situation analyses reveal some of the key challenges confronting the sector in general.

Before we go into the details of these analyses, it is important to mention that the presentation has been organized along five thematic areas. This approach was adopted to enable the development of plan that could specifically address the concerns and challenges of basic education in the state. This is the case when Universal Basic Education Commission (UBEC) demanded the development of a Basic Education Strategic Plan from SESOP/MTSS. This approach is presently in use and had made it possible to develop the BEBP from SESOP/MTSS document. With this said the presentation of the situation analyses follows and is organized as explained.

2.2 POLICY AND LEGAL CONTEXT OF BASIC EDUCATION IN YOBE STATE

Education policy directions in Yobe State over the years have been guided by the provisions in the existing National Policy on Education (FRN, 1977, 1981, 1998, 2004, 2007, 2013, and 2014) and other National Commitments to global initiatives on Education for All (EFA), Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs). YOSERA IV, Global Partnership for Education (GPE)/ Nigerian Partnership for Education Project (NIPEP) Project Implementation Manual and Ministerial Strategic Plan 2016 - 2019. There is an enabling policy environment for private sector participation in education in the State as Non-Governmental Organizations (NGOs), and private individuals are school proprietors. This has helped to increase access to education and provide choices and alternatives to beneficiaries thereby promoting healthy competition. The State also gives opportunities to both local and international organizations to assist in education provision in the spirit of Public Private Partnership (PPP). There is a free and compulsory education policy from Pre-primary to Senior Secondary School level. In other words, there is adequate and unlimited access and inclusiveness to education from ECCD to senior secondary school irrespective of gender, age, race, disability of any kind, climatic change/crisis/conflict menace in the area. The directions of most of these policies are tailored towards the provision of Education to all at every age, self-reliance, employment, moral upbringing for a better society, transparency, and accountability for a corrupt-free society.



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To improve education access and equity, Yobe State has adopted all the existing policies in the Education Sector and, is steadily implementing them. These include the UBE Act, the Inclusive Education Policy the National Policy on Education, etc. The most recently documented narrative on the Yobe State Basic Education policy environment is contained in the Medium-Term Basic Education Sector Plan (MTBESP) on Education 2024-2027. The key policy thrust and strategies mapped out for the Basic Education sector are to:

1. Improve and ensure adequate coverage and equitable access to Basic Education using various strategies highlighted for achieving this policy including advocacy and sensitization, use of incentives, promotion of community participation, the establishment of more non-formal education centres and improved facilities;
2. Improve teacher availability and quality at all levels - strategies highlighted include sustenance of school expansion policy, teacher capacity building, and strengthening of the monitoring and evaluation system;
3. Ensure continued maintenance of schools and facilities - strategies highlighted include periodic rehabilitation of schools' structures, provision of school furniture, and expansion of existing facilities; and
4. Considering that over 70% of the student population in Yobe State are enrolled in public schools and that this situation is expected to remain the same due to the state government's dedication to providing free and affordable quality education for all, priority has been given to public education in this sector strategic plan and little (beyond quality assurance and regulation) for private schools is planned for.

The Government intends to vigorously pursue universal access and quality education for girls in the spirit of the United Nations Girls Education Initiative both as an end and to improve the quality of lives of all its citizens.

2.3 GOVERNANCE AND MANAGEMENT OF BASIC EDUCATION IN YOBE STATE

Yobe State like other states in the Federation has 3 arms of Government, the executive, the legislative and the judiciary. The State Council of Chiefs is made up of 14 Emirs. The Council plays a vital advisory role to the State and Local Governments on matters relating to peace, security and promotion and preservation of the culture and tradition of the people. It is also used by the Government to mobilize people to embrace and support its programmes and policies towards the overall development of the state.

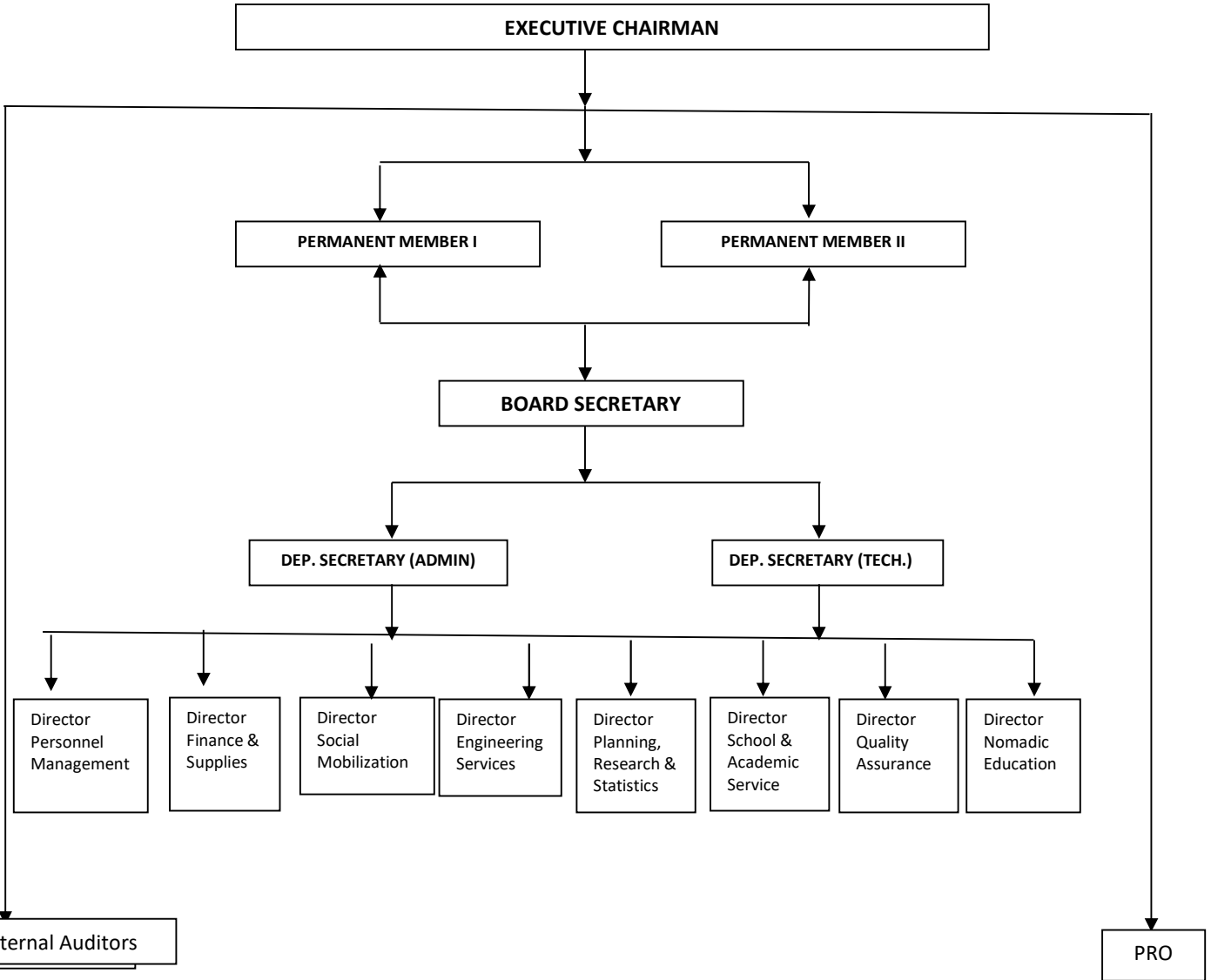
Ministry of Basic and Secondary Education is in charge of policy development and implementation in the state. The ministry of Basic and Secondary Education has 9 directorates headed by directors with deputy directors and other staff. Yobe State Universal Basic Education Board (YBSUBEB) is the agency saddled with the responsibility of handling Basic Education activities in the state. The Board comprises of the following membership: The Executive Chairman appointed by the Executive Governor, a retired educationist of proven integrity on not less than GL 16 before retirement, Board



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Secretary (seasoned educationist), 2 Deputy - Secretaries (Admin/Technical), 2 Permanent Members (I & II Full time members) and 8 Directors.

Below is the organizational chart of SUBEB



2.4 BASIC EDUCATION SUB-SECTOR CAPACITY AND DIAGNOSIS

Recent report by the global monitoring on Education for All (EFA) goals, through UNESCO revealed that Nigeria was not able to achieve the goals by 2015. This was largely due to the nation's failure to make education a top priority over the years. The country has the highest number of out of school children in the world, which was put at 10.5 million. It is within this context that the position of Yobe State as one of the 'educationally disadvantaged' states in the country needs to be appreciated. This developmentally challenging scenario is reflected in the not so encouraging state of affairs in the Education Sector of the State. The situation analysis of the Basic Education subsector presented subsequently is organized in five sections corresponding to the functional areas identified in the State's Medium Term Education Sector Strategy, 2024 - 2027. Below are some of the major challenges facing basic education in the state:

Challenges facing basic education in the state

- Insurgency
- Low economic status of parents
- Apathy to western education especially in rural areas
- Inadequate and sustainable funding in monitoring and supervision
- Shortage of qualified teachers
- Concentration of teachers in urban areas
- Lack of reliable data for planning
- Poor record keeping
- Inadequate instructional materials
- Low completion and retention rate especially for the girl child
- Low attendance of pupils in market days and rainy season

2.4.1 ACCESS AND EQUITY IN BASIC EDUCATION

SDG goals state that by the year 2030 "ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcome" and "eliminate gender disparity in education and ensure equal access to all levels of education and vocational training for the vulnerable including persons with disabilities, indigenous peoples and children in vulnerable situations".

To express the State Government's willingness to provide education to its citizens, the present leadership in Yobe State has a policy on compulsory tuition-free education from Basic Education to Senior Secondary education. **To increase access and equity, the State government has embarked on the expansion of schools and provision of free feeding through the National Home-Grown School Feeding Programme (NHGSFP). This is in addition to the State Government's provisions of feeding for boarding students in Senior Secondary Schools and lunch for day students in Senior Secondary Schools.**



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The Basic Education Subsector currently comprises of 275 ECCDE centres (135 public and 140 private), 1,159 Primary Schools (893 public and 266 private) and 243 Junior Secondary Schools (both public and private). Other Basic Education outlets include: 3 Vocational schools, 270 Non-Formal Education Centres (NFECs), 17 Girl Child Centres (GCCs), 59 Nomadic Primary Schools, 1 Special School and 5 Special Education Centres (SECs).

Table 2.00: Enrolment Figures of public pre - primary by Age and Gender 2022

AGE	ENROLMENTS			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Below Age 3	1,491	1,565	3,056	48.79%	51.21%	100.00%
Age 3	2,855	3,131	5,986	47.69%	52.31%	100.00%
Age 4	4,189	4,167	8,356	50.13%	49.87%	100.00%
Age 5	3,402	3,536	6,938	49.03%	50.97%	100.00%
Above Age 5	1,683	1,769	3,452	48.75%	51.25%	100.00%
TOTAL	13,620	14,168	27,788	49.01%	50.99%	100.00%

Source: NPA Reports 2022

The above table shows enrolment by age and gender for public ECCDE. The total enrolment is 27,788 out of which 14,168 are females, representing 50.99%.

Table 2.01: Enrolment Figures of pre - primary (Public) schools (ECCDE) 2022

CLASS/CATEGORY	ENROLMENTS			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
PLAYGROUP	802	864	1,666	48.14%	51.86%	100.00%
NURSERY ONE	5,351	6,051	11,402	46.93%	53.07%	100.00%
NURSERY TWO	5,250	5,485	10,735	48.91%	51.09%	100.00%
NURSERY THREE	2,217	1,768	3,985	55.63%	44.37%	100.00%
TOTAL	13,620	14,168	27,788	49.01%	50.99%	100.00%

Source: NPA Reports 2022

The total enrolment of public ECCDE centres in the state in the year 2022 was 27,788 out of which 14,168 are females, representing 50.99% of the enrolment.

Table 2.02: Enrolment Figures of pre - primary (Private) schools (ECCDE) 2022

CLASS/CATEGORY	ENROLMENTS			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
PLAYGROUP	1,252	1,424	2,676	46.79%	53.21%	100.00%
NURSERY ONE	3,205	3,448	6,653	48.17%	51.83%	100.00%
NURSERY TWO	3,152	3,004	6,156	51.20%	48.80%	100.00%
NURSERY THREE	2,041	2,255	4,296	47.51%	52.49%	100.00%
TOTAL	9,650	10,131	19,781	48.78%	51.22%	100.00%

Source: NPA Reports 2022

The total enrolment of private ECCDE centres in the state in the year 2022 was 19,781 out of which 10,131 are females, representing 51.22% of the enrolment.



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Table 2.03: Enrolment Figures of pre - primary (Public & Private) schools (ECCDE) 2022

CLASS/CATEGORY	ENROLMENTS			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
PLAYGROUPO	2,054	2,288	4,342	47.31%	52.69%	100.00%
NURSERY ONE	8,556	9,499	18,055	47.39%	52.61%	100.00%
NURSERY TWO	8,402	8,489	16,891	49.74%	50.26%	100.00%
NURSERY THREE	4,258	4,023	8,281	51.42%	48.58%	100.00%
TOTAL	23,270	24,299	47,569	48.92%	51.08%	100.00%

Source: NPA Reports 2022

The total enrolment for both public and private ECCDE centres in the state in the year 2022 was 47,569 out of which 24,299 are females, representing 51.08% of the enrolment.

Table 2.04: Primary School Enrolment by Age and Gender 2022

AGE	ENROLMENTS			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Below Age 6	16,680	15,557	32,237	51.74%	48.26%	100.00%
Age 6	42,590	40,694	83,284	51.14%	48.86%	100.00%
Age 7	43,540	41,293	84,833	51.32%	48.68%	100.00%
Age 8	48,290	47,692	95,982	50.31%	49.69%	100.00%
Age 9	50,297	47,703	98,000	51.32%	48.68%	100.00%
Age 10	67,331	72,572	139,903	48.13%	51.87%	100.00%
Age 11	36,339	38,490	74,829	48.56%	51.44%	100.00%
Above Age 11	13,854	14,784	28,638	48.38%	51.62%	100.00%
TOTAL	318,921	318,785	637,706	50.01%	49.99%	100.00%

Source: NPA Reports 2022

Table 2.05: Public Primary School Enrolment by Class and Gender 2022

CLASS/CATEGORY	ENROLMENTS			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
PRIMARY 1	54,479	52,822	107,301	50.77%	49.23%	100.00%
PRIMARY 2	49,643	47,294	96,937	51.21%	48.79%	100.00%
PRIMARY 3	51,129	48,427	99,556	51.36%	48.64%	100.00%
PRIMARY 4	46,914	44,850	91,764	51.12%	48.88%	100.00%
PRIMARY 5	55,274	60,626	115,900	47.69%	52.31%	100.00%
PRIMARY 6	61,482	64,766	126,248	48.70%	51.30%	100.00%
TOTAL	318,921	318,785	637,706	50.01%	49.99%	100.00%

Source: NPA Reports 2022

The total enrolment of public primary schools as at the year 2022 stood at 637,706 out of which 318,785 are females, representing 49.99% of the enrolment.



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Table 2.06: Private Primary School Enrolment by Class and Gender 2022

CLASS/CATEGORY	ENROLMENTS			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
PRIMARY 1	5,297	5,079	10,376	51.05%	48.95%	100.00%
PRIMARY 2	4,955	5,448	10,403	47.63%	52.37%	100.00%
PRIMARY 3	4,992	4,993	9,985	49.99%	50.01%	100.00%
PRIMARY 4	4,446	4,409	8,855	50.21%	49.79%	100.00%
PRIMARY 5	4,088	4,441	8,529	47.93%	52.07%	100.00%
PRIMARY 6	3,867	3,577	7,444	51.95%	48.05%	100.00%
TOTAL	27,645	27,947	55,592	49.73%	50.27%	100.00%

Source: NPA Reports 2022

The private primary schools have a total enrolment of 55,592 out of which 27,947 are females, representing 50.27%.

Table 2.07: Public & Private Primary School Enrolment by Class and Gender 2022

CLASS/CATEGORY	ENROLMENTS			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
PRIMARY 1	59,776	57,901	117,677	50.80%	49.20%	100.00%
PRIMARY 2	54,598	52,742	107,340	50.86%	49.14%	100.00%
PRIMARY 3	56,121	53,420	109,541	51.23%	48.77%	100.00%
PRIMARY 4	51,360	49,259	100,619	51.04%	48.96%	100.00%
PRIMARY 5	59,362	65,067	124,429	47.71%	52.29%	100.00%
PRIMARY 6	65,349	68,343	133,692	48.88%	51.12%	100.00%
TOTAL	346,566	346,732	693,298	49.99%	50.01%	100.00%

Source: NPA Reports 2022

The above table shows enrolment figures for both public and private primary schools in the state. There's a total enrolment of 693,298

Table 2.08: Junior Secondary Enrolment by Age and Gender for the year 2022

AGE	ENROLMENTS			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Below Age 12	3,855	3,961	7,816	49.32%	50.68%	100.00%
Age 12	8,998	9,156	18,154	49.56%	50.44%	100.00%
Age 13	14,046	11,897	25,943	54.14%	45.86%	100.00%
Age 14	13,390	16,951	30,341	44.13%	55.87%	100.00%
Above Age 14	11,945	10,824	22,769	52.46%	47.54%	100.00%
TOTAL	52,234	52,789	105,023	49.74%	50.26%	100.00%

Source: NPA Reports 2022



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Table 2.09: Public Junior Secondary Enrolments for the year 2022

CLASS/CATEGORY	ENROLMENTS			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
JSS 1	17,138	20,712	37,850	45.28%	54.72%	100.00%
JSS 2	17,699	15,994	33,693	52.53%	47.47%	100.00%
JSS 3	17,397	16,083	33,480	51.96%	48.04%	100.00%
TOTAL	52,234	52,789	105,023	49.74%	50.26%	100.00%

Source: NPA Reports 2022

The total enrolment of public junior secondary schools as at the year 2022 stood at 105,023 out of which 52,789 are females, representing 50.26% of the enrolment.

Table 2.10: Private Junior Secondary Enrolments for the year 2022

CLASS/CATEGORY	ENROLMENTS			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
JSS 1	2,615	3,731	6,346	41.21%	58.79%	100.00%
JSS 2	2483	2715	5198	47.77%	52.23%	100.00%
JSS 3	2236	2410	4646	48.13%	51.87%	100.00%
TOTAL	7,334	8,856	16,190	45.30%	54.70%	100.00%

Source: NPA Reports 2022

The total enrolment for the private junior secondary stood at 16,190 out of which 8,856 are females representing 54.70%.

Table 2.11: Public and Private Junior Secondary Enrolments for the year 2022

CLASS/CATEGORY	ENROLMENTS			PERCENTAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
JSS 1	19,753	24,443	44,196	44.69%	55.31%	100.00%
JSS 2	20,182	18,709	38,891	51.89%	48.11%	100.00%
JSS 3	19,633	18,493	38,126	51.50%	48.50%	100.00%
TOTAL	59,568	61,645	121,213	49.14%	50.86%	100.00%

Source: NPA Reports 2022

The total enrolment for both public and private junior secondary stood at 121,213 out of which 61,645 are females representing 50.86%.

2.4.2 GROSS AND NET ENROLMENT RATES IN BASIC EDUCATION

Gross Enrolment Rate is widely used to show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age-group. It is used as a substitute indicator to net enrolment rate (NER) when data on enrolment by single years of age are not available. Furthermore, it can also be a complementary indicator to NER by indicating the extent of over-aged and under-aged enrolment.

