

# **Kaduna State Government**



## **Kaduna State Education Sector Strategic Plan 2019 - 2029**

**Ministry of Education, Science and  
Technology**

**April 2019**

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## Table of Acronyms

AESPR	Annual Education Sector Performance Review
ASC	Annual Schools Census
CBO	Community-Based Organization
CSO	Civil Society Organization
DFID	Department for International Development
ECCD	Early Child Care Development
ECCDE	Early Child Care Development Education
EFA	Education for All
EGRA	Early Grade Reading Assessments
EMIS	Education Management Information System
ESIP	Education Sector Implementation Plan
ESP	Education Strategic Plan
ESOP	Education Sector Operational Plan
ESSPIN	Education Sector Support Programme in Nigeria
FAAC	Federation Accounts Allocation Committee
GDP	Gross Domestic Product
GPE	Global Partnership for Education
ICT	Information and Communication Technology
IQTE	Islamiyyah Quranic and Tsangaya Education
JSS	Junior Secondary School
KADSSQAA	Kaduna State Schools Quality Assurance Authority
KASU	Kaduna State University
KSCOE	Kaduna State College of Education
LGAs	Local Government Areas
LGEA	Local Government Education Authority
MoEST	Kaduna State Ministry of Education, Science and Technology
NBPZ	Nuhu Bamalli Polytechnic Zaria
NBS	National Bureau of Statistics
NECO	National Examination Council
NGO	Non-Governmental Organization
NHGSFP	National Home-Grown School Feeding Program
NIPEP	Nigerian Partnership for Education Project
PCR	Pupil/Classroom Ratio
PTR	Pupil/Teacher Ratio
SBMC	School-Based Management Committee
SDGs	Sustainable Development Goals
SSCE	Senior School Certificate Examinations
SSO	School Support Officer
SSS	Senior Secondary School
SUBEB	State Universal Basic Education Board
TETFUND	Tertiary Education Trust Fund
TVET	Technical and Vocational Education Training
UBE	Universal Basic Education
UBE IF	Universal Basic Education Intervention Fund
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

## Foreword

Kaduna State has an outstanding record of commitment to education reform since the El-Rufai-led administration came into power in 2015. Its numerous achievements in education are however not without challenges. The Kaduna State Education Strategic Plan is designed to set specific implementable strategies for achieving the policy objectives in the Kaduna State Development Plan on Education, as well as the Education Policy and the Kaduna State Education Quality Assurance Policy.

This Strategic plan aims to improve the quality of education with better learning outcomes across all levels of education through the transformation of education, educational services, teacher education, management of teachers and funding of education with the end goal of producing learners who can compete globally.

The government is committed to full implementation of the strategies stated in the Education Strategic plan up-to year 2029, and possibly beyond, with necessary reviews and revisions. I therefore recommend the Kaduna State Education Strategic Plan to all stakeholders whose valued support in its implementation would ensure the emergence of quality teaching and better learning outcomes and ultimately improve the total quality of the Education system in Kaduna State.

**Mallam Nasir El-Rufai**  
Executive Governor  
Kaduna State

## Acknowledgement

The development of the Kaduna State Education Sector Strategic Plan is a key step towards achieving quality education and improvement of the education system in Kaduna State. We use this opportunity to thank and acknowledge the outstanding commitment of all those who played a role in the preparation of this Strategic Plan.

The Kaduna State Government acknowledges the enormous contributions and commitment of the entire staff of the Ministry of Education, Science and Technology (MoEST) as well as the Agencies that participated in the development of this Plan. We especially appreciate the Permanent Secretaries of the MoEST, State Universal Basic Education Board (SUBEB) and Quality Assurance Board, under whom this noble initiative was completed.

The contributions from the tertiary institutions such as the Kaduna State University, the Colleges of Education and Polytechnics in the state are also appreciated. Contributions from all other stakeholders including School Based Management Committees (SBMCs), Media partners in Kaduna State, Citizens Working Group and Civil Society Organizations (CSOs) are truly appreciated.

Finally, we thank our International Development Partners - DFID's Partnership to Engage, Reform and Learn (PERL); DFID's Education Data, Research and Evaluation in Nigeria (EDOREN); and DFID's Teachers Development Programme (TDP) for their technical and financial support in the development of Kaduna State Education Sector Strategic Plan. We will continue to work with you for guidance and feedback as we implement this plan towards improving total quality of education in our state.

**Ja'afaru Ibrahim Sani**

Honourable Commissioner for Education  
Kaduna State

## Executive Summary

Current statistical indicators show that Kaduna State is not likely to achieve the Sustainable Development Goals (SDGs) by 2030 with respect to Education; except if the state takes adequate measures to address ineffective and inefficient planning, as well as providing additional funding and implementation of a more robust Education Sector Plan at all levels of education in the state.

The purpose of the Education Strategic Plan is twofold as follows:

- To establish a new implementation for realization of the state's social and economic priorities in the education system for efficient delivery of results, better opportunities for adults, children, youth and people with special needs/disabilities, and more relevant education for the residents of Kaduna State; and
- To ensure that by 2029, the MoEST and its affiliated institutions are providing effective, efficient, relevant and high-quality education services with better learning outcomes to beneficiaries.

This plan was developed through a participatory process. The process involved sensitization of policymakers, legislators, political office holders, relevant education managers and stakeholders; including non-state actors such as Non-Government Organisations (NGOs), Faith Based Organisations (FBOs); Civil Society Organisations (CSOs); and Community Based Organisations (CBOs).

Kaduna State has shown sound commitment to education reforms that have resulted in some good record of achievements, requiring sustainability. These achievements in education are however not without challenges. Analysis of the sector revealed that the key challenges include inadequate coverage and limited level of inclusiveness; poor level of quality, relevance and internal efficiency; infrastructural decay and insufficiency; inefficient management and system inefficiency; and non-sustainable funding and inadequate resourcing.

It is on record that the State Government developed its first-generation Education Strategic Plan in the year 2018; with a detailed Education Policy for the state. That Plan was reviewed and updated to the current version upon the completion of the Education Policy and Education Quality Assurance Policy for the state; which were both the first of their kind in Kaduna State. This version of the Education Sector Strategic Plan (ESP) contains integrated initiatives that cut across the Kaduna State Development Plan (KSDP), the former Education Strategic Plan (ESP), the newly developed State Education Policy and the State Education Quality Assurance Policy.

This ESP contains clear strategies for implementing the policy objectives for Education in the Kaduna State Development Plan (KSDP); with expansion to the Policy Objectives in the State Education Policy and the State Quality Assurance Policy. It also retrofitted the strategies in the Education Sector Implementation Plan to ensure that, in reality, this Strategic Plan remains the main framework for educational management in Kaduna State up to year 2029.

The content and coverage of this ESP ensure integration of key elements of Total Quality Management for enhanced service delivery as its main guiding principles. These guiding

principles as stated below form the pillars of its approach to sector-wide integration. The principles are:

- Access and Equity;
- Quality, Relevance and Internal Efficiency;
- Infrastructure;
- Management and Efficiency; and
- Resourcing.

The ESP however ensures an increasing focus on the expansion of Early Child Care Development Education, expanding access to quality Basic and post-Basic education, Non-Formal Education, Technical and Vocational Education, special education which included equitable education for girls and those with special needs as well as tertiary education. It also contains specific measures that will be taken to ensure qualitative education for marginalized children and youths. In order to provide focus and clear alignment with the policy objectives of the Sector, the strategies have been well structured to align with each of the policy objectives in the KSDP as the primary documents, with expanded policy objectives already aligned in the State Education Policy and Quality Assurance policy as shown below. This will not only guide better understanding in implementation and resourcing but will also provide a structural approach to resourcing for results, monitoring and evaluation.

In summary, this Strategic Plan sets four main objectives that were derived from Kaduna State Development Plan. The expected outcomes were articulated from the respective sector objectives. The sector objectives and associated outcomes are as set out in the table below:

Sector Objectives	Expected Outcomes
<b>To improve quality of education at all levels</b>	Improved quality of teaching and learning outcomes.
<b>To improve access to learning opportunities for all</b>	Increased access, retention and completion rate at all levels for males, females and people with special needs/disabilities.
<b>To expand and upgrade education infrastructure</b>	Adequate educational infrastructure provided at all levels of education.
<b>To ensure that education is relevant to the labour market with enhanced productivity</b>	<ul style="list-style-type: none"> <li>• Improved education information management systems (EIMS);</li> <li>• Improved motivation of teachers through enhanced terms and conditions of services;</li> <li>• Sustainable funding with efficient management of the education financial management system; and</li> <li>• Effective financial management information system.</li> </ul>

The Plan then sets out the broad strategies and specific activities for achieving the sector objectives as well as for delivering the associated expected outcomes. The respective Ministries, Departments and Agencies (MDAs) responsible for executing the activities are specified; including the timeframe within which they are expected to execute the respective activities. These are presented in tabular form in Tables 3 to 6.