While Net Enrolment Rate shows the extent of participation in a given level of education of children and youths belonging to the official age-group corresponding to the given level of education.



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Table 2.12: Gross and Net Enrolment Rates of pre - primary schools (ECCDE) 2022

DESCRIPTION	MALE	FEMALE	TOTAL
Population of age 3 - 5	168,721	162,149	330,870
Enrolment by class	23,270	24,299	47,569
Enrolment by Age	17,620	18,360	35,980
GER	13.8	15	14.4
NER	10.4	11.3	10.9

Source: NPA Reports 2022

The above table shows that the Gross Enrolment Rate for the year 2022 is 14.4%. While the Net Enrolment Rate is 10.90% which implies that only 10.90% of the children aged 3 - 5 years old are absorbed into the mainstream education sector, the remaining 89.10% are not enrolled into the education system. This alarming gap in the data can be attributed to a number of factors, which are:

- Insurgency
- Low number of ECCDE centres in the state as only 21% of primary schools have ECCDE

Table 2.13: Gross & Net Enrolment Rates for Primary 2022

DESCRIPTION	MALE	FEMALE	TOTAL
Population of age 6 - 11	316,322	322,179	638,501
Enrolment by class	346,566	346,732	693,298
Enrolment by Age	312,352	312,640	624,992
GER	109.6	107.6	108.6
NER	98.7	97	97.9

Source: NPA Reports 2022

The above table shows that the Gross Enrolment Rate for the year 2022 is 108.6%. While the Net Enrolment Rate is 97.90%, which implies that 97.90% of the children aged 6 - 11 years old are absorbed into the mainstream education sector, while the remaining 2.10% are not enrolled into the education system.

Table 2.14: Gross & Net Enrolment Rates in JSS for the year 2022

DESCRIPTION	MALE	FEMALE	TOTAL
Population of age 12 - 14	156,660	151,977	308,637
Enrolment by class	59,568	61,645	121,213
Enrolment by Age	41,867	44,675	86,542
GER	38	40.6	39.3
NER	26.7	29.4	28

Source: NPA Reports 2022

The above table shows that the Gross Enrolment Rate for the year 2022 is 39.30%. While the Net Enrolment Rate is 28% which implies that only 28% of the children aged between 12 - 14 years old



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are absorbed into the mainstream education sector, the remaining 72% are not enrolled into the education system.

2.4.3 RETENTION, TRANSITION, COMPLETION, REPETITION AND DROP -OUTS RATES

Table 2.15: Transition and Completion Rate in ECCDE, Primary and JSS for the year 2022

Level	TRANSITION RATES			COMPLETION RATES		
	M	F	T	M	F	T
ECCDE				7.71	7.56	7.64
PRIMARY				125.72	135.66	130.61
JSS	38.7	53.8	45.8	37.52	36.42	36.98

Source: NPA Reports 2022

The above table shows the transition and completion rates in ECCDE, primary and JSS. The transition rate to JSS 1 from primary 6 is only 45.8%. Also the completion rates for ECCDE, primary and JSS are 7.64%, 130.61% and 36.98% respectively. This shows that completion rate in ECCDE and JSS is very low compared to that of primary.

Table 2.16: Number of Repeaters and Drop-out for primary by class and gender for the year 2022

CLASS/CATEGORY	No. of Repeaters			Number of Drop-out		
	Male	Female	Total	Male	Female	Total
PRIMARY 1	254	189	443	0	0	0
PRIMARY 2	217	188	405	636	627	1,263
PRIMARY 3	128	97	225	747	783	1,530
PRIMARY 4	112	117	229	467	467	934
PRIMARY 5	58	90	148	390	391	781
PRIMARY 6	99	139	238	482	493	975
TOTAL	868	820	1,688	2,722	2761	5,483

Source: NPA Reports 2022

Table 2.17: Number of Repeaters and Drop-out for JSS by class and gender for the year 2022

CLASS/CATEGORY	No. of Repeaters			Number of Drop-out		
	Male	Female	Total	Male	Female	Total
JSS 1	1,567	1,238	2,805	0	0	0
JSS 2	980	888	1,868	585	567	1,152
JSS 3	11	27	38	214	197	411
TOTAL	2,558	2,153	4,711	799	764	1,563

Source: NPA Reports 2022

The above table shows number of repeaters and drop-out in primary and JSS. It can be seen from the tables that the number of repeaters in primary (1,688) is less than that of JSS (4,711), which indicates that there's a high rate of repeaters in JSS than primary, the policy of the state is that



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there's no repetition in basic levels of education. While for the drop-out for primary (5483) is greater than that of JSS (1563).

2.4.4 OUT-OF-SCHOOL CHILDREN

The enrolment situation clearly has bearing on the State's out of school children phenomenon. Out of school children are defined as those who are of school age but not enrolled in any school system. They are classified into three categories: (i) those totally disinterested in going to school; (ii) those willing to go to school if certain conditions are provided; and (iii) those anxious and serious about going to school at the first available opportunity. All the three categories abound in Yobe State. Based on the Nigerian Education Data Survey (NEDS) 2022/2023 the estimated number of out of school children stood at 582,176 out of which 259,311 are females, representing 44.54% of the total.

Table 2.18: Number of out of school children as at 2022/2023

Name of LGA	Number of out-of-school children, 2022/2023 (or current)		
	Girls	Boys	Total
BADE	24,213	27,432	51,645
BURSARI	9,563	11,663	21,226
DAMATURU	26,819	36,031	62,850
FIKA	30,069	37,500	67,569
FUNE	11,103	16,551	27,654
GEIDAM	21,876	25,892	47,768
GUJBA	17,542	12,548	30,090
GULANI	10,125	12,549	22,674
JAKUSKO	10,457	16,001	26,458
KARASUWA	7,549	8,221	15,770
MACHINA	7,964	11,001	18,965
NANGERE	8,952	9,544	18,496
NGURU	25,376	29,832	55,208
POTISKUM	25,182	42,103	67,285
TARMUWA	7,418	7,996	15,414
YUNUSARI	8,560	9,778	18,338
YUSUFARI	6,543	8,223	14,766
TOTAL	259,311	322,865	582,176

Source: Nigerian Education Data Survey (NEDS) 2022/2023

The State has identified the many causes of out of school children phenomenon with particular emphasis on attacking the root causes so as to reverse the negative trend. Despite this effort, the problem has remained a critical challenge and constitutes a very serious obstacle to government's



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commitment to deliver compulsory free universal basic education to all school age children irrespective of gender or other disabilities. The government is in collaboration with many development partners, donors and other critical stakeholders to surmount the challenge of out of school children. It will also reflect this commitment under the programmes and projects of this strategic plan.

Causes of Out-of-School phenomenon

- i) Nonchalant attitude of parents towards education.
- ii) Poverty among parents
- iii) Ignorance on the side of some parents
- iv) Parental deprivation due to death or divorce.
- v) Poor attitude of children and the influence of peer group
- vi) Non availability of schools in some communities
- vii) Poor attitudes of teachers in some schools
- viii) Inadequate educational facilities in some areas
- ix) Non-involvement of traditional institutions in the enrolment and retention of school age children

Effects of Out-of-School phenomenon

These categories of children are vulnerable and are exposed to so many social and psychological hazards such as:

- i) They are exposed to dangers of being recruited into criminal activities such as Boko Haram, kidnapping, political thugs etc.
- ii) Drug addiction/abuse
- iii) Laziness
- iv) Unprofitable ventures like rats catching, pre-matured sexual engagement that may result in contracting HIV/AIDS
- v) Vulnerability to by criminals to serve as errand boys
- vi) Later as the days go by, they may become unruly to the extent that they do not honour parental directives and become lawless citizens.
- vii) They can easily be initiated into cultism an all sorts of delinquent behaviours.

Solution to Out-of-School children syndrome

- i) Sensitization of the parents through public enlightenment campaigns
- ii) Honoring parents whose children achieve outstanding performance records
- iii) Credit facilities to be provided to poor families
- iv) The law that says education should be free from primary to JSS should be enforced more effectively.
- v) Proximity should be considered when siting the schools
- vi) Ensure that all schools are adequately staffed, regularly supervised and inspected
- vii) Efforts should be made to provide all necessary facilities
- viii) Essential school needs of the children should be provided
- ix) Monitoring of pupils progress and attendance by parents
- x) Traditional rulers and other stakeholders should be involved in the enrolment and retention of all school age children.



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2.4.5 SPECIAL NEEDS, NOMADIC, TSANGAYA ETC

Special Needs

It could be observed that, there are a total number 6 special schools centres across the state with an enrolment of 4,032.

Table 2.19: Enrolment of Special Needs Children in Special School

Level of education	Public		Private	
	No. of schools	Enrolments	No. of schools	Enrolments
ECCDE	1	135	0	0
PRIMARY	5	3,897	0	0
JSS	0	0	0	0
Total	6	4,032	0	0

Source: NPA Reports 2022

Nomadic Education

There are a total number of 26 Nomadic schools spread across the state with 6,422 enrolments.

Table 2.20: Enrolment in Nomadic Schools by Gender

Level of education	Public		Private	
	No. of schools	Enrolments	No. of schools	Enrolments
ECCDE	0	0	0	0
PRIMARY	26	6422	0	0
JSS	0	0	0	0
Total	26	6,422	0	0

Source: NPA Reports 2022

Integrated Qur'anic and Tsangaya Education (IQTE)

There are 3827 Integrated Quranic and Tsangaya Education Centres spread across the state. Out of which 1,007 are boarding tsangaya schools with an enrolment of 54,425, while 2334 are day Tsangaya schools with a total enrolment of 114,767 out of which 79,816 are males and 34,951 females. There are also 486 number Tsangaya satellite schools with an enrolment of 10,195 out of which 10,187 are males and only 8 females. More also 984 persons with disability, studying in various Tsangaya schools across the state. In a nutshell 180,371 persons were enrolled.

Table 2.21: Enrolments of Tsangaya and Quranic Education Centres

S/N	LOCAL GOVT. AREA	NO. OF TSANGAYA BOARDING SCHOOLS	NO. OF BOARDING ALMAJIRIS POPULATION	NO. OF DAY TSANGAYA SCHOOLS	NO. OF DAY ALMAJIRIS POPULATION		NO. OF SATELITE TSANGAYA	NO. OF SATELITE ALMAJIRIS		PERSONS WITH DISABILITY	TOTAL ALMAJIRIS POPULATION
					M	F		M	F		
1	BADE	52	2,098	86	2,683	1,579	22	1,058	0	112	7,530



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2	BURSARI	48	2,544	161	4,063	2,930	4	222	0	139	9,898
3	DAMATURU	74	3,488	114	5,560	2,615	43	1,832	0	0	13,495
4	FIKA	37	1,511	241	6,288	1,410	0	0	0	1	9,210
5	FUNE	38	2,185	162	3,736	915	0	0	0	2	6,838
6	GEIDAM	34	4,726	238	10,490	2,640	327	2,246		10	20,112
7	GUJBA	91	3,556	150	4,070	3,420	9	1,409	0	0	12,455
8	GULANI	59	3,588	127	3,156	2,425	0	0	0	0	9,169
9	JAKUSKO	52	2,548	140	4,713	1,702	0	0	0	0	8,963
10	KARASUWA	49	1,782	82	3,581	2,209	0	0	0	0	7,572
11	MACHINA	24	1358	79	5883	1560	1	41	8	232	9,082
12	NANGERE	83	3,985	159	4,773	0	0	0	0	219	8,977
13	NGURU	79	4,011	172	5,612	3,296	53	2,613		237	15,769
14	POTISKUM	161	11,303	96	5,998	4,613	0	0	0	10	21,924
15	TARMUWA	25	724	106	1,855	534	0	0	0	2	3,115
16	YUSUFARI	37	1,920	100	3,919	1,097	3	167	0	0	7,103
17	YUNUSARI	64	3,098	121	3,436	2,006	24	599	0	20	9,159
	TOTAL	1,007	54,425	2,334	79,816	34,951	486	10,187	8	984	180,371

Source: Arabic and Tsangaya Education Board 2023

Despite their number and the huge proportion of enrolment recorded over the years under discussion. The following challenges manifest;

- Poor infrastructural facilities
- Poor hygiene in schools
- Lack of WASH facilities
- Inadequate facilitators
- Insufficient instructional materials
- Lack of feeding especially in boarding Tsangaya schools
- Inadequate funding

How to address the challenges

The following strategies if adopted holistically could address the identified challenges in the state educational system of physical challenged children/persons.

Though the physically challenged are very few compared to other states. Government of Yobe has made a favourable and conducive learning environment to this category of persons, prior to the advent of Boko Haram insurgents. More importantly was the provisions of supportive and enough instructional materials to the physically challenged Yobeans to facilitate easy learning in our various schools. The state government is fully determine to as a matter of rapid educational accelerations of the challenged ones through;

- Advocacy and sensitization of community leaders and parents
- Provision of school uniforms and writing materials
- Establishment of additional schools through collaborations with willing to support NGOs and philanthropist
- Adequate infrastructural development of the identified well - suited environment for the challenged ones
- Provisions of conditional cash transfer to the parents or guardians
- Training and re-training of teachers
- Motivation through assurance of job opportunity to an excel physically challenged persons



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2.4.6 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

There are three (3) vocational education centres in the state situated at; Damaturu, Potiskum and Gashua which were built by UBEC. Below is the breakdown of enrolment for technical and vocational education.

Table 2.22: Enrolment of Technical and Vocational Education by areas of learning in 2022

S/N	Location of School	Carpentry		Tailoring		Electric		Catering		Welding	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	Damaturu Centre	132	0	156	121	87	21	0	78	78	0
2	Potiskum Centre	258	0	205	184	129	28	0	151	225	0
3	Gashua Centre	87	0	148	157	92	13	0	65	54	0
	Total	477	0	509	462	308	62	0	294	357	0

Source: Yobe SUBEB 2023

2.4.7 ADULT AND NON-FORMAL EDUCATION

There are 147 adult literacy centres with all (100%) located in urban areas and none in rural areas.

Table 2.23: Enrolments of Adult and non-formal education students

Year	Male	Female	Total
2017/18	1,834 (54%)	1,580 (46%)	3,414
2018/19	1,756 (52%)	1,608 (48%)	3,364
2019 /20	1,862 (48%)	2,045 (52%)	3,907
2020/21	1,876 (51%)	1,799 (49%)	3,675

Source: SAME 2022

The table above shows enrolment of adult and non-formal of 147 education centres in the state. It can be seen from the table that in the year 2020/2021 there are a total number of 3675 students out of which 1799 are females, representing 49% of the total.

2.5.0 QUALITY AND EFFICIENCY

Public and private schools in the State make use of the revised curricula and teachers' guide provided by NERDC. The State has special curricula for children with special needs and Technical Colleges. On teachers' data, Yobe State has a total of 623 teachers/day care-givers in ECCDE, 8,019 teachers in the public primary schools. Out of the 623 teachers/day care-givers in ECCDE, 442 have at least the minimum qualification of NCE (70.955). Also 8019 teachers in public primary schools, 5431 (67.73%) are qualified with a minimum of NCE and the remaining 2588 (32.27%) are not qualified. Also in the public junior secondary schools, there are 2,011 teachers out of which 1,633 (81.20%) are qualified teachers, while the remaining 378 (18.8%) are not qualified.

2.5.1 TEACHERS AND TEACHER QUALIFICATIONS BY LEVEL

Table 2.24: Number of Teachers and Qualified Teachers for all levels as at 2022

ECCDE			PRIMARY			JUNIOR SECONDARY SCHOOL		
NO. OF Teachers	No. of Qualified Teachers	% of Qualified Teachers	NO. OF Teachers	No. of Qualified Teachers	% of Qualified Teachers	NO. OF Teachers	No. of Qualified Teachers	% of Qualified Teachers
623	442	70.95%	8,019	5,431	67.73%	2,011	1,633	81.20

Source: NPA Data 2022



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The above table shows the distribution of teachers by levels. It can be seen that the ECCDE has a total number of 623 teachers/day care givers, out of which 442 are qualified, representing 70.95% of the total. Also 8,019 teachers at the primary level out of which 5431 are qualified, representing 67.73% of the total. While 2011 teachers in JSS out of which 81.20% are qualified.

Table 2.25: Number of Qualified Teachers and unqualified Teachers for all levels by gender as at 2022

	Qualified Teachers			Unqualified Teachers			Total		
	M	F	T	M	F	T	M	F	T
ECCDE	153	289	442	65	116	181	218	405	623
PRIMARY	2,960	2,471	5,431	1,778	810	2,588	4,738	3,281	8,019
JSS	1,229	404	1,633	261	117	378	1,490	521	2,011
Total	4,342	3,164	7,506	2,104	1,043	3,147	6,446	4,207	10,653

Source: NPA Data 2022

It can also be seen from the above table that the ECCDE has a total number of 623 teachers/day care givers, out of which 405 are females, representing 65% of the total and 8,019 teachers at the primary level out of which 3281 are females, representing 40.92% of the total. While there are 2011 teachers in JSS out of which 521 are females, representing 25.91%. In total there are 10,653 teachers in all levels of education in the state, out of which 7506 are qualified ones, representing 70.46%.

2.5.2 TEACHER DEPLOYMENT AND DISTRIBUTION BY LGEAs AND LEVELS

Table 2.26: Teacher Deployment by location and LGEAs in 2022

LGEA	PRIMARY						JSS					
	Urban			Rural			Urban			Rural		
	No. of schools	Male	Female	No. of schools	Male	Female	No. of schools	Male	Female	No. of schools	Male	Female
BADE	11	159	236	42	138	26	5	86	21	7	69	10
BURSARI	1	14	11	66	212	48	7	89	91	7	54	7
DAMATURU	21	179	308	20	43	15	2	11	9	2	8	4
FIKA	6	96	38	116	582	165	3	25	8	10	134	19
FUNE	9	90	81	84	297	32	1	10	3	7	46	2
GEIDAM	2	5	1	29	71	13	1	10	3	2	12	2
GUJBA	3	13	19	25	153	111	2	27	5	5	33	9
GULANI	3	25	15	56	222	55	8	103	51	7	58	5
JAKUSKO	3	26	14	84	266	180	10	302	203	6	53	2
KARASUWA	30	194	403	46	92	54	1	3	2	4	32	7
MACHINA	26	474	817	28	94	57	1	7	0	3	5	0
NANGERE	2	8	2	77	320	164	1	26	2	8	81	13
NGURU	7	51	46	28	67	7	5	86	21	4	12	2
POTISKUM	11	159	236	33	487	254	7	89	91	7	135	40
TARMUWA	1	14	11	32	77	15	2	11	9	4	11	0
YUNUSARI	21	179	308	39	112	58	3	25	8	5	32	1
YUSUFARI	6	96	38	63	171	36	1	10	3	4	16	0
TOTAL	163	1782	2584	868	3404	1290	60	920	530	92	791	123

Source: NPA Data 2022

The table above shows distribution of teachers by gender and location for primary schools and JSS. It can be deduced from the table that only 15.81% of the schools in the primary level are located in the urban centres and the remaining 84.19% are located in the rural centres. While the JSS level hit



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39.47% of the schools located in urban centres, consequently 60.53% are located in the rural centres.

Table 2.27: Teacher Deployment by location and Levels in 2022

LEVEL OF EDUCATION	RURAL			URBAN			TOTAL			PERCENTAGE URBAN		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
PRIMARY	3,404	1,290	4,694	1,334	1,991	3,325	4,738	3,281	8,019	28.16%	60.68%	41.46%
JSS	791	123	914	699	398	1,097	1,490	521	2,011	46.91%	76.39%	54.55%
TOTAL	4,195	1,413	5,608	2,033	2,389	4,422	6,228	3,802	10,030	32.64%	62.84%	44.09%

Source: NPA Data 2022

From the above table, it can be seen that at the primary level only 28.16% of the male teachers are living in the urban and the remaining 71.84% are in the rural centres. 60.68% of female teachers are living in the urban while the remaining 39.32% are in the rural centres. In the JSS 46.91% of the male teachers are living in the urban and the remaining 53.09% are in the rural centres. 76.39% of female teachers are living in urban schools leaving the remaining 23.61% are in the rural schools. In a nutshell there's a higher concentration (62.84%) of female teachers in the urban schools than their male counterparts.

2.5.3 TEACHER/PUPIL RATIO BY LEVEL

Table 2.27: Teacher - Pupil Ratio by levels for the year 2022

YEAR	ECCDE (PUBLIC)			PRIMARY (PUBLIC)			JUNIOR SECONDARY SCHOOL (PUBLIC)		
	Pupils Enrolment	NO. of Teachers	Teacher - pupils ratio	Pupils Enrolment	NO. of Teachers	Teacher - pupils ratio	Pupils Enrolment	NO. of Teachers	Teacher - pupils ratio
2022	27,788	623	1:45	637,706	8019	1:80	105,023	2011	1:52

Source: NPA Reports 2022

The above table shows the pupil - teacher ratio by level. In the year 2022 the pupil - teacher ratio for ECCDE is 1:45 as against the standard (1:40), this implies that there's need for additional employment of teachers in order to augment the gap. While for the primary segment, the pupils - teacher ratio is 1:80, indicating that there's need for more teachers to be employ in addressing the shortfall. For JSS 1:52 ratio, thus the urgent need for more teachers avail. Overall it can be seen that, there's substantial need for more employment of teachers to curtail the growing number of pupils in the school as this will improve the quality of basic education aspired for.

Table 2.28: Qualified Teacher - Pupil Ratio by levels for the year 2022

YEAR	ECCDE (PUBLIC)			PRIMARY (PUBLIC)			JUNIOR SECONDARY SCHOOL (PUBLIC)		
	Pupils Enrolment	NO. of Qualified Teachers	Teacher - pupils ratio	Pupils Enrolment	NO. of Qualified Teachers	Teacher - pupils ratio	Pupils Enrolment	NO. of Qualified Teachers	Teacher - pupils ratio
2022	27,788	442	1:62	637,706	5,431	1:117	105,023	1,633	1:64

Source: NPA Reports 2022

The above table indicates the pupil - qualified teacher ratio by level. In the year 2022 the pupil - qualified teacher ratio for ECCDE pupils is 1:62 as against the standard (1:40), this implies that there's need for additional employment of 253 qualified teachers/day care givers in order to augment the shortage. While for the primary section, the pupils - qualified teacher ratio is 1:117, indicating that there's a need to employ additional 10,512 qualified teachers to address the shortfall, and for JSS the ratio is 1:64. Overall it can be seen that, there's substantial need for employment of additional 993 qualified teachers to address the shortfall. Finally, there's need to train 3147



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unqualified teachers and employ additional 8,611 qualified teachers across the basic education level in the state.

2.5.4 TEXTBOOKS AND PUPIL TEXTBOOK RATIOS BY LEVEL

Table 2.29: Pupil - Textbook Ratio by levels in 2022

LEVEL	Enrolments	Learners Textbooks					Learners Textbook Ratio				
		English	Maths	Bs /T.	Soc. St.	His	English	Maths	Bs /T.	Soc. St.	His
ECCDE	27,788	2,050	1,937	1,461	1,768	216	14	14	19	16	129
PRIMARY	637,706	112,526	115,928	106,351	119,765	5,376	6	6	6	5	119
JSS	105,023	9,638	9,055	12,187	9,443	907	11	12	9	11	116

Source: NPA Reports 2022

The above table shows pupils - textbooks ratio in all levels across the state. It can be seen that in all the and across all core subjects there are shortfall. The ratio of the core textbooks in all levels ranges from 5:1 to 129:1. In a nutshell there's need for additional supply of 3,343,977 of textbooks in 5 core subjects across all the basic levels. The policy state's that "each student should have the 5 core subjects (i.e. 1:5)".

2.5.5 LEARNING OUTCOMES

The persistent challenges of quality and relevance include the presence of unqualified teachers in the system, uneven distribution of teachers, inadequate number of teachers in core and entrepreneurial subjects; poor quality of teaching and classroom management skills, poor record-keeping, irregularity and lateness to work. All these factors have corresponding adverse effects on students' academic and moral performances.

2.5.5.1 MONITORING OF LEARNING ACHIEVEMENTS/NATIONAL ASSESSMENT OF LEARNING ACHIEVEMENT IN BASIC EDUCATION (NALABE)

Table 2.30: Students performance on NALABE by Subject and class in 2022

SUBJECTS	Learner ability			Percentage of learners by minimum proficiency			
	Sub-category	Mean scale score	Standard deviation	Below partially Meets Minimum Proficiency (-396)	Partially Meets Minimum Proficiency (397 – 495)	Meets minimum proficiency (496 – 597)	Exceeds Minimum Proficiency (598-)
Mathematics P3	National	500	100	14.09	33.76	33.72	18.43
	State	432.41	87.02	38.55	37.98	17.23	6.25
Mathematics P5	National	500	100	10.34	50.66	35.48	3.52
	State	434.84	90.64	24.16	62.20	12.18	1.47
Mathematics JS2	National	500	100	33.78	50.89	14.64	0.69
	State	494.15	102.46	40.89	37.71	21.41	0.00
English P3	National	500	100	8.20	58.30	31.47	2.04
	State	459.85	80.33	9.41	74.83	15.21	0.54
English P5	National	500	100	8.05	47.52	39.50	4.93
	State	427.80	85.86	23.96	59.19	16.41	0.45
English JS2	National	500	100	6.43	57.48	33.67	2.41



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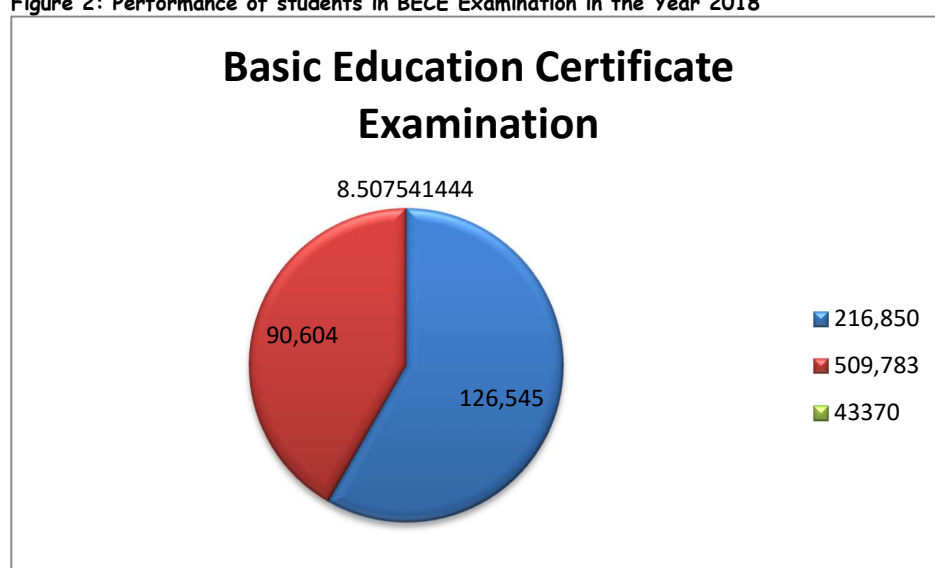
	State	450.50	92.80	13.54	67.06	19.41	0.00
Basic Science & Technology P5	National	500	100	8.77	41.66	45.81	3.77
	State	433.20	98.58	22.87	54.57	22.36	0.20
Basic Science & Technology JS2	National	500	100	7.21	58.96	33.46	0.38
	State	458.59	100.15	15.31	62.17	22.51	0.00

Source: UBEC Reports on NALABE 2022

From the above chart, it can be shown that the mean score for numeracy (Mathematics) for P3, P5 and JSS 2 are 432.41, 434.84 and 494.15 respectively, all falls below the mean score national standard of 500. While for the mean score for English for P3, P5 and JSS 2 are 459.85, 427.80 and 450.50 respectively, which indicates that all falls below the mean national score of 500.

2.5.5.2 BASIC EDUCATION CERTIFICATE EXAMINATION (BECE)

Figure 2: Performance of students in BECE Examination in the Year 2018



Source: SUBEB

The above pie chart shows that a total of 769,003 students sat for the examination out of which 22,015 passed the examination. This indicates that 83.49% of the students passed the examination, while 16.51% failed the examination.

2.5.6 BASIC EDUCATION CURRICULUM

The Basic Education sector in the state is using the curriculum developed by the Nigerian Educational Research and Development Council (NERDC), which is the 9 - year Basic Education Curriculum (BEC) in schools by realigning all extant primary and junior secondary schools curricula to meet the key targets of the UBE Programme.

2.6.0 SCHOOL INFRASTRUCTURE

2.6.1 CLASSROOM ENVIRONMENT

Table 2.31: Number of Classrooms at all levels in 2022



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Level/Category	No. of classrooms	Enrolments	No. of students covered by existing classrooms	No. of classrooms required	Percentage of students covered by the existing classrooms
ECCDE	448	27,788	17,920	247	64.49%
PRIMARY	6,668	637,706	266,720	9,275	41.82%
JSS	1,161	105,023	46,440	1,465	44.22%
TOTAL	8,277	770,517	331,080	10,987	42.97%

Source: NPA Reports 2022

From the above table it shows that there's a total number of 448 classrooms in ECCDE, 6,668 classrooms in Primary and 1,161 classrooms in JSS, and the total number of classrooms at the basic level is 8,277 classrooms which can only accommodate 331,080 pupils (taking the minimum standard of 40 pupils per class) leaving 439,437 pupils learning under shade. This shows that, there's need to construct additional 10,987 classrooms for the basic education sector in the state.

2.6.2 AVAILABILITY OF FURNITURES FOR LEARNERS AND TEACHERS

Table 2.32: Number of Furniture Need for ECCDE

No. of available furniture in 2018	No. of available furniture in 2022	No. of students covered by existing furniture	No. of furniture required	ECCDE Enrolment 2022
1,324	3394	6788	10,500	27,788

Source: NPA Reports 2022

From the above table, it can be seen that there's 256.34% increase in the furniture distribution from year 2018 to 2022 for ECCDE. This is attributed to access of matching grant by SUBEB. Despite this sharp increase. There's need for additional supply of 10,500 units of 2 - seater pupils furniture to address the existing gap.

Table 2.33: Number of Furniture Need for Primary

CLASS	Enrolment	No. of furniture	No. of students covered by existing furniture	No. of furniture required
PRIMARY 1	107,301	9,598	19,196	44,053
PRIMARY 2	96,937	10,542	21,084	37,927
PRIMARY 3	99,556	12,147	24,294	37,631
PRIMARY 4	91,764	11,654	23,308	34,228
PRIMARY 5	115,900	12,123	24,246	45,827
PRIMARY 6	126,248	11,473	22,946	51,651
TOTAL	637,706	67,537	135,074	251,316

Source: NPA Reports 2022



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From the above table, it can be seen that the number of available furniture at the primary level is 67,537 units of 2 - seater pupils furniture. The available number can accommodate only 135,074 pupils leaving the remaining 502,632 sitting on the floor. In other word there's need for additional supply of 251,316 units of 2 - seater pupils furniture in addressing the issue.

Table 2.34: Number of Furniture Needed for JSS

CLASS	Enrolment	No. of furniture	No. of students covered by existing furniture	No. of furniture required
JSS 1	37,850	7,402	14,804	11,523
JSS 2	33,693	7,329	14,658	9,518
JSS 3	33,480	7,949	15,898	8,791
TOTAL	105,023	22,680	45,360	29,832

Source: NPA Reports 2022

It can be seen from the above table that the number of available furniture at the JSS level is 22,680 units of 2 - seater student furniture. The available number can accommodate only 45,360 students leaving the remaining 59,663 sitting on the bare floor. In other word there's need for additional supply of 29,832 units of 2 - seater pupil furniture in order to address the shortfall.

2.6.3 SCHOOL SAFETY (FENCING, SECURITY GUARDS ETC)

Table 2.35: Schools with fencing

Level	No. of schools	No. of schools with Fencing	Percentage of Schools with fencing
ECCDE/Primary	997	183	18.36%
JSS	134	85	63.43%
TOTAL	1,131	268	23.70%

Source: NPA Report 2022

For ECCDE and Primary Schools, the number of schools with fencing is 183 representing 18.36% of the total number of schools (ECCDE and Primary). While in the JSS, the number of schools with fencing stood at 85 representing 63.43% of the total number of JSS. In all, the total number of schools with fenced is 268 schools which indicates that there's need to construct additional 863 wall fence across the basic education levels.

2.6.4 SCHOOL HEALTH AND HYGIENE

Table 2.36: Schools with toilet facilities

Level	No. of schools	No. of schools with toilet	No. of Toilets (Unit)					Grand total
			Bucket	Mobile	Water Flush	VIP Pit	Others	



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ECCDE	135	106	533	16	107	41	96	793
PRIMARY	862	494	179	243	475	1,883	151	2,931
JSS	134	127	31	31	253	698	5	1,018
TOTAL	1131	727	743	290	835	2,622	252	4,742

Source: NPA Report 2022

The above table shows the various types of toilet facilities in the public ECCDE, Primary and Junior Secondary schools in Yobe State. It can be seen that there are a total number of 4742 toilets in all the basic levels. It can also be shown that only 727 schools have one form of toilet facilities or the other, leaving the remaining 404 schools without toilets. In essence considering the standard ratio of 1:25, there's need for construction of additional 26,079 toilets.

2.6.5 SCHOOLS WITH OTHER FACILITIES

Table 2.37: Schools with other facilities

Level	No of School.	Safe Water	Source of Power	Health Facility	Computer	tablet	ipad	laptop	Laboratory	Library	PlayGround	incinerators
ECCDE/Primary	997	281	115	359	24	41	12	9	4	29	417	23
JSS	134	75	61	104	44	13	5	3	11	20	86	8
TOTAL	1131	356	176	463	68	54	17	12	15	49	503	31

Source: NPA Report 2022

It can be seen from the above table that ECCDE/Primary and JSS Schools with safe water is 356 schools, source of power 176 schools, health facility 463 schools, computer 68 schools, tablet 54 schools, ipad 17 schools, laptop 12 schools, laboratory 15 schools, library 49 schools, playground 503 schools and incinerators 31 schools. Also it can be deduced from the table that out of 1131 schools spread across the state 31.48% have safe water, 15.56% have source of power (National Grid), 40.94% have health facility, 6.01% have computer, 4.77% have tablet, 1.50% have ipad, 1.06% have laptops, 1.33% have laboratory, 4.33% have library, 44.47% have playground and 2.74% have incinerators.

2.7.0 SYSTEM STRENGTHENING AND EFFICIENCY

2.7.1 EDUCATION MANAGEMENT AND INFORMATION SYSTEM

Another aspect of the effort to strengthen the system and management of Basic Education is the development of a functional Education Information Management System (EMIS) to guide policy decision making, planning and programme implementation. Computers have been procured and distributed. Capacity is gradually being strengthened at the SUBEB and LGEA levels. EMIS Offices and Desk Officers now exist at the SUBEB headquarters and all the LGEAs. In spite of this encouraging progress, there are still challenges being encountered in the effort to strengthen the system and management of Basic Education in Yobe State. The adequacy, capacity and quality of Education Managers, the inadequacy of computer system and the difficulty in scaling up new processes and streamline them into the daily operations of managing Basic Education still remain key areas of challenges.

This functional area deals with the current state of Basic Education activities in the form of efforts made to strengthen the processes that would guarantee effective and efficient planning and management of the system. In recent time, the attention of the managers of education and their cooperating development partners especially United Nations International Children and Education Fund (UNICEF) has been focused on strengthening and institutionalizing education data collection



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and processing and its digitization. Yobe States, like others engaging in the collaboration, has with the help of UNICEF made the conduct of Annual School Census (ASC) a regular affair in the State.

Presently, there are 63 EMIS officers across the state (12 in the SUBEB headquarters and 51 are in the various LGEAs). The EMIS in the SUBEB headquarter is headed by EMIS Desk Officer and has a total of 15 desktop computers, a server, generator and a printer. While in the LGEAs there are three (3) Desktop computers each making a total of 51 computers across the 17 LGEAs.

Also, a total of 22 EMIS staff (5 from SUBEB headquarter and one (1) each from LGEA) receive various training on data collection, analysis, editing and interpretation by a Non - Governmental Organization called "Addressing Education in Northeast Nigeria (AENN)" last year in preparatory to the Annual School Census.

Table 2.37: Number of EMIS staff per LGEA

Name of LGA	Number of EMIS Staff			No. of Desktop Computers	No. of EMIS Staff trained
	Male	Female	Total		
BADE	2	1	3	3	1
BURSARI	3	0	3	3	1
DAMATURU	3	0	3	3	1
FIKA	2	1	3	3	1
FUNE	3	0	3	3	1
GEIDAM	3	0	3	3	1
GUJBA	3	0	3	3	1
GULANI	3	0	3	3	1
JAKUSKO	3	0	3	3	1
KARASUWA	3	0	3	3	1
MACHINA	3	0	3	3	1
NANGERE	3	0	3	3	1
NGURU	3	0	3	3	1
POTISKUM	2	1	3	3	1
TARMUWA	3	0	3	3	1
YUNUSARI	3	0	3	3	1
YUSUFARI	3	0	3	3	1
SUBEB Hqtrs.	9	3	12	15	5
TOTAL	57	6	63	66	22

Source: SUBEB



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2.7.2 QUALITY ASSURANCE AND SCHOOL SUPPORT SYSTEM AT SUBEB AND LGEA LEVELS

Currently there are 1,117 schools in the Basic education sector with 80 trained quality assurance officers. These numbers comprises of 12 quality assurance officers from SUBEB, and 68 quality assurance officers (4 each from LGEA). These 80 quality assurance officers were equipped with gadgets (Samsung Galaxy Tab A) with installed UBEC quality assurance application for proper monitoring and supervisions in schools.

However, the numbers of trained quality assurance officers were not enough; there is need to train additional 70 quality assurance officers to augment the existing number so as to improve quality and frequent supervision in schools.

Table 2.38: Number of quality assurance officers trained in 2022

S/N	LGEA	Number of Quality Assurance Officers trained		
		MALE	FEMALE	TOTAL
1	BADE	4	0	4
2	BURSARI	4	0	4
3	DAMATURU	4	0	4
4	FIKA	3	1	4
5	FUNE	3	1	4
6	GEIDAM	4	0	4
7	GUJBA	3	1	4
8	GULANI	2	2	4
9	JAKUSKO	4	0	4
10	KARASUWA	3	1	4
11	MACHINA	4	0	4
12	NANGERE	4	0	4
13	NGURU	3	1	4
14	POTISKUM	3	1	4
15	TARMUWA	4	0	4
16	YUNUSARI	4	0	4
17	YUSUFARI	4	0	4
18	SUBEB	8	4	12
	TOTAL	68	12	80

Source: SUBEB

2.7.3 COMMUNITY AND CIVIL SOCIETY PARTICIPATION IN EDUCATION MANAGEMENT AND SCHOOL GOVERNANCE

The Non - Governmental organisations (NGOs) and other donor partners helps to complement the government effort in providing quality education through the following: -

- Conduct of enrolment drive
- Training of teachers
- Construction of additional classrooms
- Renovation of existing classrooms
- Procurement of pupils furniture
- Supply of educational and instructional materials

Below are some of the NGOs and CSOs providing support programme in the state.