The resources and costs estimates for the plan indicate that resources will rise from N42 billion in 2019 to N110 billion in 2029; while expenditures are projected to rise from N32 billion in 2019 to N33 billion in 2029.

The Plan ends with an articulation of monitoring and evaluation of its implementation; as well as an approach to plan revision and critical success factors of the plan implementation.

It is anticipated that if this Education Sector Strategic Plan is well implemented along-side the Education Policy and the Education Quality Assurance Policy recently developed, the existing weaknesses in the Kaduna State education system will improve. For instance, the observed low capacity in the understanding of policies, programmes and activities at the Local Government level; low level of public awareness of government education policies and programmes and the Structural defects of some school buildings could be largely improved upon by taking advantage of strengths and existing opportunities, while mitigating the risks.

## Section 1: Introduction and Background

### 1.1 Profile of Kaduna State

#### The State

Kaduna, the capital of Kaduna State, in North-Western Nigeria, has a long history as the capital of the Northern Region of Nigeria. In 1967, this old Northern Region was divided into six states, leaving Kaduna as the capital of North-Central State. The North Central State was then officially renamed Kaduna State in 1976. The state is uniquely situated to service the other Northern states and the Federal Capital Territory and is regarded as a trade centre as well as a major agriculture and transportation hub. There are 23 Local Government Areas (LGAs) in Kaduna State, represented by three senatorial zones at the Federal level.

**Figure 1: Map of Kaduna State Showing the Constituent Local Government Areas**

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Kaduna State is known as the “Centre of Learning” and boasts of several educational institutions to support this appellation. Such institutions include: Ahmadu Bello University Zaria; Nigeria Defence Academy; Kaduna Polytechnic; Kaduna State University; Nuhu Bamalli Polytechnic Zaria and College of Education Gidan Waya. In addition to its prolific agricultural resources, the state is also blessed with plentiful natural and historic endowments that make it a candidate for virile tourism industry. Potential tourist attractions include Matsirga waterfalls, Kagoro Hills, Zaria Dam, the Nok Museum as well as multiple lakes, game-reserves and wild-life refuges.

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- **Geographical Location and Political Highlights**

Kaduna State is in the Northwest geopolitical zone of Nigeria at 10.1590°N; 8.1339°E coordinates on a land area of 17,781 sq. mi (46,053 sq. km). The state shares common borders with Zamfara, Katsina and Kano States to the North, Bauchi and Plateau States to the East, Niger State to the West, Nasarawa State and the Federal Capital Territory, Abuja to the South. The capital city, Kaduna along with Zaria and Kafanchan are the main urban areas of the state.

The major rivers in the state are: Kaduna, Kogum, Gurara, Matsirga and Galma, while the vegetation cover is a Sudan-Savannah type, characterised by scattered short trees. Kaduna State experiences a tropical continental climate with two distinct seasonal climates - dry and rainy seasons. The wet season (May to October) is very much heavier in the Southern areas of the state e.g. Kafanchan and Kagoro than in the Northern areas e.g. Makarfi and Ikara. The state has an average annual rainfall of 1,272.5 mm at an average humidity of 56.64%; while average daily minimum and maximum temperatures are 15.1 and 35.18 degrees Celsius.

Kaduna State operates a democratic form of government, composed of three distinct branches: Executive, Legislative and Judicial arms. The current state Governor is Mallam Nasir Ahmad El-Rufai who was sworn into office in May 2015.

### **The People and Population**

Kaduna State is a multi-cultural and multi-ethnic state; populated by over 60 ethnic groups e.g. the Gbagyi, Hausa, Fulani, Gwong, Atuku, Bajju, Ham, Adara, Atyap, Gure and Ninkyop to mention a few. The population of the state as at the 2006 census was 6,113,503. Applying a 3% growth rate as allowed by the National Population Commission, the projected population of Kaduna State stands at 8,649,473 by 2018; comprising 4,437,009 males and 4,212,464 females.

### **Economy of the state**

Data on the economy of Kaduna State economy is limited, but it is estimated that approximately 80 - 85% of its \$15B Gross Domestic Product (GDP) is accounted for by agriculture with little contributions from other sectors. Agriculture is the major source of employment for the people, accounting for 42.7% of total employment in the state. Major cash and food crops cultivated include Yam, Cotton, Groundnut, Tobacco, Maize, Beans, Guinea corn, Millet, Ginger, Rice and Cassava. The major cash crop is Cotton which the state has a comparative advantage in as the leading cotton producer in the country. Another major occupation of the people is animal rearing and poultry farming. The animals reared include cattle, sheep, goats, chickens and pigs.

Kaduna State is blessed with minerals such as clay, serpentine, asbestos, amethyst, kyanite, gold, graphite and sillimanite graphite, which are found in Sabon Birni, in Birnin Gwari Local Government. Graphite is an important raw material used in the manufacture of pencils, crucibles, electrodes, generator brushes and other sundry parts.

Kaduna State is a metropolitan and cosmopolitan, industrialised state with over 80 commercial and manufacturing industries that produce carpets, textiles, reinforced concrete materials, bicycles assembly, toiletries and cigarettes. Consumer goods produced include

dairy products, soft drinks, flour and groundnut oil. Additionally, the National Leather Research Institute Zaria, the Defence Industries Corporation of Nigeria and the Nation's third petroleum refinery, Kaduna Refinery are in Kaduna State.

Majority of the employed population in Kaduna State are self-employed. The second largest employer is the private sector (27%), which is dominated by informal operators and small enterprises, while approximately 13% of the labour force works in the public sector. Other areas of employment include wholesale and retail trade, manufacturing jobs, hotel and restaurant jobs, education, social and personal services.

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## 1.2 Need for a Strategic Plan for the Sector

Several attempts have been made at the National and State levels to improve system performance by promoting the development of educational plans with set goals and targets. In Kaduna State, education policy directions over the years have been guided by documents such as:

- Education for All (EFA);
- Kaduna State Annual School Census Report (2009/2010 - 2017/2018);
- Kaduna State Development Plan 2016-2020;
- National Policy on Education 2013;
- Universal Basic Education Commission (UBEC) Policy;
- Kaduna State Annual Education Sector Performance Report (2016);
- Kaduna Education Sector Plan 2009-2020 (2008);
- Global Partnership for Education (GPE)/ Nigerian Partnership for Education Project (NIPEP) Project Implementation Manual;
- Kaduna State Bureau of Statistics House Hold Survey (2017);
- United Nations Sustainable Development Goals (Agenda 2030); and
- Ministerial Strategic Plan 2016 – 2019.

Current statistical indicators show that Kaduna State is not likely to achieve the SDGs by 2030 with respect to education except if the state takes adequate measures to address the ineffective and inefficient planning; and provides additional funding and implementation of a more robust Education Sector plan at all levels of education in the state.

## 1.3 Purpose of the Education Sector Strategic Plan

The purpose is twofold as follows:

- The primary purpose of the ESP is to establish a new framework for the realization of the state's social and economic priorities and to focus the education system on efficient delivery of results, better opportunities for adults, children, youth and people with special needs/ disabilities, and more relevant education for the residents of Kaduna State; and
- To ensure that by 2029 the Ministry of Education, Science and Technology (MoEST) and its affiliated institutions are providing effective, efficient, relevant and high-quality education services to beneficiaries.

The policy and strategy reforms within the ESP are linked to broader development policies and practices, including decentralization, the Medium-Term Expenditure Framework (MTEF), the Sustainable Development Goals, and recent reviews, reports and studies on the Education Sector.

#### **1.4 Summary of the Process for Developing this Plan**

The Development of the 10-year Education Sector Strategic Plan is a positive sign of the Government's drive to enhance education service delivery in the state. The ESP development process had a two-stage approach and under the support of two Development Partners, United Nations Children Fund (UNICEF), first, and the Department for International Development's Partnership to Engage, Reform and Learn (DFID-PERL), later. There were meaningful contributions from non-state actor stakeholders under the support of PERL. Some non-state actors made written submissions in the course of developing this Strategic Plan. Their inputs were made use of as much as possible. In addition to these inputs, a draft of this strategic plan was exposed to stakeholders for comments and suggestions; following which the draft was updated to reflect the inputs received from the stakeholders' validation. The preparation of this Strategic Plan has therefore been as participatory as possible.

A sector-wide analysis was undertaken to set this Strategic Plan in context. Other specific activities undertaken in the process of developing the Education Strategic Plan include the following:

- Sensitization of policymakers, legislators, political office holders and relevant education managers on the need for a sector plan;
- Creating a realistic budget for the development of the plan;
- Setting up of State Steering and Technical Committees with membership drawn from line Ministries, relevant education parastatals and other stakeholders;
- Capacity building workshops for core Technical Committee members by UNICEF;
- Identification of issues and challenges of education in the state;
- Conducting research on the identified education challenges;
- Reporting the outcomes of the research;
- Filling the education gaps in order to manage the challenges;
- Analysing the challenges through a SWOT analysis (i.e. Strengths, Weakness, Opportunities and Threats) as it affects the Education Sector;
- Data Analysis;
- Drafting the State Education Strategic Plan;
- Presenting the draft to stakeholders for validation.
- Setting up an Updating Committee comprising representatives of subsectors, crosscutting departments and Civil Society Organisations (CSOs);
- Carrying out additional analyses and updating relevant sections with the most current Annual School Census (2017/2018) statistics;
- Redrafting the report based on agreed Table of Contents; and
- Presenting the draft to stakeholders.

#### **1.5 Structural Outline of the Education Sector Strategic Plan**

This Kaduna State Education Sector Strategic Plan is presented in seven sections, with an accompanying executive summary. Section One presents a concise profile of Kaduna State,

provides rationale for the development of the Plan and summarises the process adopted in preparing the Plan. An Education Sector analysis, including challenges and achievements, and the results of a SWOT and PESTLE analysis are presented in Section Two to provide a context for the Strategic Plan; while Section Three presents a review of the high-level policy documents that form the key reference materials for the Plan. Section Four presents the strategic direction of the Plan; including the Mission, Vision and Core Values; as well as the sector objectives and their associated expected outcomes. Section Five sets out the sector objectives, their expected outcomes and both the broad strategies and activities to be undertaken to achieve the sector objectives and to deliver the expected outcomes. Section Six provides a high-level estimate of the cost of the Strategic plan; including the limitations of the estimates and some ideas on financing the plan. The Plan implementation monitoring and evaluation, as well as critical success factors for the Plan are presented in Section Seven.

## Section 2: Kaduna State Education Sector Analysis

### 2.1 Introduction

A comprehensive Education Sector Analysis (ESA) was carried out with the objective of conducting a critical analysis of the sector. It reviewed the internal dynamics as well as the macro-economic and socio-demographic environment within which the Kaduna State Education system operates. It identifies and documents the achievements and challenges of the education system.

The paragraphs below present the main findings of the ESA diagnostic work. The analytical aspects identified in other similar exercises, which covered either the whole or part of the educational system, have also been appropriately referenced. A detailed ESA report has been prepared as a separate document for interested persons, which highlights the current situations of specific areas not reported in the ESP.

### 2.2 Overview of the State Education Sector

#### Major Highlights of Education in Kaduna State

The Ministry of Education Science and Technology (MoEST) is supplemented by several parastatals that are responsible for either a state-wide education, sub-sector, a sub-function, or for the management of an institution. These parastatals enjoy a certain level of autonomy in discharging their mission and the Commissioner may give directions of only a general character. There are eight parastatals charged with state-wide functions, namely: The SUBEB, the Kaduna State Schools Quality Assurance Authority (KADSSQAA), the Kaduna State Library Board (KSLB), The State Scholarship and Loans Board (KSSLB), Teachers Service Board (TSB), Kaduna State University (KASU), Nuhu Bamalli Polytechnic Zaria (NBPZ) and Kaduna State College of Education (KSCoE). There are sixteen management boards, each overseeing a secondary school.

As shown in Figure 2 below, the MoEST comprises six departments namely: Public Schools, Education Sector Projects, Finance and Administration, Science and Technology, Mass Literacy and Higher Education.

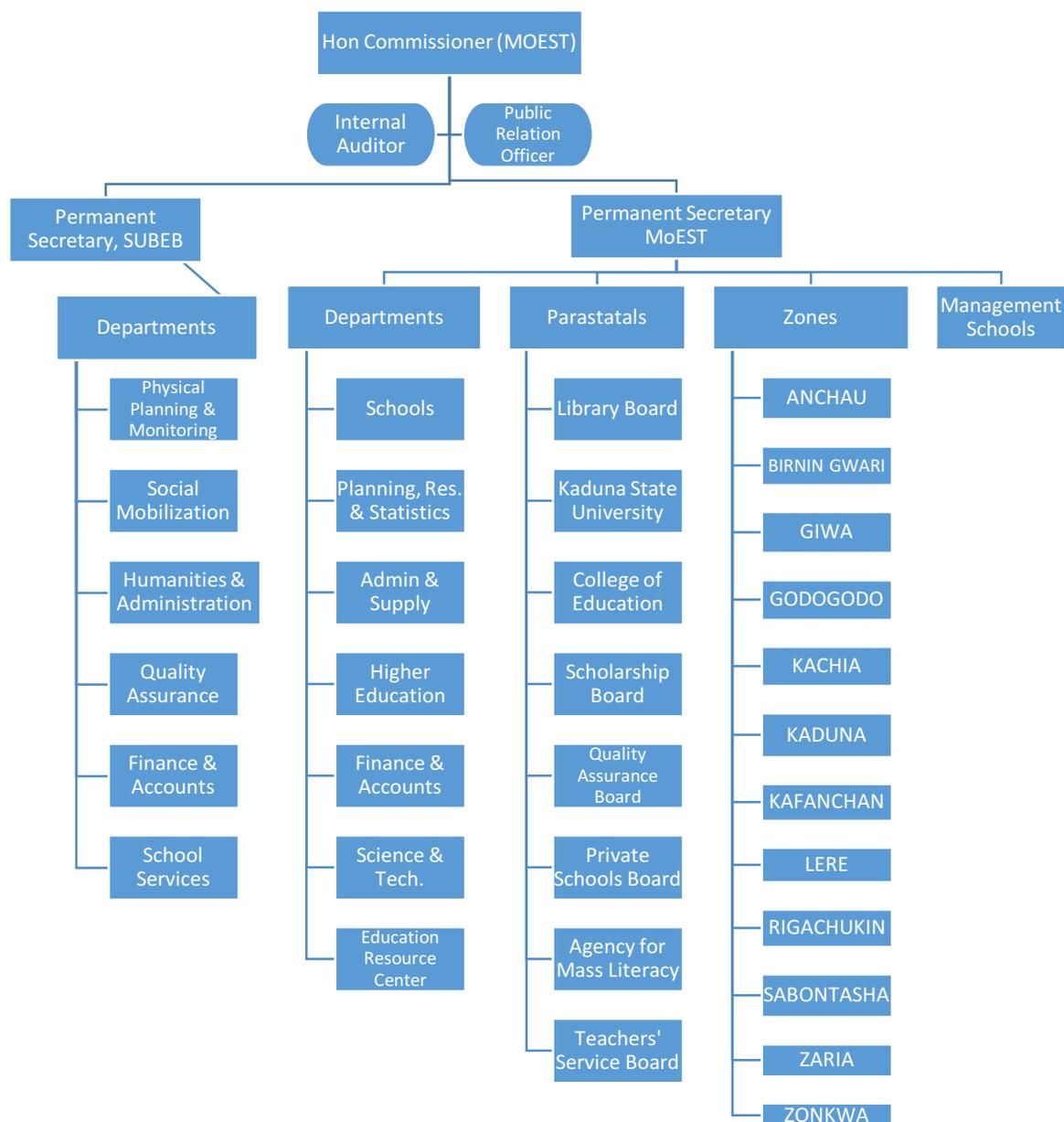
#### Education Policy Environment

National and international agreements, policies and targets inform the education policy in Kaduna State. Examples of these include the National Policy on Education (FRN 2013), the United Nations' Sustainable Development Goals (SDGs) and Education for All (EFA). Of importance is the Kaduna State Development Plan (2016 – 2020), which is a blueprint of strategies and actions that are to be taken to achieve the developmental aspirations of the state, chief among which is quality education for all. It contains the detailed policy thrust, strategies, expected outcomes and key performance indicators required to make Kaduna State a model for quality and Inclusive Education in Nigeria. To improve education access and equity, Kaduna State, like other States in the Nigeria, has adopted all the existing policies in the Education Sector and, is steadily implementing them. These include the UBE Act, the Inclusive Education Policy and the National Policy on Education to mention a few. In summary, the key policy thrust and strategies mapped-out for the Education sector are to:

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- Improve and ensure adequate coverage and equitable access in the Education Sector – various strategies highlighted for achieving this policy include advocacy and sensitization, use of incentives, promotion of community participation, the establishment of more non-formal education centres and improved facilities;
- 
- 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;
- 
- 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
- 
- Considering that 80% of the student population in Kaduna State is 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.