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Table 2.39: NGOs and CSOs participation in Education management and school governance by LGEA

S/N	LGEA	Community Based Organisation	Faith-Based Organisation	National/ Umbrella NGO/CSO	International NGO	Other Donors (If any)
1	BADE	CSDP	FOMWAN, JNI, CAN	NEMA, SEMA	UNICEF, USAID, WFP, ACF	NERI
2	BURSARI	CSDP	"	"	UNICEF	NERI
3	DAMATURU	CSDP	"	"	UNICEF	NERI
4	FIKA	CSDP	"	"	UNICEF	NERI
5	FUNE	CSDP	"	"	UNICEF, ACF, WFP	NERI
6	GEIDAM	CSDP	"	"	UNICEF, USAID, WFP, ACF	NERI
7	GUJBA	CSDP	"	"	UNICEF, Medisan San Frontiers, Danish Refugees Council	NERI
8	GULANI	CSDP	"	"	UNICEF, Medisan San Frontiers, Danish Refugees Council	NERI
9	JAKUSKO	CSDP	"	"	UNICEF	NERI
10	KARASUWA	CSDP	"	"	UNICEF	NERI
11	MACHINA	CSDP	"	"	UNICEF	NERI
12	NANGERE	CSDP	"	"	UNICEF	NERI
13	NGURU	CSDP	"	"	UNICEF	NERI
14	POTISKUM	CSDP	"	"	UNICEF	NERI
15	TARMUWA	CSDP	"	"	UNICEF	NERI
16	YUNUSARI	CSDP	"	"	UNICEF, USAID, WFP, ACF	NERI
17	YUSUFARI	CSDP	"	"	UNICEF	NERI

*CSDP: Community and Social Development Programme *UNICEF: United Nations International Children Emergency Fund
 *USAID: United States Aid for International Development *WFP: World Food Programme *ACF: Action Against Hunger *NERI: North-East Regional Initiative
 *FOMWAN: Federation of Muslim Women Association of Nigeria *JNI: Jama'atul Nasril Islam
 *CAN: Christian Association of Nigeria

2.8.0 CROSS CUTTING ISSUES

2.8.1 GENDER AND BASIC EDUCATION

Yobe State, like many parts of Nigeria, faced significant challenges in girl child education, with a disturbing trend of low school attendance among women aged 15 - 49 years. The government aimed to address these deficiencies through the Girl Child Education (GCE) initiative, targeting gender equality in education as a critical area for development.

Education is not just a fundamental human right; it is also a powerful catalyst for social and economic development. Where disparities in education, particularly for girls, persist, unlocking the potential of female education can lead to transformative changes. Considering these disparities and coupled with the issues associated with early marriages, the Yobe State Government under the Ministry of Basic and Secondary Education established an additional 11 Government Girls Day Secondary schools across the state to bridge the existing gap.

2.8.1.1 GENDER PARITY INDEX

Table 2.25: Gender Parity Index by level

Level	GER		Gender Parity Index
	Male	Female	
ECCDE	13.8	15.0	1.09



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PRIMARY	109.6	107.6	0.98
JSS	38.0	40.6	1.07

Source: NPA Report 2022

It can be seen from the table above that the gender parity index for ECCDE is 1.09 which indicates that there are more female enrolment than males, 0.98 for primary indicates that there are more male enrolment than females and 1.07 for JSS indicates that female enrolment is greater than male enrolment.

2.8.1.2 GROSS AND NET ENROLMENT RATES BY GENDER

Table 2.40: Gross and Net Enrolment by Gender

Level	GER			Net Enrolment Rate (NER)		
	Male	Female	Total	Male	Female	Total
ECCDE	13.8	15.0	14.4	10.4	11.3	10.9
PRIMARY	109.6	107.6	108.6	98.7	97.0	97.9
JSS	38.0	40.6	39.3	26.7	29.4	28.0

Source: NPA Report 2022

The table above shows gross and net enrolment rate for basic education by gender. It can be seen that the Gross enrolment rate for male is 13.8%, 109.6% and 38% for ECCDE, Primary and JSS respectively, and GER for female is 15%, 107.6% and 40.6% for ECCDE, Primary and JSS respectively. While the NER for male is 10.4%, 98.7% and 26.7% for ECCDE, Primary and JSS respectively, and NER for female is 11.3%, 97.0% and 29.4% for ECCDE, Primary and JSS respectively.

2.8.1.3 GENDER DISTRIBUTION OF TEACHERS BY LEVEL

Table 2.41: Number of teachers by level and LGEA

S/N	LGEA	ECCDE			PRIMARY			JSS			TOTAL		
		M	F	T	M	F	T	M	F	T	M	F	T
1	BADE	26	67	93	297	262	559	155	31	186	478	360	838
2	BURSARI	4	3	7	226	59	285	54	7	61	284	69	353
3	DAMATURU	9	39	48	222	323	545	97	95	192	328	457	785
4	FIKA	32	24	56	582	165	747	134	19	153	748	208	956
5	FUNE	3	10	13	393	70	463	57	11	68	453	91	544
6	GEIDAM	16	26	42	161	94	255	37	10	47	214	130	344
7	GUJBA	7	2	9	158	112	270	33	9	42	198	123	321
8	GULANI	26	28	54	222	55	277	58	5	63	306	88	394
9	JAKUSKO	34	53	87	279	199	478	63	5	68	376	257	633
10	KARASUWA	3	4	7	92	54	146	42	10	52	137	68	205
11	MACHINA	2	11	13	119	72	191	32	5	37	153	88	241
12	NANGERE	3	10	13	346	178	524	81	13	94	430	201	631
13	NGURU	8	30	38	261	410	671	115	53	168	384	493	877
14	POTISKUM	10	72	82	961	1,071	2,032	437	243	680	1408	1386	2794
15	TARMUWA	21	7	28	85	17	102	14	2	16	120	26	146
16	YUNUSARI	8	11	19	112	58	170	39	1	40	159	70	229
17	YUSUFARI	6	8	14	222	82	304	42	2	44	270	92	362
	TOTAL	218	405	623	4738	3281	8019	1490	521	2011	6446	4207	10653

Source: NPA Data 2022



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The table above shows the number of teachers by level and LGEAs. For ECCDE teachers are 623 out of which 405 are females, representing 65%, for primary, the total number of teachers are 8019 out of which 3281 are females, representing 40.92%, while for that of Junior Secondary schools the total number of teachers is 2011 out of which 521 are females, representing 25.91%.

2.8.1.4 GENDER DISTRIBUTION OF SUBEB AND LGEA STAFF

Table 2.42: Number of SUBEB and LGEAs staff by gender

S/N	LGEA	NUMBER OF STAFF		
		M	F	T
1	LGEA STAFF	862	222	1084
2	SUBEB STAFF	176	28	204
	TOTAL	1038	250	1288

Source: SUBEB

From the above table, it can be seen that in the LGEA there are total of 1,084 staff out of which 222 are females, representing 20.48% of the total. While in SUBEB headquarters, the total number of staff is 204, out of which 28 are females representing 13.73%.

2.8.2 SPECIAL NEEDS AND INCLUSIVE EDUCATION

The goal of disability-inclusive education is to create an inclusive and supportive learning environment that values and celebrates diversity, fosters equal opportunities for all students, and empowers individuals with disabilities to reach their full educational potential.

Without mincing words, education is considered a driver of nation-building and development, and every citizen is expected to benefit as a right, not a privilege, and acquitted with, without any form of discrimination, in respect of background physical appearance, and composition. But the most unfortunate thing is that some people in the society at large seem to be negated from having access to education due to their predicament among which are the people with one form of disabilities or the other. Thus, in recent years, there has been a growing recognition of the importance of disability-inclusive education, aiming to provide quality education to all students, regardless of their differences. The disability-inclusive education sector plan seeks to create a framework that ensures equal access to education for every learner.

Table 2.43: Special Needs Children in inclusive education by level, Impairment type and gender

Type of Disability	ECCDE				Primary				JSS			
	Male	Female	Total	No. of Sch.	Male	Female	Total	No. of Sch.	Male	Female	Total	No. of Sch.
Visual Impairment	15	19	34	20	163	143	306	284	39	33	72	61
Hearing Impairment	8	6	14		176	164	340		56	30	86	
Physically Challenged	16	15	31		239	168	407		87	70	157	
Mentally Challenged	14	8	22		83	446	529		22	16	38	
Gifted/Talented	63	55	118		381	168	549		136	140	276	
Others	2	0	2		239	233	472		27	34	61	



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Grand Total	118	103	221		1,281	1,322	2,603		367	323	690
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Source: NPA Reports 2022

From the above table, there are a total number of 221 children in the 21 ECCDE schools with different form of disabilities out of the 221 student out of which 103 are females, representing 46.61%. For the primary school section the total enrolment is 2603 out of which 1322 are females, representing 50.79%. While for JSS the total enrolment is 690 out of which 323 are females, representing 48.61%. In summary, the total enrolment across all levels is 3514 out of which 1748 are females, representing 49.74%.

2.8.3 EDUCATION IN EMERGENCIES (Climate Change and Conflict/Crisis)

According to the World Bank, in 2012, flooding in Nigeria damaged or destroyed 2,000 schools. Similarly, the Global Facility for Disaster Reduction and Recovery (GFDRR) has stated that Nigeria is among the top ten countries with the highest number of people affected by floods, putting it infrastructure at risk. Consequently, Yobe State has been among the worst hit states to be affected by desert encroachment with nine Local Government Areas of Yunusari, Tarmuwa, Yusufari, Geidam, Bade, Nguru, Karasuwa, Machina and Bursari literally overrun by the phenomenon.

Furthermore, the State has in the recent past suffered extreme security challenges mainly caused by the insurgency in the North-East Nigeria, which has brought the operation of many schools to a standstill. This contributed to the decline in the quality of education and the integrity of school infrastructure across the state. The security of the school premises is of grave concern.

However, in spite of the climate change and security challenges affecting the state, there are concerted efforts made by humanitarian agencies, Non-Governmental Organizations and Civil Societies Organizations in ensuring the continuing education of the internally displaced children through the provision of educational materials and shelter.

Every plan needs to have emergency preparedness/resilience plan in order to have an uninterrupted implementation of MTBESP. The main objective of developing the plan is to ensure continuity in learning during emergencies.

SPECIFIC OBJECTIVES

- Provision of quality education through uninterrupted learning activities in emergencies
- Ensure availability of learning materials, staff, skilled teachers, and security of pupils during emergencies
- To ensure that Yobe State MOE/SUBEB/LGEAs are prepared to respond to emergencies through having adequate EPRPs
- To ensure that an emergency plan of action is developed with partners

Table 2.44: Responsibilities and Authorities on Emergency Preparedness

Agency	Responsibility	Authority
SAME	Policy directive, coordination, response and mobilization	Commissioner/PS, Executive Chairman SUBEB & YOSEMA, DPRS, DSS (SUBEB), Teachers,



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		Volunteers, Caregivers, Securities and PTA
SUBEB	Policy directive, coordination, response and mobilization	Executive Chairman/Secretary, Permanent Members, YOSEMA, DPRS, DASS (SUBEB), DSM, Education Secretaries, Teachers, Volunteers, Caregivers, Securities, SBMCs and PTA
YOSEMA	Policy directive, coordination, response and mobilization	Executive Secretary, DRR, DPRS, Stakeholders, Education Secretaries, YOSEMA staff, Volunteers, Teachers, Caregivers, Securities and PTA
SMoH	Policy directive, coordination, response and mobilization	Commissioner/PS, DPHC, DPRS, DSS, DSM, PHC staff, Securities, SBMCs and PTA

2.9 SUMMARY OF KEY ISSUES FROM THE DIAGNOSIS

Drawing from the Basic education sector situation analysis. Below are the summary of key issues/challenges of the basic education sector in the state according to the pillars:

Pillar One: Access, Equity and inclusiveness

- i. Low number of ECCDE centers (there are only 135 public ECCDE out of the 893 primary schools i.e. 758 ECCDE needs to be established)
- ii. Low enrolments especially in ECCDE and JSS (ECCDE enrolment = 27,788 and JSS enrolment = 105,023) and their GER and NER are (ECCDE, GER = 14.4%, NER = 10.9%, JSS, GER = 39.3%, NER = 28%)
- iii. Low completion rate in ECCDE and JSS
- iv. High number of out-of-school children
- v. Gender disparity
- vi. Inadequate numbers of special schools in senatorial zones

Pillar Two: Quality and efficiency

- i. Inadequate qualified teachers (the qualified teacher/pupil ratio are 1:62, 1:117 and 1:64 respectively for ECCDE, Primary and JSS)
- ii. Inadequate textbooks in 5 core subjects (there's need for additional supply of 3,343,977 textbooks in 5 core subjects)
- iii. Inadequate classrooms (there's need for construction of additional 10,987 classrooms across the basic level of education)
- iv. Inadequate pupils furniture (there's need for supply of additional 291,648 units of 2 - seater pupils furniture)

Pillar Three: System strengthening and efficiency

- i. Inadequate quality assurance mechanism



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- ii. Lack of consistent data (delay in the conduct of annual school census)
- iii. Inadequate training of EMIS personnel
- iv. Inadequate training for teachers and education managers

Pillar Four: Sustainable funding

- i. Delay in release of budgeted funds



CHAPTER THREE

3.0 THE STRATEGIC PROGRAMMES

3.1 PRIORITY PROGRAMMES

The education strategic framework defines our vision, goals and main strategies and what we identified as the main challenges that we will have to overcome in each case, and then propose a way forward of addressing the key issues/challenges, showing the key milestones in the process.

From the studies, four (4) priority areas were identified that must be address in the Medium-Term Basic Education Sector Strategic Plan (MTBESP) and these are;

- Access, Equity and inclusiveness
- Quality and efficiency
- System strengthening and efficiency
- Sustainable funding

3.1.1 ACCESS, EQUITY AND INCLUSIVENESS

- Establishment of more ECCDE centres across the state
- Reduce the number of out of school children
- Increase/enhance girl child enrolment and completion
- Increase enrolment of children with special needs
- Increase Almajiri children's access to integrated education

3.1.2 QUALITY AND EFFICIENCY

- Construction of additional classrooms to reduce overcrowding in classrooms
- Renovation of existing dilapidated classrooms to reduce overcrowding in classrooms
- Improve service condition to retain teachers in the service e.g., salary, annual leave grant, housing scheme for teachers, promotion and payment of allowances as at when due
- Employ additional qualified teachers to cater for the growing students
- Sustain capacity building for teachers to enhance productivity
- Address disparity in the distribution of teachers in urban and rural areas

3.1.3 SYSTEM STRENGTHENING AND EFFICIENCY

- To provide reliable, accurate and timely data for planning, policy and decision-making
- To encourage community participation in educational development
- To monitor and evaluate the quality of basic education system
- To conduct baseline Survey on literacy and numeracy,
- To Conduct baseline on out of schools children



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- To put effective mechanism for quality control in place
- To build capacity of management staff
- To put proper mechanism for tracking policy implementation

3.1.4 SUSTAINABLE FUNDING

- Carry out advocacy visit to relevant stakeholders and institutions to encourage the political class to increase budgetary allocation to 35%
- Proper monitoring and tracking of the education budget
- Synergy with House of Assembly, Governor, Ministry of Budget and Economic Planning as well as Ministry of Finance to facilitate timely release of education budget
- SUBEB to liaise with the project monitoring units of Ministries of Works and that of Housing and Transport to ensure quality service delivery
- Promote private sector investment in the education and mobilize development partners to invest in education
- Partnership/collaboration with development partners

3.2 SMTBESP RESULT FRAMEWORK

A result framework is both a planning and management tool that provides the basis for monitoring and evaluation. It provides a programme - level framework for managers to track and guide structured documentation of implementation and achievement of results and to adjust relevant programmes, activities and targets when necessary. It gives an instant idea of what a program is trying to achieve. A result framework focuses especially on impact and the outcomes of the work done through the program.



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Table 3.0: Results Framework

Policy	Policy Objective	Strategies	Output Indicators	Outcomes	Outcome Indicators	
					Baseline (2022)	End line Targets (2027)
POLICY 1: ACCESS, EQUITY AND INCLUSIVENESS POLICY OBJECTIVE: Provide equitable access to basic education	To improve ECCDE enrolment, GER and NER in schools	Establishment of 100 ECCDE centres in primary schools across the state	100 ECCDE Centres established	Improved ECCDE enrolments in schools	ECCDE Enrolment 27,788 (GER 14.4%, NER 10.9%)	ECCDE Enrolment 43,977 (GER 25%, NER 16%)
	To reduce the number of out of school children and improve enrolment in schools	Conduct school enrolment drive & campaign (for ECCDE, Primary, Almajiri , Nomadic & Special Needs)	30,000 out of school children	Increased in enrolment, retention and completion in schools	Enrolment Pry 637,706 (GER 108.6%, NER 97.9%) & JSS enrolment 105,023 (GER 39.3%, NER 28%)	Enrolment Pry 662,706 (GER 105, NER 98%) & JSS Enrolment 205,023 (GER 60%, NER 50%)
	To improve enrolment, retention and completion of girl child in schools	Training of 400 SBMC members on community sensitization on girl child enrolment, retention and completion	400 SBMC members trained	Improved girl child enrolment and reduced disparity	ECCDE (GER 14.4%, NER 10.9%) Pry (GER 108.6%, NER 97.9%) & JSS (GER 39.3%, NER 28%)	ECCDE (GER 25%, NER 16%) Pry (GER 105, NER 98%) & JSS (GER 60%, NER 50%)
	To improve enrolment, retention and completion in schools	Procurement and distribution of Free School Uniforms to indigent 30,000 ECCDE and Primary School Children	30,000 uniforms procured and distributed	Improved enrolment, retention and completion in schools	No. of students distributed with free uniforms 30,000	No. of students distributed with free uniforms 120,000
	To improve performance of students in external examination	Annual Payment of Examination Fees for Common Entrance and JSSCE	4 year payment of examination fees and common entrance paid	Improved performance of students in external examinations	BECE performance (83.49%)	BECE performance (95%)
POLICY 2: QUALITY AND EFFICIENCY POLICY OBJECTIVE: To strengthen the processes, systems and staff required for optimum performance of the	To improve Teacher/pupils ratio in schools	Recruit 300 qualified teachers for ECCDE, primary and JSS	300 qualified teachers recruited	Enhanced Teacher Supply and Better Pupils/Teacher Ratio in schools	Qualified Teacher/pupil ratio (ECCDE 1:62), (PRY 1:117), (JSS 1:64)	Qualified Teacher/pupil ratio (ECCDE 1:55), (PRY 1:100), (JSS 1:55)
	To improve Teacher's performance and methodology	Train 3000 teachers for ECCDE, primary and JSS	3000 teachers benefitted from the capacity building	Improved teachers' methodology and performance	Qualified Teacher/pupil ratio (ECCDE 1:62), (PRY 1:117), (JSS 1:64)	Qualified Teacher/pupil ratio (ECCDE 1:55), (PRY 1:100), (JSS 1:55)