**Figure 2: Organisational Structure of the Ministry of Education, Science and Technology (MoEST)**



Source: Corporate Plan, MoEST 2019

### Access and Equity

- To increase access and equity, the state government has embarked on the expansion of schools through provision of infrastructure, provision of teaching and learning materials, free feeding through the National Home-Grown School Feeding Programme (NHGSFP), free uniform and ICT tablets to secondary school students. Some of these interventions have already begun to yield improvements. For example, the gross enrolment rate for primary 1 pupils currently exceeds 100% (114%) and gender parity at the primary level has steadily improved to 0.97 (Annual Schools Census – ASC 2017/2018; See Annex 1 for ). Results such as these show that the state is steadily attracting children, especially the girl-child, to school and a renewed focus is therefore

required to ensure that these children remain in school and receive qualitative education.

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### **Quality, Relevance and Internal Efficiency**

- Although continuous efforts are steadily being made to improve learning outcomes at all levels, a lot remains to be done in this regard. The Early Grade Reading Assessment (EGRA 2014) conducted to assess literacy at primary level showed that 93% of pupils scored zero on reading comprehension in both Hausa and English); success rates of 26% and 30% were recorded in the 2017 West African Examinations Council (WAEC) and National Examination Council (NECO) Senior School Examinations Council (SSCE) examinations respectively. The National Bureau of Statistics (NBS) literacy survey (2018) revealed a state adult literacy rate of 47% (vs. 64% recorded at National level). High dropout rates and high pupil-classroom ratios also tell a story of poor internal efficiency. These form part of the major issues which the Education Quality Assurance Policy was developed to address, among others.
- 
- The scope for improving the quality of education in Kaduna State is enormous. Better school administration, good buildings and facilities, first-rate teaching standards, appropriate teacher training, fair salaries and clear career paths for education professionals will all contribute to ensuring better opportunities for children i.e. to ensure students become literate, numerate and equipped with the skills to fully participate in the Nigerian society and contribute to the economy. Attracting children to school should guarantee that they not only receive qualitative education but that they also receive relevant education that will be useful to them and can be applied in their own local and social settings.

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### **Management and Efficiency**

- Kaduna State is one of the few states in the country that can boast of an active, decentralized and continually improving Education Management Information System (EMIS). Since the establishment of the state EMIS in 2008 and with training support from international programmes such as the Education Sector Support Program in Nigeria (ESSPIN), Kaduna has unfailingly conducted an Annual Schools Census (ASC) every year since 2009. The establishment of local EMISs at the Local Government Education Authorities (LGEAs) in 2016 has further contributed to improving the reliability, quality and relevance of data in the state. A major challenge, however, remains that although data is collected and readily available for use, there is a poor use of data for decision making at the managerial and school levels. This could be due to lack of awareness of the availability of the data by the decision makers or due to weak capacity on the part of the decision makers to use the data appropriately. This also feeds into inefficiency and low level of implementing evaluation recommendations and interventions.
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- There is a strong focus to improve the management and efficiency of the Education Sector as evidenced by the establishment of the Kaduna State Schools Quality Assurance Authority (KADSSQAA). This authority, along with the Monitoring and Evaluation Units of the Ministry, SUBEB, LGEAs and Parastatals, is tasked with the mandate of improving the quality and efficiency of education service delivery and

consequently, learning outcomes. Adequate staffing across these levels e.g. Education Secretaries, Quality Assurance Evaluators, School Support Officers, Social Mobilization Officers, etc., portray the state's commitment to bridging any policy-practice gaps and ensuring good management; but the inter-webbed structure of these roles combined with poor intra-sectoral communication leads to multiple overlaps and subsequent inefficiency in the monitoring and evaluation of education in the state.

### Education Resourcing

- Education is one of the major tools the Kaduna State Development Plan has identified for reclaiming the state's lost glory along with access to basic healthcare and improving agriculture. As such, the sector receives priority in resource allocation and has received the highest budget allocations over the past three years. The budget allocations have also met the United Nations Educational, Scientific and Cultural Organization's (UNESCO) standard of 26% total budget allocation recommendation for education.
- Unfortunately, comparing the budget allocations to actual expenditure tells a different story and highlights the major problem of funding in the state. Receiving cash backing is tough while resource distribution is inequitable and does not always consider specific local conditions. Finally, poor usage of data for decision-making sometimes translates into inefficient use of the limited available resources.

## 2.3 Key Achievement

The Sustainable Development Goals (SDGs) are an integral part of Kaduna State's efforts to improve the livelihoods of the state's residents (SDG state report 2017). To this end, the Kaduna State Development Plan (2016-2020) has fully integrated the Sustainable Development Goals and specifies concerted policy actions to help achieve each goal. Some of the achievements highlighted in the *Kaduna SDG report, 2017* are as follows:

- Improved school facilities: 390 primary schools and 31 secondary schools have been successfully renovated; while 10 new primary schools have been built (Midterm Assessment 2017). Six new science secondary schools are also being constructed;
- The proportion of qualified teachers has been raised through the recruitment of 1,740 science teachers to enhance quality teaching and learning;
- The central operating policy has been to retain children in school and improve their concentration and learning by providing free school feeding in primary schools. This has benefited some 1,453,104 children to date;
- To complement this and reduce out-of-pocket expenditure by parents, 421,098 students received free uniforms;
- A new policy to provide funds directly to schools' accounts, rather than pass funds through many bureaucratic layers has been put in place. This is aimed at eliminating education financial mis-management and reduce delays and political interference;
- Additional efforts have also been made to improve teacher quality, through the training of 20,470 teachers;

- Lifelong learning has been invested in the restocking of libraries with 4,656 books, the opening of 250 basic literacy centres, 115 post-literacy centres, and 4 continuing education centres;
- The Educating Nigerian Girls in New Enterprises (ENGINE) programme has been implemented in 46 secondary schools, helping to improve learning outcomes for 3,493 girls in critical subjects of Science, Maths and English; and
- To encourage information, communication and technology skills, 5,000 tablets have been provided to senior secondary schools through a donation by NNPC/Exxon Mobil; and 10,000 more have been ordered.

The State Government has demonstrated her unequivocal commitment to achieving the SDGs by laying a firm foundation for tracking and reporting progress on the SDGs at state level and more broadly, domesticating Agenda 2030.

## 2.4 SWOT Analysis of the Education Sector

The purpose of this analysis is to look at the internal and external dynamics of the Education Sector that could support or hinder effective planning and implementation of the plan. The analysis was conducted for the key institutions that drive the education sector policies and programmes across the entire sector, the MoEST and the State Universal Basic education (SUBEB). The SWOT analysis was conducted under a related assignment on Corporate Planning. Table 1 below contains a summary of the findings of the analysis. The exercise utilized a combination of PESTEL and SWOT analysis tools to assess the external (PESTLE), and internal (SWOT) capability of the ministry and its agencies, with the objective of identifying critical factors that might affect the attainment of its goals and objectives.