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Basic education sector	To improve Teaching and learning	Procurement of 400,000 textbooks in 5 core subjects (for ECCDE, primary and JSS)	400,000 textbooks in 5 core subjects procured	Improved teaching and learning	Pupils/textbooks ratio (ECCDE, English 14:1, Maths 14:1, Bs/T 19:1, Soc. St. 16:1, History 129:1), (PRY, English 6:1, Maths 6:1, Bs/T 6:1, Soc. St. 5:1, History 119:1), JSS, English 11:1, Maths 12:1, Bs/T 9:1, Soc. St. 11:1, History 16:1)	Pupils/textbooks ratio (ECCDE, English 12:1, Maths 12:1, Bs/T 15:1, Soc. St. 16:1, History 120:1), (PRY, English 4:1, Maths 4:1, Bs/T 4:1, Soc. St. 4:1, History 110:1), JSS, English 8:1, Maths 10:1, Bs/T 8:1, Soc. St. 9:1, History 14:1)
	To provide conducive teaching and learning environment	Construction of 60 blocks of 120 classrooms, 60 offices and store	60 blocks of 120 classrooms, 15 offices and store constructed	Improved conducive teaching/learning environment	Pupils/classroom ratio (1:110)	Pupils/classroom ratio (1:80)
	To provide conducive teaching and learning environment	Construction of 48 blocks of 144 classrooms, 48 offices and store	48 blocks of 144 classrooms, 48 offices and store constructed	Improved conducive teaching/learning environment	Pupils/classroom ratio (1:110)	Pupils/classroom ratio (1:80)
	To provide conducive teaching and learning environment	Construction of 28 blocks of 168 classrooms storey building	28 No. blocks of 168 classrooms storey building constructed	Improved conducive teaching/learning environment	Pupils/classroom ratio (1:110)	Pupils/classroom ratio (1:80)
	To provide a place for deification and improve hygienic condition in schools	Construction of a block 80 No. 4 Holes VIP Toilets for ECCDE, primary and JSS	80 No. blocks of 4 Holes VIP Toilets constructed	Improved sanitary condition in schools	Percentage of schools with toilet facilities (64.52%)	Percentage of schools with toilet facilities (75%)
	To provide conducive teaching and learning environment	Renovation of 88 No. block of 264 classrooms 88 offices and store	88 No. blocks of 264 classrooms, 88 offices and store renovated	Improved conducive teaching/learning environment	Pupils/classroom ratio (1:110)	Pupils/classroom ratio (1:80)
	To provide conducive teaching and learning environment	Procurement of 40,000 units of 2 - seater pupils furniture for ECCDE, primary and JSS	40,000 units of 2 - seater pupils furniture procured	Improved conducive teaching/learning environment	Proportion of students with furniture (50.98%)	Proportion of students with furniture (63.71%)
	To provide conducive teaching and learning environment	Procurement of 500 units of teachers table and chairs	500 units of teachers table and chairs procured	Improved conducive teaching/learning environment	Proportion of teachers with furniture (70.20%)	Proportion of teachers with furniture (75%)
	To provide conducive teaching and learning environment	Procurement and distribution of 300 Mats to Tsangaya Schools in the State	300 mats procured to Tsangaya schools across the state	Improved conducive teaching/learning environment	Proportion of students with mats	Proportion of students with mats (50%)



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	To provide conducive teaching and learning environment	Erection of Temporary Learning Centres in 100 Nomad Settlements	100 temporary learning centres erected	Improved conducive teaching/learning environment	(35%) Proportion of schools with Temporary learning centres (18%)	Proportion of schools with Temporary learning centres (40%)
	To provide conducive teaching and learning environment	Construction of 100 Shades for Integrated Qur'anic Education Schools	100 learning shades constructed in IQTE schools	Improved conducive teaching/learning environment	Proportion of schools with Temporary learning centres (10%)	Proportion of schools with Temporary learning centres (30%)
	To provide school friendly environment	Procurement of sporting equipment; 4010 Footballs, 1000 sets of Jersey, 8800 No. boots, 8800 No. socks, 900 No. Goal post/nets and 560 See Saw	4010 Footballs, 1000 sets of Jersey, 8800 No. boots, 8800 No. socks, 900 No. Goal post/nets and 560 See Saw procured	Improved conducive teaching/learning environment	Proportion of schools with sporting facilities (23%)	Proportion of schools with sporting facilities (30%)
	To provide security and prevent encroachment of school premises	Construction of 9312 Metre perimeter wall fencing and barb wiring	9312 Metre perimeter wall fencing and barb wiring constructed	Improved security and prevention of encroachment in schools	Proportion of schools with fencing (34%)	Proportion of schools with fencing (36%)
	To provide conducive teaching and learning environment	Construction of MEGA schools (Construction of a block with 12 classrooms, one (1) staffroom, two (2) offices and stores with two (2) changing room storey building)	28 No. MEGA schools constructed	Improved conducive teaching/learning environment	Pupils/classroom ratio (1:110)	Pupils/classroom ratio (1:80)
POLICY 3: SYSTEM STRENGTHENING & EFFICIENCY POLICY OBJECTIVE: To facilitate and support education management through evidence-based planning, policy decisions and monitoring the development of Basic education in the state	To improve monitoring and evaluation in schools	Training and procurement of Samsung Galaxy Tab "A" to 70 quality assurance officers on proper monitoring and supervision in schools	70 Quality Assurance officers trained and Instrument procured	Improved monitoring and evaluation in schools	No. of trained quality Assurance Officers (5)	No. of quality Assurance Officers to be trained (70)
	To provide reliable data for planning and decision making	Conduct of Annual School Census and school mapping for 2024, 2025, 2026 and 2027	4 No. ASC conducted	Reliable, precise and timely data for planning, policy decision making	No. of ASC conducted (1 No.)	No. of ASC to be conducted (4 No.)
	To provide reliable data for planning and decision making	Data Collection for Integrated Qur'anic Education Schools and Out of School Children	4 No. data collection for IQTE and OOSC	Reliable, precise and timely data for planning, policy decision making	No. of data collection exercise for IQTE (None)	No. of data collection exercise for IQTE to be conducted (4)
	To improve the capacity of EMIS personnel on data analysis	Training of 100 EMIS Personnel on Data Processing Techniques and Utilization in Decision making	100 EMIS personnel trained	Improved data analysis for decision making	No. of EMIS personnel trained (22 No.)	No. of EMIS personnel to be trained (100 No.)
	To improve record keeping of education managers in schools	Training of 300 Education Managers (School heads and Principals JSS) on Effective Record Keeping and effective management	300 education managers trained	Improved record keeping and effective management in schools	No. of education managers trained (100 No.)	No. of education managers to be trained (300 No.)
	To improve performance and effective management of schools	Training of 300 SBMC members in Participatory School Management	300 SBMC members trained	Improved performance for effective management in	No. of SBMC members	No. of SBMC members to be



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				schools	trained (200 No.)	trained (300 No.)
	To review quarterly performance of Basic Education	Conduct of Quarterly, Mid-year and Annual Basic Education Management and Performance Review Meetings for Four years	4 no. performance review meetings conducted	Improved performance in basic education	No. of quarterly review meeting conducted (2 No.)	No. of quarterly review meeting to be conducted (16 No.)
	To improve monitoring and evaluation in schools	Procurement of 4 No. 4W Drive Vehicles full Options for Monitoring and Evaluation Operations	4 No. 4W Drive Vehicles procured	Improved monitoring and evaluation in schools	No. of monitoring vehicle available (1 No.)	No. vehicle to be procured on monitoring and evaluation (4 No.)
POLICY 4: SUSTAINABLE FUNDING POLICY OBJECTIVE: To mobilize resources from federal, state, local governments, communities and development partners to meet the funding needs for basic education	To ensure full implementation of activities in MTBESP 2024 - 2027	Funding State MTBESP Implementation Committee 2024 - 2027	4 years amount expended on implementation committee	To ensure successful implementation of all activities in MTBESP	No. State implementation on committee receive funding for implementation of MTBESP (1 No.)	No. State implementation committee expected to receive funding for implementation of MTBESP (4 No.)



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3.3 COSTED PRIORITY PROGRAMMES PLAN

POLICY 1: ACCESS, EQUITY AND INCLUSIVENESS

POLICY OBJECTIVE: Provide equitable access to basic education

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Establishment of 100 ECCDE centres in primary schools across the state	100 ECCDE schools established across the state	Improved ECCDE enrolments in schools	25	25	25	25	2,000	2,200.00	2,420.00	2,662.00	9,282	SUBEB	SUBEB
Conduct school enrolment drive & campaign (for ECCDE, Primary, Almajiri , Nomadic & Special Needs)	Reduced number of out of school children by 5% annually	Increased in enrolment, retention and completion in schools	30,000 out of school children	30,000 out of school children	30,000 out of school children	30,000 out of school children	14,500	15,950.00	17,545.00	19,299.50	67,295	SUBEB/UNICEF	SUBEB
Training of 400 SBMC members on community sensitization on girl child enrolment, retention and completion	400 SBMC members trained	Improved girl child enrolment and reduced disparity	100	100	100	100	8,500	9,350.00	10,285.00	11,313.50	39,449	SUBEB/UNICEF	SUBEB
Procurement and distribution of Free School Uniforms to indigent 30,000 ECCDE and Primary School Children	30,000 uniforms procured	Improved enrolment, retention and completion	7500	7500	7500	7500	300,000	330,000.00	363,000.00	399,300.00	1,392,300	SUBEB	SUBEB
Provide stipends to parents through Cash Conditional Transfer 250 parents (120 for males and 130 for female)	250 parents annually	Improved enrolment in schools	250	250	250	250	45,000	49,500.00	54,450.00	59,895.00	208,845	SUBEB	SUBEB/MOE
Annual Payment of Examination Fees for Common Entrance and JSSCE	4 Year payment of examination fees made	Improved student's performance	1	1	1	1	150,000	165,000.00	181,500.00	199,650.00	696,150	SUBEB	SUBEB
TOTAL							520,000	572,000.00	629,200.00	692,120.00	2,413,320		



POLICY 2: QUALITY AND EFFICIENCY

POLICY OBJECTIVE: To strengthen the processes, systems and staff required for optimum performance of the Basic education sector

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Recruit 300 qualified teachers for ECCDE, primary and JSS	300 qualified teachers recruited	Enhanced Teacher Supply and Better Pupils/Teacher Ratio in schools	75	75	75	75	45,000	49,500.00	54,450.00	59,895.00	208,845	SUBEB	SUBEB
Train 3000 teachers for ECCDE, primary and JSS	3000 teachers benefitted from the capacity building	Improved teachers' methodology and performance	750	750	750	750	75,000	82,500.00	90,750.00	99,825.00	348,075	UBEC	SUBEB
Procurement of 400,000 textbooks in 5 core subjects (for ECCDE, primary and JSS)	400,000 textbooks in 5 core subjects procured	Improved teaching and learning	100,000	100,000	100,000	100,000	180,000	198,000.00	217,800.00	239,580.00	835,380	UBEC	SUBEB
Construction of 60 blocks of 120 classrooms, 60 offices and store	60 blocks of 120 classrooms, 15 offices and store constructed	Improved conducive teaching/learning environment	15	15	15	15	212,492	233,741.20	257,115.32	282,826.85	986,175	SUBEB/ UBEC	SUBEB
Construction of 48 blocks of 144 classrooms, 48 offices and store	48 blocks of 144 classrooms, 48 offices and store constructed	Improved conducive teaching/learning environment	12	12	12	12	211,508	232,658.80	255,924.68	281,517.15	981,609	SUBEB/ UBEC	SUBEB
Construction of 28 blocks of 168 classrooms storey building	28 No. blocks of 168 classrooms storey building constructed	Improved conducive teaching/learning environment	7	7	7	7	284,649	313,113.90	344,425.29	378,867.82	1,321,056	SUBEB/ UBEC	SUBEB
Construction of a block 80 No. 4 Holes	80 No. blocks of 4 Holes VIP Toilets	Improved sanitary condition in	20	20	20	20	35,977	39,574.70	43,532.17	47,885.39	166,969	SUBEB/ UBEC	SUBEB



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VIP Toilets for ECCDE, primary and JSS	constructed	schools											
Renovation of 88 No. block of 264 classrooms 88 offices and store	88 No. blocks of 264 classrooms, 88 offices and store renovated	Improved conducive teaching/learning environment	22	22	22	22	171,600	188,760.00	207,636.00	228,399.60	796,396	SUBEB/UBEC	SUBEB
Procurement of 40,000 units of 2-seater pupils furniture for ECCDE, primary and JSS	40,000 units of 2-seater pupils furniture procured	Improved conducive teaching/learning environment	10,000	10,000	10,000	10,000	250,000	275,000.00	302,500.00	332,750.00	1,160,250	SUBEB/UBEC	SUBEB
Procurement of 500 units of teachers table and chairs	500 units of teachers table and chairs procured	Improved conducive teaching/learning environment	125	125	125	125	3,750	4,125.00	4,537.50	4,991.25	17,404	SUBEB/UBEC	SUBEB
Procurement and distribution of 300 Mats to Tsangaya Schools in the State	300 mats procured to Tsangaya schools across the state	Improved conducive teaching/learning environment	75	75	75	75	750	825.00	907.50	998.25	3480.75	SUBEB	SUBEB
Erection of Temporary Learning Centres in 100 Nomad Settlements	100 temporary learning centres erected	Improved conducive teaching/learning environment	25	25	25	25	18,750	20,625.00	22,687.50	24,956.25	87,019	SUBEB/UNICEF	SUBEB
Construction of 100 Shades for Integrated Qur'anic Education Schools	100 learning shades constructed in IQTE schools	Improved conducive teaching/learning environment	25	25	25	25	70,000	77,000.00	84,700.00	93,170.00	324,870	SUBEB	SUBEB
Procurement of sporting equipment; 4010 Footballs, 1000 sets of Jersey, 8800 No. boots, 8800 No. Footballs, 1000 sets of	4010 Footballs, 1000 sets of Jersey, 8800 No. boots, 8800 No.	Improved conducive teaching/learning environment	1005 Footballs, 250 sets of Jersey, 2200 No. boots, 2200 No. socks, 225 No. Goal post/nets	1005 Footballs, 250 sets of Jersey, 2200 No. boots, 2200 No. socks, 225 No. Goal post/nets	1005 Footballs, 250 sets of Jersey, 2200 No. boots, 2200 No. socks, 225 No. Goal post/nets	1005 Footballs, 250 sets of Jersey, 2200 No. boots, 2200 No. socks, 225 No. Goal post/nets	30,397	33,436.70	36,780.37	40,458.41	141,072	SUBEB/UBEC	SUBEB



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Jersey, 8800 No. boots, 8800 No. socks, 900 No. Goal post/nets and 560 See Saw procured	socks, 900 No. Goal post/nets and 560 See Saw procured		and 140 See Saw	and 140 See Saw	and 140 See Saw	and 140 See Saw								
Construction of 9312 Metre perimeter wall fencing and barb wiring	9312 Metre perimeter wall fencing and barb wiring constructed	To provide security and prevent encroachment of schools	2328 Metre	2328 Metre	2328 Metre	2328 Metre	97,776	107,553.60	118,308.96	130,139.86	453,778		SUBEB/UBEC	SUBEB
Construction of ramp/handrail 1140	1140 ramp/handrails constructed in schools	Improved conducive teaching/learning environment(inclusive education)	285 ramp/handrails	285 ramp/handrails	285 ramp/handrails	285 ramp/handrails	190,000	209,000.00	229,900.00	252,890.00	881,790		SUBEB	SUBEB
Procurement of 100 No. complete set of Braille Embosser	100 No. of complete set of Braille Embosser procured	Improved conducive teaching/learning environment(inclusive education)	25 No. Complete set of Braille Embosser	25 No. Complete set of Braille Embosser	25 No. Complete set of Braille Embosser	25 No. Complete set of Braille Embosser	162,000	178,200.00	196,020.00	215,622.00	751,842		SUBEB	SUBEB
Procurement of 100 No. Talking Dictionary	100 No. Talking Dictionary procured	Improved conducive teaching/learning environment(inclusive education)	25 No Talking Dictionary	25 No Talking Dictionary	25 No Talking Dictionary	25 No Talking Dictionary	10,500	11,550.00	12,705.00	13,975.50	48,731		SUBEB	SUBEB
Procurement of 60 No. Manual Typewriter (Portable)	60 No. manual typewriter procured	Improved conducive teaching/learning environment(inclusive education)	15 No. manual typewriter	15 No. manual typewriter	15 No. manual typewriter	15 No. manual typewriter	1,000	1,100.00	1,210.00	1,331.00	4,641		SUBEB	SUBEB
Procurement of 60 No. Perkin Braile	60 No. Perkin Braile procured	Improved conducive teaching/learning environment(inclusive education)	15 No. Perkin Braile	15 No. Perkin Braile	15 No. Perkin Braile	15 No. Perkin Braile	10,800	11,880.00	13,068.00	14,374.80	50,123		SUBEB	SUBEB
Procurement	300 reams of	Improved	75 No. reams of	75 No. reams of	75 No. reams of	75 No. reams of	4,000	4,400.00	4,840.00	5,324.00	18,564		SUBEB	SUBEB



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of 300 Reams of Braille papers	Braille papers procured	conductive teaching/learning environment(inclusive education)	Braille papers	Braille papers	Braille papers	Braille papers							
Procurement of 120 No. of Hearing Aids	120 No. Hearing Aids procured	Improved conducive teaching/learning environment(inclusive education)	30 No. hearing aids	30 No. hearing aids	30 No. hearing aids	30 No. hearing aids	4,000	4,400.00	4,840.00	5,324.00	18,564	SUBEB	SUBEB
Procurement of 120 No. Slates	120 No. Slates procured	Improved conducive teaching/learning environment(inclusive education)	30 No. slates	30 No. slates	30 No. slates	30 No. slates	8,000	8,800.00	9,680.00	10,648.00	37,128	SUBEB	SUBEB
TOTAL							2,077,949	2,285,743.90	2,514,318.29	2,765,750.12	9,643,761		



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POLICY 3: SYSTEM STRENGTHENING AND EFFICIENCY

POLICY OBJECTIVE: To facilitate and support education management through evidence-based planning, policy decisions and monitoring the development of Basic education in the state

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000)				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Training and procurement of Samsung Galaxy Tab "A" to 100 quality assurance officers on proper monitoring and supervision in schools	100 Quality Assurance officers trained and Instrument procured	Improved monitoring and supervision in schools	25	25	25	25	12,500	13,750.00	15,125.00	16,637.50	58,013	SUBEB/UBEC	SUBEB
Conduct of Annual School Census and school mapping for 2024, 2025, 2026 and 2027	4 No. ASC conducted	Reliable, precise and timely data for planning, policy decision making	1	1	1	1	50,000	55,000.00	60,500.00	66,550.00	232,050	SUBEB/UNICEF and other NGOs	SUBEB/UNICEF
Training of 100 EMIS Personnel on Data Processing Techniques and Utilization in Decision making	100 EMIS personnel trained	Improved data analysis for decision making	25	25	25	25	2,500	2,750.00	3,025.00	3,327.50	11,603	SUBEB/UBEC	SUBEB
Training of 300 Education Managers (School heads and Principals JSS) on Effective Record Keeping and effective management	300 education managers trained	Improved record keeping and effective management in schools	75	75	75	75	7,500	8,250.00	9,075.00	9,982.50	34,808	UBEC	SUBEB
Conduct of Quarterly, Mid-year and Annual Basic Education Management and Performance Review Meetings for Four years	4 no. performance review meetings conducted	Improved performance in basic education	1	1	1	1	2,500	2,750.00	3,025.00	3,327.50	11,603	SUBEB	SUBEB
Procurement of 4 No. 4W Drive Vehicles full Options for Monitoring and Evaluation Operations	4 No. 4W Drive Vehicles procured	To improve monitoring and evaluation in schools	1	1	1	1	60,000	66,000.00	72,600.00	79,860.00	278,460	SUBEB	SUBEB
Funding State MTSBESP Implementation Committee, 2020 to 2023	4 years amount expended on implementation committee	To ensure successful implementation of all activities in MTBESP	1	1	1	1	15,500	17,050.00	18,755.00	20,630.50	71,936	SUBEB	SUBEB
TOTAL							150,500	165,550.00	182,105.00	200,315.50	698,471		



POLICY 4: SUSTAINABLE FUNDING

POLICY OBJECTIVE: To mobilize resources from federal, state, local governments, communities and development partners to meet the funding needs for basic education

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Advocacy visit to chief executives and legislatures for the increase of budgetary Allocation and fund release	4 Year advocacy visit conducted	Improved budgetary provision and timely release of funds for basic education	1	1	1	1	300	330.00	363.00	399.30	1392.3	SUBEB	DFS, DSM, DPRS, DES, DHRM & DNE
Advocacy visits to Development Partners for prioritized funding of Basic Education activities	4 Year advocacy visit conducted	Intervention of development partners on priority areas in basic education	1	1	1	1	200	220.00	242.00	266.20	928.2	SUBEB	DFS, DSM, DPRS, DES, DHRM & DNE
Capacity building of 12 finance officers/accountant on computerized accounting system	12 finance officers trained on computerised accounting system	Improved performance and service delivery	3	3	3	3	7,500	8,250.00	9,075.00	9,982.50	34,808	SUBEB	DFS & DHRM
Strengthening of the 4 Internal Audit Units of SUBEB Headquarter and LGEAs to derive Value for Money in Programme and Project Design and Implementation	4 Internal Audit staff trained	Improved performance and service delivery	1	1	1	1	150	165.00	181.50	199.65	696.15	SUBEB	DFS
Payment of counterpart funds to external agencies i.e. UNICEF, UNESCO etc.	4 year payment of counterpart funds to external agencies done	To facilitate intervention by external agencies and development partners	1	1	1	1	20,000	22,000.00	24,200.00	26,620.00	92,820	SUBEB	DFS
TOTAL							28,150	30,965.00	34,061.50	37,467.65	130,644		



CHAPTER FOUR

4.0 BASIC EDUCATION FINANCING

Education is an expensive social service, especially given Yobe State's goal to make Basic Education free and compulsory at all levels and accessible to all. This requires adequate financial provision for the successful implementation of the education programme. Funding is critical to actualizing the implementation of the education policy. There are many sources of financing Basic Education, these are: Federal Government, State Government, Local Government Area Councils, Development partners, private donations, philanthropic organisations etc.

Yobe State Government is the main source of public funding for Basic Education and it provides the state matching grant to access UBEC Intervention Funds. The salaries of the teaching and non-teaching staff at government pre-primary and primary schools are the responsibility of Local Government Education Authorities, while the Yobe State Government pays the salaries of JSS teaching and non-teaching staff.

4.1 State Public Education Expenditure by Level of Education from 2021 - 2024

Table 4.00: Basic education expenditure by level of education from 2021 - 2024

Year/Level of Education	ECCDE	PRIMARY	JSS	TOTAL
2021	94,531,049.93	1,561,299,710.21	104,932,035.79	1,760,762,795.93
2022	110,494,124.41	1,871,205,425.21	248,721,011.10	2,230,420,560.72
2023	127,510,219.57	2,159,371,060.69	286,020,719.74	2,572,902,000.00
2024	148,283,114.96	2,511,157,680.63	333,870,204.41	2,993,311,000.00
TOTAL	480,818,508.87	8,103,033,876.74	973,543,971.04	9,557,396,356.65

Source: SUBEB

From the above table, it can be shown that between the year 2021 - 2024, a total sum of ₦480,818,508.87 was expended on ECCDE representing 5.03% of the total sum, ₦8,103,033,876.74 was expended on primary education sector, representing 84.78% and ₦973,543,971.04 was expended on Junior secondary education, representing 10.19% of the total sum.

4.2 Basic Education Expenditure from all Sources from 2017 - 2022

Table 4.01: Basic Education expenditure from all sources from 2017 - 2022

Year	Federal (UBEC Intervention Fund)	State Government (Counterpart Fund)	LGEA (Contribution to counterpart funding)	TOTAL
2017	1,286,343,183.55	771,805,910.13	514,537,273.42	2,572,686,367.10
2018	1,473,832,845.20	884,299,707.12	589,533,138.08	2,947,665,690.40



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2019	1,519,834,078.86	911,900,447.32	607,933,631.54	3,039,668,157.72
2020	715,074,135.14	429,044,481.08	286,029,654.06	1,430,148,270.28
2021	946,646,664.48	567,987,998.69	378,658,665.79	1,893,293,328.96
2022	1,204,452,353.76	722,671,412.26	481,780,941.50	2,408,904,707.52
TOTAL	7,146,183,260.99	4,287,709,956.59	2,858,473,304.40	14,292,366,521.98

Source: SUBEB

The above table shows that from 2017 - 2022, Yobe SUBEB have accessed matching grant to the tune of ₦7,146,183,260.99 from UBEC representing 50% of the total sum, while the SUBEB and LGEAs contribute the remaining 50% as counterpart funding in the following manner; the Yobe State government contribute 60% of the fund, while the 17 LGEAs contribute the remaining 40% through the Local Government joint account at the jurisdiction of Ministry for Local Government and Chieftaincy Affairs.

Table 4.02: Basic Education expenditure by category from 2019 - 2022

DESCRIPTION	2019		2020		2021		2022	
	%	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT
NEW CONSTRUCTION	60%	1,823,800,894.63	59.78%	854,972,583.26	69.20%	1,310,233,134.60	61.24%	1,475,287,869.37
REHABILITATION	10%	303,966,815.79	10.29%	147,208,883.10	10.78%	203,965,288.83	11.59%	279,090,367.39
FURNITURE & EQUIPMENT	20%	607,933,631.54	19.99%	285,882,472.00	9.95%	188,379,000.00	17.17%	413,636,000.00
WATER SUPPLY & SANITATION	3%	91,190,044.73	2.93%	41,973,953.00	3.07%	58,185,372.50	3.00%	72,267,141.23
AGRICULTURAL EDUCATION (SCHOOL FARM)	2%	60,793,363.15	2.00%	28,602,965.40	2.00%	37,865,866.58	2.00%	48,178,094.15
SPORT DEVELOPMENT	1%	30,396,681.58	1.00%	14,301,482.70	1.00%	18,932,933.29	1.00%	24,089,047.08
QUALITY ASSURANCE MONITORING	2%	60,793,363.15	2.00%	28,602,965.41	2.00%	37,865,866.58	2.00%	48,178,094.15
SUPERVISION AND PROJECT MONITORING	2%	60,793,363.15	2.00%	28,602,965.41	2.00%	37,865,866.58	2.00%	48,178,094.15
TOTAL	100%	3,039,668,157.72	100%	1,430,148,270.28	100%	1,893,293,328.96	100%	2,408,904,707.52

Source: SUBEB

From the above table it can be shown that from 2019 - 2022, Yobe SUBEB have accessed and expended the sum of ₦8,772,014,464.48 within the span of 4 years. The sum of ₦5,464,294,481.86 was expended on new construction, while the sum of ₦934,231,355.11 was expended on renovation representing, also the sum of ₦1,495,831,103.54 was expended on furniture and equipments, the sum of ₦263,616,511.46 was expended on water supply and sanitation, the sum of ₦175,440,289.28 was expended on Agricultural Education (School Farm Project), the sum of ₦87,720,144.65 was expended on Sport Development, the sum of ₦175,440,289.28 was expended on Quality Assurance, while the sum of ₦175,440,289.28 was expended on supervision and project monitoring.



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Table 4.03: Basic Education expenditure on Teacher Professional Development 2021/2022

TYPE OF TRAINING	NO. OF PARTICIPANTS	AMOUNT	CENTRES
SCHOOL SUPPORT OFFICERS	50	4,500,000.00	1
SCHOOL BASED (CLUSTER) TRAINING	1100	82,700,000.00	15
HEAD OF TEACHERS TRAINING	60	4,500,000.00	9
STEP TRAINING	110	5,000,000.00	4
ECCDE TRAINING	150	7,000,000.00	5
SMASE State Level	150	15,000,000.00	7
JOLLY PHONICS	500	18,000,000.00	3
ADMINISTRATIVE COST	0	4,000,000.00	0
TOTAL	2120	140,700,000.00	44

Source: SUBEB

The table above shows that Yobe SUBEB have accessed and expended the sum of N140,700,000.00 for the year 2021/2022 merged Teacher Professional Development intervention fund from UBEC. The intervention fund was used for the training of 2120 teachers and staff in various capacities of training programme in 44 centres across the state.

Table 4.04: Basic Education expenditure on Special Education Programme from 2017 - 2018

YEAR	AMOUNT ACCESSED
2017	30,400,000.00
2018	36,727,914.50
TOTAL	67,127,914.50

Source: SUBEB

The table above shows that Yobe SUBEB have accessed and expended the sum of N67,127,914.50 for the period 2017 - 2018 Special Education intervention fund from UBEC.

4.3 Basic Education Recurrent and Capital Expenditure From 2021 - 2024

Table 4.05: Basic Education recurrent and capital expenditure from 2021 - 2024

Year	Recurrent Expenditure	Capital Expenditure	TOTAL
2021	1,096,539,212.00	1,500,000,000.00	2,596,539,212.00
2022	1,369,254,000.00	1,500,000,000.00	2,869,254,000.00
2023	1,362,902,000.00	1,210,000,000.00	2,572,902,000.00
2024	1,393,311,000.00	1,600,000,000.00	2,993,311,000.00
TOTAL	5,222,006,212.00	5,810,000,000.00	11,032,006,212.00

Source: Ministry of Budget & Economic Planning

From the above table, it can be shown that between 2021 - 2024 the sum of N5,22,006,212.00 was budgeted as recurrent expenditure, representing 47.34%, while the sum of N5,810,000,000.00 was budgeted as capital expenditure, representing 52.66%. However, in terms of capital expenditure the basic education sector has done a tremendous job in accessing the fund, as the amount budgeted for capital expenditure is usually used as counterpart fund in order to access matching grant from UBEC.



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4.4 Basic Education Recurrent Expenditure (Teachers' and LGEA staff salaries, running costs etc.) from 2021 - 2024

Table 4.06: Basic Education recurrent expenditure (Teachers Salaries) from 2021 - 2024

Year	Teachers' and LGEA Staff salaries	Running Costs	TOTAL
2021	4,442,047,052.10	46,857,561.16	4,488,904,613.26
2022	4,664,149,404.71	49,200,439.21	4,713,349,843.92
2023	4,652,910,582.48	47,828,140.92	4,700,738,723.40
2024	4,649,191,062.48	48,000,439.20	4,697,191,501.68
TOTAL	18,408,298,101.77	191,886,580.49	18,600,184,682.26

Source: SUBEB

It can be seen from the above table that a total sum of ₦18,408,298,101.77 was paid as salaries of teachers and LGEA staff from 2021 - 2024 representing 98.97% of the total sum, while the sum of ₦191,886,580.49 was expended as overhead/running costs representing 1.03%. The salaries and overhead/running cost is being paid by the Ministry for Local Government and Chieftaincy Affairs through the joint account.

4.5 Support from Development Partners

Table 4.07: Support from development partners and area of intervention

Description of project	Area of intervention	Development partner
Conduct of enrolment drive campaign	Access, Equity and Inclusiveness	UNICEF
Training of 243 SBMC members on CDRR (Conflict Disaster Risk Reduction)	System Management and Efficiency	UNICEF
Training of 700 SBMC members on school development plan	System Management and Efficiency	UNICEF
Training of 237 Teachers on Psychosocial Support (PSS)	System Management and Efficiency	UNICEF
Training of 246 Teachers on Teaching at the Right Level (TARL)	System Management and Efficiency	UNICEF
Training of 650 Teachers on Teaching at the Right Level (TARL)	System Management and Efficiency	Plan Aid International
Construction of 80 No. blocks of 160 classrooms, 80 offices and stores	Quality and Efficiency	UNICEF
Procurement of 1277 units of 2 - seater pupils furniture	Quality and Efficiency	UNICEF
Procurement of 10 desktop computer with UPS	Quality and Efficiency	FHI 360
Supply of educational materials (i.e. shoes, textbooks in 4 core subjects, exercise books and writing materials) to 6000 pupils in the following LGEAs: Gujba, Gulani and Yunusari	Quality and Efficiency	Victim Support Fund (VSF)
supply instructional materials (Ruler, Pencil, Eraser and exercise books	Quality and Efficiency	UNICEF



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9000 each)		
Conducted training for adult and pupils on non-formal education	System Management and Efficiency	Education Crises Response (ECR)
Technical support for the development of SESP and SESOP	System Management and Efficiency	UNICEF
Training of 30 teachers on safe schools	Quality and Efficiency	UNICEF
Renovation of 30 classrooms	Quality and Efficiency	UNICEF
Training of 518 teachers	Quality and Efficiency	UNICEF
Train 516 teachers on formative assessment	Quality and Efficiency	UNICEF
School Support Development training for 518 teachers	Quality and Efficiency	UNICEF
Edu Trac for 177 Teachers	Quality and Efficiency	UNICEF
NLP e-learning training for 192 teachers	Quality and Efficiency	UNICEF
TMIS for 14 No. Teachers	Quality and Efficiency	UNICEF
TARL training for 970 teachers	System Management and Efficiency	UNICEF
Training for 23 No. EMIS staff		UNICEF
Procurement of 10,000 no. bathing soap and petroleum jelly	Quality and Efficiency	UNICEF
Procurement 10,000 No. packing backs	Quality and Efficiency	UNICEF
Procurement of 10,000 No. each re-usable sanitary pad, female under wear pants, tooth brush and tooth paste	Quality and Efficiency	UNICEF
Procurement of 38 No. each of Swing, See-saw, merry-go-round, ball, Toy car, skipping rope, number chart and letter chart	Quality and Efficiency	UNICEF
Procurement of 38 No. each of slide, rocking boat, rocking horse, monkey bridge, cardboard paper, colour crayon, slate, building block, pictures books, mats, radio sets RK-321 model and puzzle jigsaw	Quality and Efficiency	UNICEF
Procurement of 1000 units each of class register, admission register and 36,000 units of 40 Leaves exercise books	Quality and Efficiency	UNICEF

Source: SUBEB

BESDA ACTIVITIES

Activities conducted in Result Area I includes:

- Advocacy and Sensitization.
- Community Mapping IN 10 LGAs i.e. to map out and get exact location of OOSC (Almajiri and Girl Child)
- 1300 NFLCs Created for Learning to take place



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- Recruited and 1300 Learning Facilitators
- Recruited and 118 Mentor Learning Facilitators to supervise, mentor and assess the pupils and teachers performance
- Procured 65,000 of Pupils textbooks and 2000 Teacher Guides
- Provided 1300 units of First Aid Boxes and essential Drugs for 1300 NFLCs
- Provided 3900 mats for conducive learning in 1300 NFLCs
- Constructed 50 Temporary Learning Shades (TLS) in 50 NFLCs based on needs assessment.
- Constructed 100 Toilets across 100 NFLCs based on needs assessment to reduce open defecation.
- Provided Hygiene promotion (Detergents and Soaps) to Learners
- Fed 65,000 learners during center activities
- Conditional Cash Transfers (incentives) were provided to Almajiri Proprietors
- Procured 65,000 units of customized Class bags for Almajiri and Girl Child.
- Provided 65,000 units of uniforms for learners

Result Area II:

- 60 Master Trainers (60) on Mu Karanta, Let's Read and Mu Koyi Karatu da rubutu by NEI+ at Bauchi State for cascading to LFs and Teachers
- 1071 primary 1 teachers and Head Teachers on Mu Karanta and Let's Read
- Procured 81,116 pupils textbooks and 2000 Teachers guides for P1 & P2
- Trained 606 Head Teachers and SBMCs Chairmen's on Digital Attendance Application and record keeping
- 105 Mentors and Coaches on classroom observation.

Result Area III:

- Capacity building for EMIS Officers, SMOs and Finance Officers on digital attendance at UAE
- Procured Laptops and office material for smooth implementation of BESDA Activities
- Procured 2 Hilux Vehicles (2018 Model) for monitoring, supervision and other project activities
- Procured 250 Tables (Tecno LC6) for monitoring of centers
- Created state owned dashboard for digital monitoring using Kobotool box



4.6 COST AND FINANCIAL IMPLICATION OF THE PLAN

4.6.1 Macroeconomic assumptions and cost projections

The MTBESP 2024 - 2027 focuses on the macroeconomic framework, in particular the assumptions and projections on the state statutory allocation, revenue projections and broad expenditure categories. To this end, it is structured to cover the following issues: -

- The budget assumptions and parameters
- Size and structure of the budget; and
- State statutory allocation and revenue projections

Key assumptions and parameters for the plan are: -

- Benchmark Oil price (US \$) - \$77.96/Barrel (as per approved budget 2024)
- Projected Oil production (mbpd) - 1.28 million barrels/day
- Average Exchange Rate - ₦1,680/\$1.0
- Inflation Rate - 33.40% (as at July 2024)

The assumptions and parameters are crucial as they underpin the state statutory allocation and revenue projections of the state, any major change in these parameters may affect the implementation of some programmes and hence performance of the plan. However, the cost projections of this plan are based on 10% inflation rate.

4.6.2 Financing the MTBESP

This BESP would be funded from three main sources. The first and main source of funding is Yobe State Government. The State Government provides funds for implementing this Plan in two different ways. One, it gives counterpart funding to match funds provided by the Federal Government through Universal Basic Education Commission (UBEC) for the development of Basic Education in the State. Two, it provides funds for the implementation of other projects that are critical to Basic Education development but not covered by the Federal and State collaborative interventions. It is obvious from the preceding that Federal Government through UBEC is the second source of funding for the BESP.

The third source of funding for the BESP derives from the collective interventions of Donor Community and International Development Partners (IDPs). A prominent player in this regard is the United Nations International Children Education Fund (UNICEF). With the Boko Haram insurgency, many actors in this category of funding sources are contributing in various ways to the development of Education in general and Basic Education in particular in Yobe State. The BESP will benefit from the interventions of these very important development actors.