**Table 1: SWOT and PESTLE Analysis of the MoEST and SUBEB**

	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
POLITICAL	<ul style="list-style-type: none"> <li>• Well defined polices, programmes and structures</li> <li>• Government is giving all necessary support to improvement of education</li> <li>• Political will and commitment of the Government towards education</li> </ul>	<ul style="list-style-type: none"> <li>• Low capacity in the understanding of policies, programmes and activities at the LG level</li> <li>• Low level of public awareness on government education policies &amp; programmes</li> <li>• Structural defect of some school buildings</li> </ul>	<ul style="list-style-type: none"> <li>• School feeding programme</li> <li>• Free school uniform</li> <li>• Free tuition for girl-child</li> <li>• Technical support from Development partners</li> <li>• Scholarships &amp; loans scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent policy reversals</li> <li>• High turn-over of chief executives in the sector</li> <li>• Delay in releases and cash backings of approved budgetary allocation</li> <li>• Slow implementation of programmes that may lead to non-achievement of SDG 4</li> </ul>

ECONOMIC	<ul style="list-style-type: none"> <li>• Budget of Education well above the UNESCO benchmark of 27.5%</li> <li>• Budgetary provision and development partners support</li> <li>• Improved government revenue</li> </ul>	<ul style="list-style-type: none"> <li>• Budget implementation of the sector is low</li> <li>• Low internally generated revenue in schools</li> </ul>	<ul style="list-style-type: none"> <li>• Prospect of increasing internally generated revenue</li> <li>• Existence of windows of private investments</li> <li>• Counterpart funding and development partner agencies support to education</li> </ul>	<ul style="list-style-type: none"> <li>• Dwindling National economy</li> <li>• Delay in execution of projects and programmes by contractors</li> <li>• Rising level of poverty in the state</li> <li>• Fluctuation in federal allocation to state</li> <li>• Delay in releases of allocated funds</li> </ul>
SOCIAL	<ul style="list-style-type: none"> <li>• Acceptance of government policies</li> <li>• Increase in appointments of females in the sector</li> <li>• Free basic and post-basic education for females</li> <li>• Conducive socio-cultural environment</li> <li>• Unity in diversity through peaceful coexistence</li> </ul>	<ul style="list-style-type: none"> <li>• High rate of out of school children</li> <li>• Poor social amenities for teachers in schools, most especially in the rural areas</li> <li>• Low enlightenment about the importance of education</li> <li>• Low communication update at all levels</li> <li>• Low acceptability of govt. education policies by populace due to ignorance</li> <li>• Low school completion rate</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of communities in education</li> <li>• Development partner participation</li> <li>• Stimulate the activities of associations and NGOs</li> <li>• Girl-child and female teachers' scholarship</li> <li>• Availability of all forms of media, advocacy and awareness</li> </ul>	<ul style="list-style-type: none"> <li>• High classroom-pupil ratio</li> <li>• Unpredictable intermittent conflicts (insecurity)</li> </ul>
TECHNOLOGY	<ul style="list-style-type: none"> <li>• Introduction of e-learning</li> <li>• Distribution of ICT tablets in schools</li> <li>• Modern technology has improved the operation in the delivery of quality education</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient number of ICT tablets for distribution in schools</li> <li>• Inadequate research in</li> </ul>	<ul style="list-style-type: none"> <li>• ICT materials for learners</li> <li>• Training and support from Government</li> <li>• Development Partners and Private Sector</li> </ul>	<ul style="list-style-type: none"> <li>• Rapid advancement in technology</li> <li>• Inadequate infrastructural and learning facilities</li> </ul>

	<ul style="list-style-type: none"> <li>• E-Governance</li> </ul>	<p>science and technology</p> <ul style="list-style-type: none"> <li>• Low institutional capacity of staff in ICT especially at LGA level</li> <li>• Inadequate workforce</li> </ul>		
LEGAL	<ul style="list-style-type: none"> <li>• All Government policies are backed by law</li> <li>• Availability of enabling legislations and legal framework</li> <li>• Legal backing gives protection to education policies</li> </ul>	<ul style="list-style-type: none"> <li>• Most provisions in the enabling laws of education agencies are obsolete</li> <li>• Irregular review of education legal framework</li> </ul>	<ul style="list-style-type: none"> <li>• Cordial relationship between Executives and legislature</li> <li>• Effective synergy with the Kaduna State House of Assembly</li> <li>• Availability of agencies to support implementation of reforms in education</li> </ul>	<ul style="list-style-type: none"> <li>• Public criticism of government policies</li> <li>• Conflicting legal judgements</li> </ul>
ENVIRONMENT	<ul style="list-style-type: none"> <li>• Most schools are on their permanent sites</li> <li>• Strong Community involvement and ownership of programmes and activities in the sector</li> <li>• The school environment offers opportunities for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Many schools lack fences</li> <li>• Low tree planting rate</li> <li>• High school pupil/ toilet ratio</li> <li>• Low capacity utilization of the school-based management committees in resource mobilization</li> <li>• Lack of synergy among the various components of the communities</li> </ul>	<ul style="list-style-type: none"> <li>• The state has enough land for establishment of more schools</li> <li>• Availability of schools' improvement grants by development partner agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Insecurity in the state</li> <li>• Prevalence of high level of poverty and illiteracy</li> <li>• Climate change affects planning for school development</li> </ul>

Source: MoEST Corporate Planning Report, 2019

## Section 3: Review of High-Level Policy Documents

### 3.1 Introduction

The issue of education and its quality is one of the high priority strands of socio-economic development in Nigeria. To this end, Nigeria has made legal and political commitment at various levels such as explained in this section. Education is considered a constitutional issue in the concurrent list of the Nigeria's Constitution. The 1999 Constitution of the Federal Republic of Nigeria Section 18(1) states that:

- Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels;
- Government shall promote science and technology;
- Government shall strive to eradicate illiteracy, and to this end government shall, as and when practicable, provide:
  - free, compulsory and universal primary education;
  - free secondary education;
  - free university education; and
  - free adult literacy programme.

Subsequent to this, in 2003, Nigeria adapted and domesticated the global Child Rights Act of the United Nations (UN) convention. A major component of this Act states that, "Every child has a right to free, quality and compulsory basic education". Kaduna State has a long history of implementing free and compulsory basic education. This policy will also help in deepening existing efforts in ensuring right to quality education.

The rest of this section presents the summary of a review of the global and national policy commitments whose contents form the basis of the expositions in this Kaduna State Education Strategic Plan. The review highlights the relevant key elements of the respective high-level policy documents.

### 3.2 Sustainable Development Goals (SDGs)

According to the 2017 publication on the review of implementation of Sustainable Development Goals in Nigeria, the Country recorded significant achievement on the implementation of the Millennium Development Goals (MDGs) and has progressed in the implementation of the Sustainable Development Goals (SDGs). The same report stated that this achievement is heavily linked to progress towards ensuring access to quality, inclusive and equitable universal education for all gender groups including those with disability. SDG number four demands that all Countries at all levels of Government, pay serious attention to Quality Education.

The specific requirement of SDG-4 and its targets are stated below as:

- **SDG-4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all:** The targets are as follows:

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes;
- 4.2 By 2030, ensure that all girls and boys have access to quality early child care development, care and pre-primary education so that they are ready for primary education;
- 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

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Kaduna State Government has made some progress in contributing to this national and global achievement towards education. Some of its contributions include, but are not limited to, prioritizing teacher training and improvement to raise the standards and quality of education. This was done through recruitment of qualified and well-trained teachers as well as training and retraining of existing teachers. Teachers with specialized skills were recruited to handle students with special needs. These however, contributed to slight improvement in the teacher:pupil ratio and some improvement in the performance of students and learning outcomes. The development and effective implementation of the Kaduna State Quality Assurance Policy shows outstanding commitment of the State Government towards actualizing SDG-4 in the state, among other goals.

### 3.3 Nigeria Vision NV20:2020

This EQA policy will have strong contribution to actualizing Nigeria’s Vision 20:2020. The Vision document, however, recognizes that investment in sound quality assurance in the education system is the key to national transformation and building a knowledge driven economy. A quote from the Vision documents states that, “If Nigeria must attain its Vision 20:2020 Goals, EQA function must be repositioned in the National Education System to meet our economic and social expectations.” This quote implies that all the 36 States and the FCT must embrace strong investment and commitment to EQA. Kaduna State has demonstrated commitment to this national aspiration through this policy.

### 3.4 Nigeria Economic Recovery and Growth Plan (NERGP)

The Nigeria Economic Recovery and Growth Plan (NERGP), which is the highest socio-economic development policy in Nigeria, also identified improving quality of education as a strategic objective. In section 5.2, page 86 of the NERGP, it provides a highlight of the three broad Policy Objectives for Education in Nigeria as:

- Ensure quality universal education for Nigeria’s children and youth;
- Increase the number of youth and adults with the skills required to secure employment and or become enterprising; and
- Prioritize education for girls.

The above three broad objectives have highlighted quality education as number one among the three. In the same trend, page 89 of the same section of NERGP also stated that the strategic approach to actualize the above objective of improving quality of education is by strengthening the quality assurance systems across the country. So, this Policy is very apt and responsive to the provision.

### **3.5 National Policy on Education**

Paragraph 117 of the National Policy on Education (NPE) recommends autonomous inspectorate services supervised by the Minister of Education/Commissioner for Education as may be appropriate. Kaduna State is one of the foremost States in Nigeria that has actualized this quality assurance institutional requirement by establishing the State Quality Assurance Authority, through legislation.

Similarly, paragraphs 108 to 119 of the same NPE gave the federal government the responsibility to prescribe the minimum standards of education at all levels. The responsibility for monitoring and maintenance of minimum standards was given to the Inspectorates at federal, states and local government authorities (Paragraphs 115 and 116). These provisions are part of the legal mandate of the Kaduna State Quality Assurance Authority (QAA).

### **3.6 National Policy on Quality Assurance**

The Federal Ministry of Education developed a National Education Quality Assurance (NEQA) Policy in 2014. The process of developing the NEQA policy was meticulous, inclusive, and participatory up to its endorsement and approval at the 2014 Joint Consultative Committee on Education (JCCE) and the 60th National Council on Education. Section 4.3 of this policy requires all States to adapt and contextualize the national policy to its peculiarities. This Kaduna State Education Quality Assurance Policy has fulfilled that demand.

## Section 4: Strategic Direction

### 4.1 Introduction

This 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 proposes a way forward showing the key milestones in this process.

### 4.2 Vision Statement

Our vision is “To be a Model State Education Sector in the provision of quality and inclusive education in Nigeria”.

### 4.3 Mission Statement

Our mission is “to provide qualitative and equitable education to males, females and persons with special needs, through working with relevant stakeholders for the citizens to attain their full potential, moral uprightness, and defend democratic ideals as well as accept and value our diversity”.

### 4.4 Core Values

In carrying out our mission, we will be guided by the following values:

- **Professionalism:** exhibit competence and adherence to best practices in education service delivery;
- **Integrity:** work faithfully and transparently according to laid down rules and procedures to achieve educational objectives;
- **Accountability:** responsiveness, probity and transparency in the delivery of education services;
- **Teamwork:** Involving all stakeholders in the planning and delivery of quality and inclusive education; and
- **Equity:** To be just and fair in the provision of education services.

### 4.5 Policy Objectives and Expected Outcomes

The four broad Policy Objectives for the Education sector in the KSDP have been set in the Sector Policy document in a way that they are well aligned with some expansion for accomplishment. These form the objectives upon which the strategies in the ESP have been developed alongside the intended outcomes of the objectives as presented below in a tabular form for ease of understanding.

#### KSDP Broad Objective - 1: To improve Quality of education at all levels

State Education Policy Objectives	Expected Outcomes
1.1: Improve the quality of teaching and learning outcomes	1.1.1: Improved quality of teaching and learning outcomes

## **KSDP Broad Objective - 2: To improve Access to Learning Opportunities for all**

<b>State Education Policy Objectives</b>	<b>Expected Outcomes</b>
<b>2.1: Ensure increase in access, retention and completion rate at all levels for all males, females and people with special needs/disabilities</b>	2.1.1: Increased access, retention and completion rate at all levels for males, females and people with special needs/disabilities.

## **KSDP Broad Objective - 3: To expand and upgrade education infrastructure**

<b>State Education Policy Objectives</b>	<b>Expected Outcomes</b>
<b>3.1: Ensure adequate infrastructure at all levels</b>	3.1.1: Adequate educational infrastructure provided at all levels of education

## **KSDP Broad Objective - 4: To ensure that education is relevant to the labour market with enhanced productivity**

<b>State Education Policy Objectives</b>	<b>Expected Outcomes</b>
<b>4.1: Improve the education information management system</b>	4.1.1: Improved education information management systems
<b>4.2: Improve monitoring and evaluation systems</b>	4.2.1 Improved motivation of teachers through enhanced terms and condition of services
<b>4.3 Improved motivation of teachers through enhanced terms and condition of services</b>	4.3.1: Improved teacher qualification and teaching quality
<b>4.4: Ensure sustainable funding and efficient management of financial resources in the sector</b>	4.2.1: Established sustainable funding with efficient management of education financial management system

## Section 5: Sector Objectives, Expected Outcomes and Strategies

### 5.1 Introduction

This section provides the key strategies and activities for actualising the sector objectives and the intended outcomes stated in section 3. It also shows an indication of the implementation year and duration as well as the specific Agency with responsibility for delivery.

### 5.2 Improving the Quality of Education at All Levels

This sub-section sets out the broad strategies and specific activities for achieving the sector objective of improving the quality of education at all levels as well as for delivering the associated expected outcome. The respective Ministries, Departments and Agencies (MDAs) responsible for executing the activities are specified; including the timeframe within which they are expected to execute the respective activities. These are presented in a tabular form as set out in Table 2.

**Table 2: Strategies for Improving the Quality of Education at All Levels**

Sector Objective 1: To Improve Quality of Education at all Levels																	
Policy Objective	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)												
					1	2	3	4	5	6	7	8	9	10			
<b>1.1: Improve the quality of teaching and learning outcomes</b>	1.1.1: Improved quality of teaching and learning outcomes	Increase the provision of up-to-date textbooks/instructional materials at all levels to 100-% by end of the plan period.	Intensify Quality Assurance evaluation at all levels	QAD	█	█	█	█	█	█	█	█	█	█	█		
			Provide teachers guide at all levels	ERD	█			█			█				█		
			Provide instructional materials to teachers	ERD	█			█			█					█	
			Curriculum review and domestication	ERD	█			█			█						█
			Provide ICT learning materials (Tablets) with	Pub Sch Dept	█	█	█	█	█	█	█	█	█	█	█	█	█

Sector Objective 1: To Improve Quality of Education at all Levels

Policy Objective	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)																
					1	2	3	4	5	6	7	8	9	10							
			pre-loaded textbooks to students in SS1																		
			Upload digital textbooks on school computer servers for use by learners	Pub Sch Dept																	
			Provide textbooks in core subjects (English, Mathematics, Basic Science and Basic technology) for Basic Education	SUBEB (Sch Serv) & Pub Sch																	
			Provide textbooks in English, Mathematics, Science, Technical and Vocational subjects for Senior Secondary	Pub Sch Dep																	
		Increase the use of library among 10% of all learners annually in Basic and Senior Secondary education institutions in the state.	Organize sustainable library use and readership promotion campaign	Lib Board																	
			Establish library users/book clubs in basic and senior secondary schools	Lib Board																	
			Recruit more librarians	Lib Board																	
			Provide and equip libraries with resource materials	Lib Board																	

Sector Objective 1: To Improve Quality of Education at all Levels

Policy Objective	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)													
					1	2	3	4	5	6	7	8	9	10				
		Improve qualified teacher-pupil/student ratio in various levels of education by at least 10% annually.	Recruit more qualified English teachers in secondary schools to reduce English teacher/student	Teachers Service Board (TSB)														
			Recruit more qualified Mathematics teachers in secondary schools to reduce Mathematics teacher/student ratio from 1: 466 to 1:160 by 2029	TSB														
			Recruit more qualified Science teachers in senior secondary schools to reduce Science teacher /student ratio from 1:163 to 1:160 by 2029	TSB														
			Training and retraining of teachers on 4 core subjects at the Basic Education level	Sch Serv (SUBEB) & Pub Sch Dept														
			Train and retrain teachers on English, Mathematics, science, technical and vocational subjects	Pub Sch Dept														

Sector Objective 1: To Improve Quality of Education at all Levels																			
Policy Objective	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)														
					1	2	3	4	5	6	7	8	9	10					
			Training and retraining of ECCDE managers	Sch Serv (SUBEB)															
			Ensure pre-service training for teachers at all levels	Sch Serv (SUBEB) & TSB															
			Improve access to in-service training	Admin in MoEST															
		Encourage the involvement of local communities in school management.	<ul style="list-style-type: none"> <li>Sustain the provision of school grants for SDP implementation</li> </ul>	<b>Sch Dept in SUBEB</b>															
			Train and retrain SBMC members on Resource Mobilization and other activities as enshrined in their guidelines	Sch Dept in SUBEB and Pub Sch in MoEST															
		Quality Assurance to ensure improvement and maintenance of standards of teaching and learning.	Strengthening EQA through training, infrastructure and logistics	QAD															
			Conduct Termly Education Quality Assurance Evaluations to cover 778 out of the 7,000 schools in the state	QAD															