Table 4.08: Sources of fund for financing the MTBESP

Other Expenses	2024 (N)	2025 (N)	2026 (N)	2027 (N)	Total (N)
Personnel Cost	1,099,311,000.00	1,209,242,100.00	1,330,166,310.00	1,463,182,941.00	5,101,902,351.00
Overhead Cost	294,000,000.00	323,400,000.00	355,740,000.00	391,314,000.00	1,364,454,000.00
Yearly Sub Total*(MTBESP)	2,776,599,000.00	3,054,258,900.00	3,359,684,790.00	3,695,653,270.00	12,886,195,960.00
Overall Grand Total	4,169,910,000.00	4,586,901,000.00	5,045,591,100.00	5,550,150,211.00	19,352,552,311.00



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Per Year=-					
Actual Releases per Year based on Computed growth Rate (GR) of Releases Trends	2,572,902,000.00	2,830,192,200.00	3,113,211,420.00	3,424,532,562.00	11,940,838,182.00
Matching Grant (Capital Project)	1,210,000,000.00	1,331,000,000.00	1,464,100,000.00	1,610,510,000.00	5,615,610,000.00
SUB - TOTAL	3,782,902,000.00	4,161,192,200.00	4,577,311,420.00	5,035,042,562.00	17,556,448,182.00
Funding Gaps	387,008,000.00	425,708,800.00	468,279,680.00	515,107,649.00	1,796,104,129.00

4.6.3 Cost of the sub - sector plan

The sum of Twelve Billion, Eight Hundred and Eighty-Six Million, One Hundred and Ninety-Five Thousand, Nine Hundred and Sixty Naira only (₦12,886,195,960.00) is required to fund the implementation of the Yobe State Basic Education Strategic Plan, 2024 - 2027. The table below gives the details.

Table 4.09: Funding Requirements, Provisions and Deficits for Implementing the MTBESP, 2024 - 2027

BASIC EDUCATION PROGRAMMES	BASIC EDUCATION FUNDING REQUIREMENTS BY YEAR			
	2024 (in '000)	2025 (in '000)	2026 (in '000)	2027 (in '000)
ACCESS, EQUITY AND INCLUSIVENESS	520,000.00	572,000.00	629,200.00	692,120.00
QUALITY AND EFFICIENCY	2,077,949.00	2,285,743.90	2,514,318.29	2,765,750.12
SYSTEM MANAGEMENT AND EFFICIENCY	150,500.00	165,550.00	182,105.00	200,315.50
SUSTAINABLE FUNDING	28,150.00	30,965.00	34,061.50	37,467.65
TOTAL FUNDING REQUIREMENTS	2,776,599.00	3,054,258.90	3,359,684.79	3,695,653.27

From table 4.06, the sum of ₦2,776,599,000.00 is required for the year 2024, while the sum of ₦3,054,258,900.00 for the year 2025, also the sum of ₦3,359,684,790.00 will be required to fund the plan of 2026 and the sum of ₦3,695,653,270.00 will be required to fund the plan of 2027. Going by the budgetary allocation and budget performance of SUBEB, this plan can be achievable.

However, going by the cost projections of the plan which stood at ₦12,886,195,960.00 and projected budgetary computed growth rate releases to the Basic Education sector (2024 - 2027) which stands at ₦17,556,448,182.00, it is estimated that there will be a funding gap of ₦1,796,104,129.00 which will be source from other non - governmental agencies, Civil Society Organisations, Philanthropist and so on.



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4.7 Risk and Mitigation Measures

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

Table 1: Risks and mitigation measures

IMPACT	High	3	6	9
	Medium	2	4	6
	Low	1	2	3
		Low	Medium	High
		PROBABILITY		

Table 4.10: Risk and mitigation measures

S/N	Risks	Probability	Impact	Mitigation strategies
1	Political risk	6	6	Political engagement at state and federal levels to lobby priority funding to the sector
2.	Economic risk	9	9	Improve partnership agreements with development partners to implement critical sector programmes
3..	Security risk	6	1	Regular and continuous engagements with local leaders on the importance of education to development. Continuous contact with State Committee on dialogue and conflict resolutions.
4	Inflation	6	9	Reduce number of activities across board and prioritize activities in order of their importance



CHAPTER FIVE

5.0 MONITORING AND EVALUATION

5.1 Introduction

There is a need for improved monitoring and evaluation of Educational activities in the State. This will help to identify cluster mapping of dropouts/OOSC, ascertain the level of increase in enrolment and completion rate for learners (Boys and Girls) and People with disabilities, capacity development of educational personnel (Quality Assurance Officers, EMIS Officers Planning Research and Statistics Officers e.t.c) and provision of educational facilities among others. This should not only be carried out by the Ministry of Education and its parastatals but also by the Ministry of Budget and Economic Planning, Communities through SBMC/PTA members, Civil Society Organizations, Traditional rulers/Chiefs, and Opinion Leaders.

Monitoring and Evaluation (M & E) in the context of this plan, plays a crucial role in assessing the effectiveness and efficiency of programmes and projects, in the Basic Education Sector. The M and E are utilized to monitor and evaluate the State Education Sector Operational Plan through:

- i. Establishing clear objectives, by defining clear and measurable objectives for the Education Sector Operational Plan in Yobe State. The objectives embraced the acronym SMART which is specific, achievable, relevant, and time-bound.
- ii. Developing key performance (KPIs), that is the identification of KPIs that align with the objectives of the operational plan. These include metrics such as student enrollment rates, dropout rates, teacher-student ratios, literacy and numeracy rates, infrastructure development progress, budget utilization, and stakeholder satisfaction levels.
- iii. Setting Baseline, before the implementation begins, there is a need to establish baseline data for each KPI to serve as a point of comparison for future evaluations. This provides a benchmark against which progress can be measured.
- iv. Implementing mechanisms, that are put in place systems for ongoing throughout the implementation of the operational plan. This would involve regular data collection through surveys, interviews, observations, and document reviews.
- v. Engaging stakeholders, would ensure the involvement of relevant stakeholders, including government officials, educators, students, parents, and community members, in the monitoring process. Their input would provide valuable insights into the effectiveness of interventions and areas needing improvement.
- vi. Data analysis and reporting, analyzing data collected through monitoring activities to track progress towards the stated objectives. Prepare regular progress reports that highlight achievements, challenges, and recommendations for improvement.
- vii. Conducting mid-term and end-term evaluation, this is the conduct of comprehensive evaluations at predefined intervals (e.g., mid-term and end-term) to assess the overall impact of the operational plan. These evaluations would involve rigorous analysis of both qualitative and quantitative data to determine the extent to which objectives have been met and identify factors contributing to success or hindering progress.



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- viii. Utilizing feedback for decision-making, is the use of the findings from monitoring and evaluations to inform decision-making processes. This would involve adjusting strategies, reallocating resources, or introducing new initiatives to address identified gaps and improve outcomes.
- ix. Ensuring accountability and transparency, this is to ensure the maintaining of transparency in the M & E process by sharing findings with all stakeholders and holding responsible parties accountable for their performance. This would help build trust and confidence in the effectiveness of the operational plan.
- x. Learning and continuous improvement, there would be the use of lessons learned from monitoring and evaluations to inform future planning and implementation efforts. Continuously refine strategies based on feedback and evolving needs to ensure ongoing progress and sustainability in the education sector.

By incorporating these steps into the monitoring and evaluation framework, policymakers can effectively track progress, identify areas for improvement, and ultimately enhance the quality of education delivery in the state.

5.2.1 Plan Progress Reporting

In terms of reporting there shall be bottom-up (schools, LGEA, state level, national level) approach to data flow and reporting, while feedback would be from top to bottom. At the state level, the system provides for specific individuals who have been trained and are responsible for data capturing and reporting at the various levels. Reporting frequencies, timelines and responsibilities have also been defined. The department for planning research and statistics at the state and LGA levels have has EMIS units who are responsible for data storage and analysis at both levels. The EMIS unit's analyses data and share the results with management staff and policy makers to enable them to make evidence-informed decisions.

5.2.2 Plan Implementation and Progress Reviews

The Basic Education sector had established systems and infrastructures for effective implementation of this plan. Such systems capacity include restructuring of the local education authorities administrative and management structure (LGEAs), established quality assurance and supervision mechanism, establishment of a functional EMIS centre, functional SBMCs (available in all primary schools in the state), commitment to the conduct of schools census annually, on-going survey of out-of-school children, and conditional cash transfer programme (to encourage school enrolment).

5.2.3 Surveys and Studies

There will be frequent surveys especially on Tsangaya Education and out-of-school children with a view of ascertaining the number of parents who were displaced from their community due to the activities of the insurgents and parents who send their wards to Tsangaya schools.



5.3 Monitoring and Evaluation System

The monitoring and evaluation process is meant to show what works well in delivering effective planning, what does not work and what need to be corrected. The approach of the Monitoring & Evaluation processes is to ensure that all stakeholders' interest is represented.

5.3.1 The Monitoring and Evaluation Framework

The Monitoring & Evaluation framework describes how data will be collected to track progress of implementation of the strategic plan. This will include the roles and responsibilities at each level of the institutions involved, how data will be collected and the reporting requirements - including the use of ICT. The lessons learnt from the monitoring progress and evaluation of results can provide feedback into improving the basic education system.



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Table 5.3.1: Monitoring and Evaluation Framework

POLICY 1: ACCESS, EQUITY AND INCLUSIVENESS

POLICY OBJECTIVE: Provide equitable access to basic education

ACTIVITIES	OUTPUTS	OUTPUT INDICATORS					OUTCOMES	OUTCOME INDICATORS					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY
		Baseline 2022	2024	2025	2026	2027		Baseline 2022	2024	2025	2026	2027			
Establishment of 100 ECCDE centres in primary schools across the state	100 ECCDE schools established across the state	No. of ECCDE centres (151)	25	25	25	25	Improved ECCDE enrolments in schools	NER = 7.23%	NER = 13%	NER = 18%	NER = 23%	NER = 28%	Annually	Procurement and Project Records and M and E Reports	SUBEB
Conduct school enrolment drive & campaign (for ECCDE, Primary, Almajiri , Nomadic & Special Needs)	Reduced number of out of school by 30,000 children annually	232,759 OOSC	232,759	221,121	210,065	199,562	Increased in enrolment, retention and completion in schools	Enrolment (Pry & JSS) 972,238	Enrolment (Pry & JSS) 978,339	Enrolment (Pry & JSS) 980,339	Enrolment (Pry & JSS) 982,339	Enrolment (Pry & JSS) 984,339	Annually	Annual school census reports	SUBEB
Procurement and distribution of Free School Uniforms to indigent 30,000 ECCDE and Primary School Children	30,000 uniforms procured		7500	7500	7500	7500	Improved enrolment, retention and completion	No. of students distributed with free uniforms 30,000	No. of students distributed with free uniforms 60,000	No. of students distributed with free uniforms 90,000	No. of students distributed with free uniforms 120,000	No. of students distributed with free uniforms 150,000	Annually	Procurement records and attendance register	SUBEB
Provide stipends to parents through Cash Conditional Transfer 250 parents (120 for males and 130 for female)	30,000 pupils benefitted from HGSF		250	250	250	250	Improved enrolment, retention and completion	Enrolment (Pry & JSS) 933,179	Enrolment (Pry & JSS) 934,653	Enrolment (Pry & JSS) 936,653	Enrolment (Pry & JSS) 937,653	Enrolment (Pry & JSS) 940,653	Annually	School attendance and meal registers	SOME/SUBEB
Annual Payment of Examination Fees for Common Entrance and JSSCE	4 Year payment of examination fees made		1	1	1	1	Improved student's performance	BECE performance (83.49%)	BECE performance (87%)	BECE performance (90%)	BECE performance (93%)	BECE performance (95%)	Examination schedule	Financial, Registration and Examination Records	SOME/SUBEB



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POLICY 2: QUALITY AND EFFICIENCY

POLICY OBJECTIVE: To strengthen the processes, systems and staff required for optimum performance of the Basic education sector

ACTIVITES	OUTPUTS	OUTPUT INDICATORS					OUTCOMES	OUTCOME INDICATORS					FREQUENCY OF DATA	DATA SOURCE/MEANS	RESPONST
		Baseline 2022				2024			2024	2025	2026	2027			
Recruit 300 qualified teachers for ECCDE, primary and JSS	300 qualified teachers recruited	No. of Teachers (10,625)	10,700	10,775	10,850	10,925	Enhanced Teacher Supply and Better Pupils/Teacher Ratio in schools	Teacher/pupils ratio (1:94)	1:94	1:93	1:90	1:88	As per employment schedule	Recruitment and posting records	SUBEB
Train 3000 teachers for ECCDE, primary and JSS	3000 teachers benefitted from the capacity building	No. of qualified teachers (8652)	8652	9402	9604	9808	Improved teachers' methodology and performance	Proportion of qualified teachers (63.11%)	63.60%	68 %	75%	80%	Continuous as per Training Schedule and Completion	Attendance registers and payment records	UBEC
Procurement of 400,000 textbooks in 5 core subjects (for ECCDE, primary and JSS)	400,000 textbooks in 5 core subjects procured	No. of available textbook per core subjects (362,020)	462,020	562,020	662,020	762,020	Improved teaching and learning	Pupils/textbook ratio (9:1)	7:1	6:1	5:1	4:1	Continuous as per Procurement cycles and Distribution Schedule	Procurement, store and distribution records	UBEC
Construction of 60 blocks of 120 classrooms, 60 offices and store	60 blocks of 120 classrooms, 15 offices and store constructed	No. of classrooms in good condition (4142)	5045	5303	5561	5819	Improved conducive teaching/learning environment	Pupil/classrooms ratio (1:131)	1:125	1:118	1:113	1:108	Continuous across project cycle	Project records, monitoring and evaluation reports	SUBEB/UBEC
Construction of 48 blocks of 144 classrooms, 48 offices and store	48 blocks of 144 classrooms, 48 offices and store constructed														
Construction of 28 blocks of 168 classrooms storey building	28 No. blocks of 168 classrooms storey building constructed														
Renovation of 88 No. block of 264 classrooms 88 offices and store	88 No. blocks of 264 classrooms, 88 offices and store														



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	renovated														
Construction of MEGA schools (Construction of a block with 12 classrooms, one (1) staffroom, two (2) offices and stores with two (2) changing room storey building)	28 No. MEGA schools constructed														
Construction of a block 80 No. 4 Holes VIP Toilets for ECCDE, primary and JSS	80 No. blocks of 4 Holes VIP Toilets constructed	No. of schools with Toilets facilities 643	663	683	703	723	Improved hygiene and sanitary condition in schools	Proportion of schools with toilet facilities (55.24%)	56.96%	58.68%	60.40%	62.11%	Continuous across project cycle	Project records, monitoring and evaluation reports	SUBEB/UBEC
Procurement of 40,000 units of 2 - seater pupils furniture for ECCDE, primary and JSS	40,000 units of 2 - seater pupils furniture procured	No. of available furniture (141,600)	151,600	161,600	171,600	181,600	Improved conducive teaching/learning environment	Proportion of students with furniture (45.07%)	48.25%	51.43%	54.62%	57.80%	Continuous across project cycle	Procurement, store and distribution records	SUBEB
Procurement of 500 units of teachers table and chairs	500 units of teachers table and chairs procured	No. of available Teachers furniture (8006)	8131	8256	8381	8506	Improved conducive teaching/learning environment	Proportion of Teachers with furniture (69.42%)	70.50%	71.59%	72.67%	73.75%	Continuous across project cycle	Project records, monitoring and evaluation reports	SUBEB/UNICEF
Procurement and distribution of 300 Mats to Tsangaya Schools in the State	300 mats procured to Tsangaya schools across the state	No. of Mats available at Tsangaya schools (520)	75	75	75	75	Improved conducive teaching/learning environment	No. of Mats available at Tsangaya schools (520)	595	670	745	820	Continuous across project cycle	Project records, monitoring and evaluation reports	SUBEB
Erection of Temporary Learning Centres in 100 Nomad Settlements	100 temporary learning centres erected	No. of Temporary learning centres available (180)	25	25	25	25	Improved conducive teaching/learning environment	No. of Temporary learning centres available (180)	205	230	255	280	Continuous across project cycle	Project records, monitoring and evaluation reports	SUBEB
Construction of 100 Shades for Integrated Qur'anic Education Schools	100 learning shades constructed in IQTE schools	No. of Temporary learning shades available	25	25	25	25	Improved conducive teaching/learning environment	No. of Temporary learning shades available (220)	245	270	295	320	Continuous across project cycle	Project records, monitoring and evaluation reports	SUBEB



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		(220)													
Procurement of sporting equipment; 4010 Footballs, 1000 sets of Jersey, 8800 No. boots, 8800 No. socks, 900 No. Goal post/nets and 560 See Saw	4010 Footballs, 1000 sets of Jersey, 8800 No. boots, 8800 No. socks, 900 No. Goal post/nets and 560 See Saw procured	No. of schools with sporting facilities (378)	478	578	678	778	Improved school friendly environment	Proportion of schools with sporting facilities (32.47%)	41.07%	49.66%	58.25%	66.84%	Continuous across project cycle	Project records, monitoring and evaluation reports	SUBEB
Construction of 9312 Metre perimeter wall fencing and barb wiring	9312 Metre perimeter wall fencing and barb wiring constructed	No. of schools with perimeter wall fencing (378)	385	392	397	404	Improved security and encroachment prevention in schools	Proportion of schools with perimeter wall fencing (32.47%)	33.08%	33.68%	34.11%	34.71%	Continuous across project cycle	Project records, monitoring and evaluation reports	SUBEB



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POLICY 3: SYSTEM STRENGTHENING AND EFFICIENCY

POLICY OBJECTIVE: To facilitate and support education management through evidence-based planning, policy decisions and monitoring the development of Basic education in the state

ACTIVITES	OUTPUTS	OUTPUT INDICATORS					OUTCOMES	OUTCOME INDICATORS					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY
		Baseline 2022	2024	2025	2026	2027		Baseline 2022	2024	2025	2026	2027			
Training and procurement of Samsung Galaxy Tab "A" to 100 quality assurance officers on proper monitoring and supervision in schools	100 Quality Assurance officers trained and Instrument procured	No. of trained quality assurance officers 80	25	25	25	25	Improved monitoring and supervision in schools	No. of trained quality assurance officers 80	105	130	155	180	As per schedule of training	Workshop attendance registers and payment records	SUBEB/UBEC
Conduct of Annual School Census and school mapping for 2024, 2025, 2026 and 2027	4 No. ASC conducted	1 No. ASC conducted	1	1	1	1	Reliable, precise and timely data for planning, policy decision making	1 No. ASC conducted	1	1	1	1	Annually	Published ASC reports	SUBEB/UNICEF and other NGOs
Data Collection for Integrated Qur'anic Education Schools and Out of School Children	4 No. data collection for IQTE and OOSC	1 No. data collection for IQTE and OOSC	1	1	1	1	Reliable, precise and timely data for planning, policy decision making	1 No. data collection for IQTE and OOSC	1	1	1	1	Annually	Published IQTE Census and M&E reports	SUBEB/AISEB and SAME
Training of 100 EMIS Personnel on Data Processing Techniques and Utilization in Decision making	100 EMIS personnel trained	22 EMIS Personnel trained	25	25	25	25	Improved data analysis for decision making	22 EMIS Personnel trained	47	72	97	122	As per schedule of training	Workshop attendance registers and payment records	SUBEB/UBEC
Training of 300 Education Managers (School heads and Principals JSS) on Effective Record Keeping and effective management	300 education managers trained	500 No. of trained education managers	75	75	75	75	Improved record keeping and effective management in schools	500 No. of trained education managers	575	650	725	800	As per schedule of training	Workshop attendance registers and payment records	UBEC
Training of 300 SBMC members in Participatory School Management	300 SBMC members trained	100 No. of SBMC members trained	75	75	75	75	Improved performance for effective management in schools	100 No. of SBMC members trained	175	250	325	400	As per schedule of training	Workshop attendance registers and payment records	UBEC
Conduct of Quarterly, Mid-year	4 no. performance	0	1	1	1	1	Improved performance in		1	1	1	1	Quarterly	Payment records	SUBEB