Sector Objective 1: To Improve Quality of Education at all Levels

Policy Objective	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)													
					1	2	3	4	5	6	7	8	9	10				
			Regular school inspections by SSOs, minimum of 3 inspections per school in the state per session	Sch Serv in SUBEB	█	█	█	█	█	█	█	█	█	█	█	█		
			Implement the recommendations in EQA and school inspection reports	Pub Sch Dept in MoEST, Sch Serv in SUBEB	█	█	█	█	█	█	█	█	█	█	█	█	█	█
			Improve the quality of education in all Colleges of Education and departments of education	Higher Education Dept in MoEST	█	█	█	█	█	█	█	█	█	█	█	█	█	█
		Improve teacher welfare.	Improve the salary scale for teachers	TSB	█													
			Review teachers' salaries and allowances	TSB	█					█								
			Provide payment of incentives for ad-hoc assignment	MoEST & SUBEB	█	█	█	█	█	█	█	█	█	█	█	█	█	█
			Allow teachers to go on full-time courses	Admin in MoEST	█	█	█	█	█	█	█	█	█	█	█	█	█	█
			Provide awards for exceptional teachers and school administrators annually	Admin in MoEST	█	█	█	█	█	█	█	█	█	█	█	█	█	█

Sector Objective 1: To Improve Quality of Education at all Levels

Policy Objective	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)												
					1	2	3	4	5	6	7	8	9	10			
			Provide housing for teachers, starting with hard to reach areas	Educational Planning and Phys Dev (MOEST) plus Admin													
			Provide special allowance for teachers in rural areas and teachers of learners with special needs	TSB													
			Provide payment of allowances for in-service training	Admin in MoEST													
	Enhance institutional capacity to develop and implement plans and policies.		Continuous capacity building for stakeholders for development of plans and policies	Educational Planning and Phys Dev (MOEST)													
			Monitoring of implementing plans and policies by M&E	M&E unit in Educational Planning and Phys Dev (MOEST)													
			Ensure all planning and decision-making data used are source referenced	M&E unit in Educational Planning and													

Sector Objective 1: To Improve Quality of Education at all Levels

Policy Objective	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)															
					1	2	3	4	5	6	7	8	9	10						
				Phys Dev (MOEST)																
		Ensure high-level participation by stakeholders.	Sensitization on the level of community awareness and engagement (460/LGA)	Pub Sch Dept of MoEST and Sch Serv in SUBEB																
			Capacity building for 5 House Committee members on Education on policy formulation and implementation	Educational Planning and Phys Dev (MOEST)																
			Conduct advocacy visits in the three senatorial zones on political engagement	Admin in MoEST pus Social Mobilisation unit in SUBEB																

### 5.3 Improving Access to Learning Opportunities for All

This sub-section sets out the broad strategies and specific activities for achieving the sector objective of improving access to learning opportunities for all, as well as for delivering the associated expected outcome. The respective Ministry, Departments and Agencies (MDAs) responsible for executing the activities are specified; including the timeframe within which they are expected to execute the respective activities. These are presented in a tabular form as set out in Table 3.

**Table 3: Strategies for Improving Access to Learning Opportunities for All**

Sector Objective 2: To improve Access to Learning Opportunities for All																					
Policy Objectives	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)																
					1	2	3	4	5	6	7	8	9	10							
<b>2.2: Ensure increase in access, retention and completion rate at all levels for all males, females and people with special needs/ disabilities</b>	2.2.1: Increased access, retention and completion rate at all levels for males, females and people with special needs/ disabilities.	ECCDE expansion projects	Establish ECCDE centres in all schools without pre-primary	SUBEB																	
			Conduct advocacy and sensitization	SUBEB																	
			Provide nutritional meals to learners	SUBEB																	
			School-based health program (monthly health professional visit and provision of basic drugs)	SUBEB																	
		Primary School drop-out	Expand conditional cash transfer to at-risk-population (children most likely to drop out i.e.	SUBEB Mgt																	

**Sector Objective 2: To improve Access to Learning Opportunities for All**

Policy Objectives	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)																
					1	2	3	4	5	6	7	8	9	10							
		mitigation Programme	children in the lowest quintile)																		
			Expand nutritional meals to include all pupils living below the poverty index across all grades	SUBEB Mgt																	
			Implement specific school and community interventions as advised by SBMC	Sch Serv in SUBEB																	
		Improve advocacy and communication programmes on free and compulsory basic among communities and parents and relevant stakeholders	Provide conditional cash transfer to the most vulnerable and disadvantaged children	SUBEB Mgt/ Fin																	
			Provide uniforms to learners	SUBEB & Pub Sch in MoEST																	
			Encourage community involvement in mobilizing children and ensuring retention	SUBEB & Pub Sch in MoEST																	
			Provide nutritional meals to pupils	SUBEB																	

**Sector Objective 2: To improve Access to Learning Opportunities for All**

Policy Objectives	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)										
					1	2	3	4	5	6	7	8	9	10	
			Ensure child-friendly and inclusive environment	Sch Serv in SUBEB & Public sch, in MoEST	█	█	█	█	█	█	█	█	█	█	█
		Support to educationally needy learners	Provide conditional cash transfer to most vulnerable and disadvantaged children	Pub sch in MoEST	█	█	█	█	█	█	█	█	█	█	█
			Provide uniforms to learners	Pub Sch in MoEST	█	█	█	█	█	█	█	█	█	█	█
			Encourage community involvement in mobilizing children and ensuring completion	Admin in MoEST & Comm Mobilization officer in LGAs	█	█	█	█	█	█	█	█	█	█	█
			Continue to support students in the payment of external examination fees at Senior Secondary	Pub Sch in MoEST & Zonal offices	█	█	█	█	█	█	█	█	█	█	█
		Enhanced academic planning and accreditation programme	Expand and obtain required approval and accreditation for at least 30 new courses in the 3 tertiary institutions	High Education Dept in MoEST	█				█					█	

**Sector Objective 2: To improve Access to Learning Opportunities for All**

Policy Objectives	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)												
					1	2	3	4	5	6	7	8	9	10			
			Recruit the required number of academic and non-academic staff	High Education Dept in MoEST	█	█	█	█	█	█	█	█	█	█	█	█	
			Award scholarships and loans to students at tertiary institutions particularly in areas of sciences and technical education	Kaduna State Scholarship and Loans Board	█	█	█	█	█	█	█	█	█	█	█	█	
		Re-strategize on almajiri policy and implementation	Conduct a survey and mapping of almajiri children	SUBEB & Mass literacy		█				█							
			Advocacy and sensitization to the proprietors of almajiri schools	SUBEB & mass literacy	█	█	█	█	█	█	█	█	█	█	█	█	█
			Integrate the 4 core subjects into almajiri curriculum (English, Mathematics, Civic Education and Basic Science)	Sch Serv in SUBEB & ERD	█				█					█			

**Sector Objective 2: To improve Access to Learning Opportunities for All**

Policy Objectives	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)															
					1	2	3	4	5	6	7	8	9	10						
			Encourage Public-Private Partnership to increase access for almajiri children e.g. provide farming implements to Alarammas (Proprietors), including children in school feeding programme, etc.	Sch Serv SUBEB																
		Expanded Adult and mass literacy programme	Increase number of literacy and continuing education centres for adults and youths (Current Baseline - 230 Basic, 115 Post Literacy, 4 Continuing Education)	Mass Literacy																
			Conduct mass literacy advocacy, sensitization, and mobilization exercises	Mass literacy Dept in MoEST																
			Recruit additional instructors/facilitators (Current Baseline - (230 Basic, 115 Post Literacy, 70 Continuing Education)	Mass literacy Dept in MoEST																

**Sector Objective 2: To improve Access to Learning Opportunities for All**

Policy Objectives	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)														
					1	2	3	4	5	6	7	8	9	10					
		Enrolment Tranche programme for science, technical and vocational colleges within the state	Create public awareness on science, technical and vocational subjects	Science & Tech Dept in MoEST															
			Improve female gender parity in TVET from 36% to 50% by providing free education to girls.	Science & Tech Dept in MoEST															

## 5.4 Expanding and Upgrading Education Infrastructures

This sub-section sets out the broad strategies and specific activities for achieving the sector objective of expanding and upgrading education infrastructure as well as for delivering the associated expected outcome. The respective Ministry, Departments and Agencies (MDAs) responsible for executing the activities are specified; including the timeframe within which they are expected to execute the respective activities. These are presented in a tabular form as set out in Table 4.