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and Annual Basic Education Management and Performance Review Meetings for Four years	review meetings conducted						basic education								
Procurement of 4 No. 4W Drive Vehicles full Options for Monitoring and Evaluation Operations	4 No. 4W Drive Vehicles procured	2	1	1	1	1	To improve monitoring and evaluation in schools		1	1	1	1	Annually	Procurement records	SUBEB
Funding State MTSBESP Implementation Committee, 2024 to 2027	4 years amount expended on implementation committee	0	1	1	1	1	To ensure successful implementation of all activities in MTBESP		1	1	1	1	As per payment schedule	Payment records	SUBEB



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POLICY 4: SUSTAINABLE FUNDING

POLICY OBJECTIVE: To mobilize resources from federal, state, local governments, communities and development partners to meet the funding needs for basic education

ACTIVITES	OUTPUTS	OUTPUT INDICATORS					OUTCOMES	OUTCOME INDICATORS					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY
		Baseline 2022	2024	2025	2026	2027		Baseline 2022	2024	2025	2026	2027			
Advocacy visit to chief executives and legislatures for the increase of budgetary Allocation and fund release	4 No. advocacy visits conducted	1 No. advocacy conducted	1	1	1	1	Improved budgetary provision and timely release of funds for basic education	1 No. advocacy conducted	1	1	1	1	Annually	Payment records	SUBEB
Advocacy visits to Development Partners for prioritized funding of Basic Education activities	4 No. advocacy visits conducted	1 No. advocacy conducted	1	1	1	1	Intervention of development partners on priority areas in basic education	1 No. advocacy conducted	1	1	1	1	Annually	Payment records	SUBEB
Capacity building of 12 finance officers/accountant on computerized accounting system	12 finance officers trained on computerized accounting system	4 No. Finance officers trained	0	0	12	0	Improved performance and service delivery	4 No. Finance officers trained	0	0	12	0	As per training schedule	Workshop attendance register and payment records	SUBEB
Strengthening of the 3 Internal Audit Units of SUBEB Headquarter and LGEAs to derive Value for Money in Programme and Project Design and Implementation	3 Internal Audit staff trained	1 No. Internal Auditors trained	0	0	3	0	Improved performance and service delivery	1 No. Internal Auditors trained	0	0	3	0	As per training schedule	Workshop attendance register and payment records	SUBEB
Payment of counterpart funds to external agencies i.e. UNICEF, UNESCO etc.		1	1	1	1	1	To facilitate intervention by external agencies and development partners	1	1	1	1	1	As per payment schedule	Payment records	SUBEB



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5.4 Key Performance Indicators

SMTBESP 2024-2027 Key Performance Indicators

Indicator Name	Unit of Measurement	Baseline 2022	2024	2025	2026	2027	Data Source/Mean of verification	Responsibility for Data Collection
Access, Equity and Inclusiveness								
Pre-Primary Gross Enrolment Rate Total	%	14.4	15	20	25	30	NPA Report 2022	UBEC/SUBEB
Pre-Primary Gross Enrolment Rate Boys	%	13.8	14	19	24	29	NPA Report 2022	UBEC/SUBEB
Pre-Primary Gross Enrolment Rate Girls	%	15	16	21	26	31	NPA Report 2022	UBEC/SUBEB
Primary Gross Enrolment Rate Total	%	108.6	107	106	105	104	NPA Report 2022	UBEC/SUBEB
Primary Gross Enrolment Rate Boys	%	109.6	108	107	106	105	NPA Report 2022	UBEC/SUBEB
Primary Gross Enrolment Rate Girls	%	107.6	106	105	104	103	NPA Report 2022	UBEC/SUBEB
JSS Gross Enrolment Rate Total	%	39.3	40	45	50	55	NPA Report 2022	UBEC/SUBEB
JSS Gross Enrolment Rate Boys	%	38	39	44	49	54	NPA Report 2022	UBEC/SUBEB
JSS Gross Enrolment Rate Girls	%	40.6	41	46	51	56	NPA Report 2022	UBEC/SUBEB
Primary Gross Intake Rate Total	%	110.18	110	108	107	105	NPA Report 2022	UBEC/SUBEB
Primary to JSS Transition Rate Total	%	45.8	46	50	55	60	NPA Report 2022	UBEC/SUBEB
Primary Education Completion Rate Total	%	130.61	130	128	126	125	NPA Report 2022	UBEC/SUBEB
GPI Pre-Primary	Ratio	1.09	1.09	1.08	1.07	1.06	NPA Report 2022	UBEC/SUBEB
GPI Primary	Ratio	0.98	0.98	0.99	1.00	1.00	NPA Report 2022	UBEC/SUBEB
GPI JSS	Ratio	1.07	1.07	1.06	1.05	1.04	NPA Report 2022	UBEC/SUBEB
JS Education Completion Rate Total	%	36.98	37	40	45	50	NPA Report 2022	UBEC/SUBEB
Quality and Efficiency								
Pre-Primary Pupil / Classroom	Ratio	1:61	1:60	1:58	1:56	1:55		
Primary Pupil / Classroom	Ratio	1:96	1:95	1:90	1:85	1:80	NPA Report 2022	UBEC/SUBEB
JSS Pupil / Classroom	Ratio	1:90	1:88	1:85	1:80	1:75	NPA Report 2022	UBEC/SUBEB
Pre-Primary Qualified Pupil / Teacher	Ratio	1:62	1:60	1:58	1:55	1:50	NPA Report 2022	UBEC/SUBEB
Primary Qualified Pupil / Teacher	Ratio	1:117	1:110	1:105	1:100	1:95	NPA Report 2022	UBEC/SUBEB
JSS Qualified Student / Teacher	Ratio	1:64	1:60	1:55	1:50	1:45	NPA Report 2022	UBEC/SUBEB
Proportion of qualified teachers Pre-primary	%	70.95	71	73	75	77	NPA Report 2022	UBEC/SUBEB
Proportion of qualified teachers Primary	%	67.73	68	70	72	74	NPA Report 2022	UBEC/SUBEB
Proportion of qualified teachers JSS	%	81.20	82	84	86	88	NPA Report 2022	UBEC/SUBEB



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Proportion of Primary learners that have access to textbooks-English	%	17.65	18	20	22	24	NPA Report 2022	UBEC/SUBEB
Proportion of Primary learners that have access to textbooks-Mathematics	%	18.18	19	21	23	25	NPA Report 2022	UBEC/SUBEB
Proportion of Primary learners that have access to textbooks-Basic Science and Technology	%	16.68	17	19	21	23	NPA Report 2022	UBEC/SUBEB
Proportion of Primary learners that have access to textbooks-Social Studies	%	18.78	19	21	23	25	NPA Report 2022	UBEC/SUBEB
Proportion of JS students that have access to textbooks-English	%	9.18	10	12	14	16	NPA Report 2022	UBEC/SUBEB
Proportion of JS students that have access to textbooks-Mathematics	%	8.62	9	11	13	15	NPA Report 2022	UBEC/SUBEB
Proportion of JS students that have access to textbooks-Basic Science and Technology	%	11.60	12	14	16	18	NPA Report 2022	UBEC/SUBEB
Proportion of JS students that have access to textbooks-Social Studies	%	8.99	10	12	14	16	NPA Report 2022	UBEC/SUBEB
Mathematics P3	%	432.41	500	500	500	500	NALABE Reports	UBEC/SUBEB
Mathematics P5	%	434.84	500	500	500	500	NALABE Reports	UBEC/SUBEB
Mathematics JSS2	%	494.15	500	500	500	500	NALABE Reports	UBEC/SUBEB
English P3	%	459.85	500	500	500	500	NALABE Reports	UBEC/SUBEB
English P5	%	427.80	500	500	500	500	NALABE Reports	UBEC/SUBEB
English JSS2	%	450.50	500	500	500	500	NALABE Reports	UBEC/SUBEB
Basic Science & Tech. P5	%	433.20	500	500	500	500	NALABE Reports	UBEC/SUBEB
Basic Science & Tech. JSS2	%	458.59	500	500	500	500	NALABE Reports	UBEC/SUBEB
Proportion of Primary schools with access to Good Water source	%	28.18	29	31	33	35	NPA Report 2022	UBEC/SUBEB
Proportion of JSS with access to good Water source	%	55.97	56	58	60	62	NPA Report 2022	UBEC/SUBEB
Pupil/Toilet Primary	Ratio	1:218	1:200	1:190	1:180	1:170	NPA Report 2022	UBEC/SUBEB
Pupil/Toilet JSS	Ratio	1:103	1:100	1:95	1:90	1:85	NPA Report 2022	UBEC/SUBEB
Access to Power Primary	%	11.53	12	13	14	15	NPA Report 2022	UBEC/SUBEB
Access to Power JSS	%	45.52	46	48	50	52	NPA Report 2022	UBEC/SUBEB
Proportion of schools with fencing Primary	%	18.36	19	21	23	25	NPA Report 2022	UBEC/SUBEB
Proportion of schools with fencing JSS	%	63.43	64	66	68	70	NPA Report 2022	UBEC/SUBEB
Proportion of Primary learners that have access to furniture (chair/table/desk)	%	21.18	22	25	30	35	NPA Report 2022	UBEC/SUBEB
Proportion of JS students that have access to furniture (chair/table/desk)	%	43.19	45	50	55	60	NPA Report 2022	UBEC/SUBEB
Proportion of JS schools that have Laboratories	%	8.21	9	11	13	15	NPA Report 2022	UBEC/SUBEB



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Strengthening System Management and Efficiency								
Proportion of schools with functional SBMCs –Primary	%	65.80	68	70	73	75	SUBEB	SUBEB
Proportion of schools with functional SBMCs –JSS	%	73.25	75	77	80	83	SUBEB	SUBEB
School-Based Management Policy in place and in use	Yes/No	Yes					SUBEB	SUBEB
Learning assessment system in place with provision for regular implementation	Yes/No	Yes					SUBEB	SUBEB
Teacher Deployment Policy & Management Information System in place	Yes/No	Yes					SUBEB	SUBEB
Education Management Information System available	Yes/No	Yes					SUBEB	SUBEB
Education Management Information System functional	Yes/No	Yes					SUBEB	SUBEB
Inclusive Education Policy in place and in use	Yes/No	Yes					SUBEB	SUBEB
Emergency response mechanisms in place	Yes/No	Yes					SUBEB	SUBEB
Sustainable Funding								
Education as Share of State Expenditure	%	24.10	24.5	25.5	26	26	Approved Budget Estimates	SUBEB
Basic Education budget as share State Education budget	%	3.38	4	4.5	5	5.5	Approved Budget Estimates	SUBEB
Proportion of Basic Education Budget released	%	85	87	90	93	95	Budget Performance Reports	SUBEB
UBE-IF Matching grant accessed and up to date	Yes/No	Yes					Budget Performance Reports	SUBEB



CHAPTER SIX

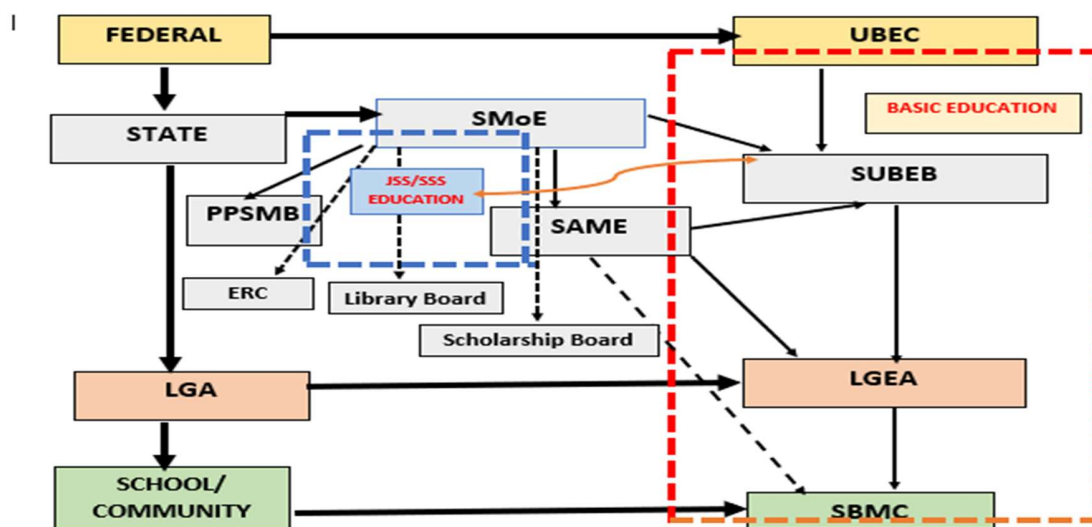
6.0 Plan Implementation Arrangement

It is generally noted that no plan can be successfully implemented without an implementation mechanism/structure in place. In this regard, to ensure effective implementation of the plan, there shall be established a subsector implementation committee that will comprise of SUBEB, MOBSE, MBEP and other development partners to monitor progress, fund release, keep track of targets to forestall deviation and conduct system review for the overall attainment of the set objectives.

6.1 State Basic Education Governance Structure

Ministry of Basic and Secondary Education is in charge of policy development and implementation in the state. Yobe State Universal Basic Education Board (YBSUBEB) is the agency under the Ministry of Basic and Secondary Education and was saddled with the responsibility of handling Basic Education activities in the state.

Below is the structure of Basic Education sector institutional arrangement



6.2 Basic Education Steering Committee

The task of this committee is to monitor and track the implementation of the contents of the document and also ensure that it is captured in the state education budget. Members of this committee will include Chairman House Committee on Education, representative from state ministries of finance, budget and planning, education and Civil Societies Organisations.

The Basic Education Steering committee comprises of the following: -

- | | | |
|---|---|----------|
| ➤ Honourable Commissioner (Min. Basic & Sec. Educ.) | - | Chairman |
| ➤ Honourable Commissioner Min. of Budget & Econ. Plan | - | Member |
| ➤ Honourable Commissioner Min. of Finance | - | Member |
| ➤ Honourable Commissioner Min. for Local Gov't | - | Member |



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➤ Executive Chairman SUBEB	-	Member
➤ Permanent Secretary (Min. Basic & Sec. Educ.)	-	Member
➤ Permanent Secretary (Min. Budg. & Econ. Plan.)	-	Member
➤ Board Secretary (SUBEB)	-	Member
➤ Executive Secretary (AISEB)	-	Member
➤ Director (SAME)	-	Member
➤ BESDA (Focal Officer)	-	Member
➤ House Committee Chairman on Basic Education	-	Member
➤ Chairman House Committee on Education	-	Member
➤ Chairman House Committee on Appropriation	-	Member
➤ Chairman Civil Societies Organisations	-	Member
➤ Dir. Planning Research & Statistics (SUBEB)	-	Secretary

6.3 State Basic Education Technical Committee

This committee is responsible for the development, production and tracking the implementation of the document at both the state and local level.

➤ Executive Chairman SUBEB	-	Chairman
➤ Permanent Secretary (Min. Basic & Sec. Educ.)	-	Member
➤ Board Secretary (SUBEB)	-	Member
➤ Executive Secretary (AISEB)	-	Member
➤ Director (SAME)	-	Member
➤ Desk Officer (MTBESP)	-	Member
➤ Desk Officer (EMIS, SUBEB)	-	Member
➤ Dir. Quality Assurance (SUBEB)	-	Member
➤ Dir. Social Mobilization (SUBEB)	-	Member
➤ Chairman House Committee on Education	-	Member
➤ Dir. Planning Research & Statistics (SUBEB)	-	Secretary

6.4 LGA Education Technical Committee

The task of this committee is to monitor and track the implementation of the contents of the document at the local government level and report to the State Technical committee.

➤ Education Secretary	-	Chairman
➤ HOD School Services	-	Member
➤ SBMC Chairmen	-	Member
➤ LGEA EMIS Officer	-	Member
➤ HOD Planning Research & Statistics	-	Secretary

6.5 School Based Implementation Committee

This committee is saddle with the responsibility of monitoring the implementation of the contents of the document at the school level and report to the Local level.



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➤ Principal/Headmaster	-	Chairman
➤ SBMC Chairman	-	Member
➤ PTA Chairman	-	Member
➤ Rep. of Teachers	-	Member
➤ Asst. Principal/Headmaster	-	Secretary

6.6 Education Partners Coordination Committee

The task of this committee is to ensure participation of donor agencies, private individuals and other stakeholders in educational policies and decision making as well as support in funding other programmes in the document.

- United Nations International Children Emergency Fund (UNICEF)
- United State Agency for International Development (USAID)
- Family Health International (FHI 360)
- Save the Children
- North-East Regional Initiative (NERI)
- Plan Aid International
- Action Against Hunger (ACF)
- World Food Programme (WFP)
- Community and Social Development Programme (CSDP)



APPENDIX I

CRISES AND EMERGENCY RESPONSE PLAN/CLIMATE CHANGE

OBJECTIVE: To ensure continuity in learning during emergencies

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Construction/erection 100 No. temporary learning shade	100 No. temporary learning shades constructed/erected	Improved conducive teaching/learning environment (continuing education)	25	25	25	25	125,000	137,500.00	151,250.00	166,375.00	580,125	SEMA, UBEC, SUBEB, UNICEF, NGOs	SEMA, SUBEB, NGOs
Procurement of 100 No. portable blackboards	100 No. portable blackboards procured	Improved conducive teaching/learning environment (continuing education)	25	25	25	25	2,500	2,750.00	3,025.00	3,327.50	11,603	SEMA, UBEC, SUBEB, UNICEF, NGOs	SEMA, SUBEB, NGOs
Procurement 1000 mats	1000 No. mats procured	Improved conducive teaching/learning environment (continuing education)	250	250	250	250	2,500	2,750.00	3,025.00	3,327.50	11,603	SEMA, UBEC, SUBEB, UNICEF, NGOs	SEMA, SUBEB, NGOs
Procurement of 100 No. water containers (1000 Litre)	100 No. of water containers (1000 Litres) procured	Improved conducive teaching/learning environment (continuing education)	25	25	25	25	3,750	4,125.00	4,537.50	4,991.25	17,404	SEMA, UBEC, SUBEB, UNICEF, NGOs	SEMA, SUBEB, NGOs
Procurement of 100 cartons of assorted chalks	100 cartons of assorted chalks procured	Improved conducive teaching/learning environment (continuing education)	25	25	25	25	375	412.50	453.75	499.13	1740.375	SEMA, UBEC, SUBEB, UNICEF, NGOs	SEMA, SUBEB, NGOs
Procurement of 100 cartons of dusters	100 cratons of dusters procured	Improved conducive teaching/learning environment (continuing education)	25	25	25	25	375	412.50	453.75	499.13	1740.375	SEMA, UBEC, SUBEB, UNICEF, NGOs	SEMA, SUBEB, NGOs
Procurement of 6000 units of 2 - seater pupils furniture	6000 units of 2 - seater pupils furniture procured	Improved conducive teaching/learning environment	1500	1500	1500	1500	45,000	49,500.00	54,450.00	59,895.00	208,845	SEMA, UBEC, SUBEB, UNICEF,	SEMA, SUBEB, NGOs



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		(continuing education)										NGOs	
Construction of 40 No. Pit Toilets	40 No. pits toilet constructed	Improved sanitary condition (continuing education)	10	10	10	10	40,000	44,000.00	48,400.00	53,240.00	185,640	SEMA, UBEC, SUBEB, UNICEF, NGOs	SEMA, SUBEB, NGOs
TOTAL							219,500	241,450.00	265,595.00	292,154.50	1,018,700		



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