**Table 4: Strategies for Expanding and Upgrading Education Infrastructures**

Sector Objective 3: To Expand and Upgrade Education Infrastructure														
Policy Objective	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)									
					1	2	3	4	5	6	7	8	9	10
<b>3.1: Ensure adequate infrastructure at all levels</b>	3.1.1: Adequate educational infrastructure provided at all levels of education.	Rehabilitate dilapidated infrastructure to make them available for use (11188 classrooms, 69 laboratories and 30 workshops)	Rehabilitate 9327 existing dilapidated classrooms in primary schools	Edu Planning & Physical Dev (MoEST) & Physical Planning and Monitoring (in SUBEB)										
			Rehabilitate 1031 existing dilapidated classrooms in Junior Secondary schools	Edu Planning & Physical Dev (MoEST) & Physical Planning and Monitoring (in SUBEB)										
			Rehabilitate 830 existing classrooms in senior secondary schools	Edu Planning & Physical Dev (MoEST)										

Sector Objective 3: To Expand and Upgrade Education Infrastructure																					
Policy Objective	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)																
					1	2	3	4	5	6	7	8	9	10							
			Renovate and equip 69 laboratories in senior secondary schools	Edu Planning & Physical Dev (MoEST)																	
			Renovate and equip 30 workshops in Senior secondary schools	Edu Planning & Physical Dev (MoEST)																	
		Construct additional classrooms (fully equipped) to achieve PCR of 40:1 at all school levels and 6 lecture theatres to improve access and quality	Establish 2500 ECCDE centres in schools without pre-primary by building new classrooms and converting existing infrastructure	Physical Planning and Monitoring & Sch Services both in SUBEB																	
			Construct additional classrooms to improve pupil-classroom ratio from 96:1 to 40:1 (build 12,800 blocks of 2 classrooms) in primary schools	Physical Planning and Monitoring																	
			Construct additional classrooms to improve pupil-classroom ratio from 88:1 to 40:1 (build 2050 blocks of 2 classrooms) in junior secondary schools	Edu Planning & Physical Dev (MoEST) & Physical Planning and Monitoring (in SUBEB)																	

Sector Objective 3: To Expand and Upgrade Education Infrastructure																					
Policy Objective	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)																
					1	2	3	4	5	6	7	8	9	10							
			Construct additional classrooms to accommodate growth in senior secondary schools	Edu Planning & Physical Dev (MoEST)																	
			Construct and furnish 6 additional 150 seating capacity Lecture theatre each in the 3 tertiary institutions	Each of the 3 Tertiary Institutions																	
		Purchase adequate classroom furniture	Provide additional 26360 furniture sets for learners in 659 existing ECCDE centres	Physical Planning and Monitoring (in SUBEB)																	
			Provide additional furniture for primary school pupils to improve classes with sufficient seating from 20% to 100%	Physical Planning and Monitoring (in SUBEB)																	
			Provide additional furniture for junior secondary pupils to improve classes with sufficient seating from 25% to 100%	Edu Planning & Physical Dev (MoEST) & Physical Planning and Monitoring (in SUBEB)																	

Sector Objective 3: To Expand and Upgrade Education Infrastructure																						
Policy Objective	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)																	
					1	2	3	4	5	6	7	8	9	10								
			Provide additional furniture for senior secondary pupils to improve classes with sufficient seating from 26% to 100%	Edu Planning & Physical Dev (MoEST)																		
		Increase budgetary provision for library and library facilities	Provide 3 e-libraries across the 3 senatorial zones	Lib Board																		
			Provide 20 functional school libraries annually.	Lib Board																		
		Promote recreational activities in schools	Renovate existing libraries	Edu Planning & Physical Dev (MoEST)																		
			Renovate existing playground facilities	Edu Planning & Physical Dev (MoEST)																		
			Purchase games villages (EECDE)	Physical Planning and Monitoring (in SUBEB)																		
			Fence schools and pursue the recovery of encroached school lands and properties	Edu Planning & Physical Dev (MoEST) & Physical Planning																		

Sector Objective 3: To Expand and Upgrade Education Infrastructure																					
Policy Objective	Expected Outcome	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)																
					1	2	3	4	5	6	7	8	9	10							
				and Monitoring (in SUBEB)																	
		Construct additional toilets to achieve a minimum pupil toilet ratio of 80:1 at all levels	Construct additional toilets to improve pupil-toilet ratio from 284:1 to 80:1 in public pre-primary and primary schools	Edu Planning & Physical Dev (MoEST) & Physical Planning and Monitoring (in SUBEB)																	
			Construct additional toilets to improve pupil-toilet ratio from 170:1 to 80:1 in junior secondary schools	Edu Planning & Physical Dev (MoEST) & Physical Planning and Monitoring (in SUBEB)																	
			Construct additional toilets to improve pupil-toilet ratio from 73:1 to 40:1 in senior secondary schools	Edu Planning & Physical Dev (MoEST)																	

## 5.5 Ensuring that Education is Relevant to the Labour Market with Enhanced Productivity

This sub-section sets out the broad strategies and specific activities for achieving the sector objective of ensuring that education is relevant to the labour market with enhanced productivity as well as for delivering the associated expected outcome. The respective Ministry, Departments and Agencies (MDAs) responsible for executing the activities are specified; including the timeframe within which they are expected to execute the respective activities. These are presented in a tabular form as set out in Table 5.

**Table 5: Ensuring that Education is Relevant to the Labour Market with Enhanced Productivity**

Sector Objective 4: To ensure that Education is Relevant to the Labour Market with Enhanced Productivity																						
Policy Objectives	Expected Outcomes	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)																	
					1	2	3	4	5	6	7	8	9	10								
<b>4.1: Improve the education information management system (EIMS)</b>	4.1.1: Improved education information management systems (EIMS).	Provision of support for ICT equipment, software and expertise	Build Education portal in the state	Science & Tech, plus Educational Planning and Phys Dev (MoEST)																		
			Be ICT driven in office document management	ICT unit in Science & Tech																		
			Develop a robust education management information system database for all Parastatals housed in MoEST Headquarters	Educational Planning and Phys Dev (MoEST)																		
			Maintain computers and internet connectivity at EMIS offices in the 23 LGEAs	Sch Dep in SUBEB																		
			Purchase and maintain computers, accessories and internet connectivity at 12 Zonal Quality Assurance Authority Offices	Educational Planning and Phys Dev (MoEST), plus Science & Tech																		

Sector Objective 4: To ensure that Education is Relevant to the Labour Market with Enhanced Productivity															
Policy Objectives	Expected Outcomes	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)										
					1	2	3	4	5	6	7	8	9	10	
			Provide tablets for students	ICT unit in science & Tech Dept in MoEST											
		Increase the capacity and skill of personnel within the education system in the collection, storage and retrieval of accurate and reliable planning data at all levels – train and retrain 5% annually	Capacity building for data management personnel (EMIS, M&E and QAE)	Education Planning & Physical Dev in MoEST; QAD and Sch Serv in SUBEB											
			Incorporate Quality Assurance Evaluation Reports into EMIS Database	Education Planning & Physical Dev in MoEST; QAD and Sch Serv in SUBEB											
			Conduct Annual School Census	Educational Planning and Phys Dev (MOEST)											
			Train all School Support Officers (SSOs), Head teachers and Teachers on School Record Keeping	Educational Planning and Phys Dev (MOEST)											
			Train SSO and Headteachers on electronic collection and dissemination of data (SMIS)	Educational Planning and Phys Dev (MOEST) plus Sch Serv in SUBEB											
			Collect and update school data (at-least on monthly basis)	Educational Planning and Phys Dev (MOEST), plus Sch Serv in SUBEB											

**Sector Objective 4: To ensure that Education is Relevant to the Labour Market with Enhanced Productivity**

Policy Objectives	Expected Outcomes	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)												
					1	2	3	4	5	6	7	8	9	10			
			Conduct quarterly meetings between state and LGEAs EMIS	Educational Planning and Phys Dev (MOEST)	█	█	█	█	█	█	█	█	█	█	█		
			Capacity building for data management personnel (EMIS, M&E and QAE)	Education Planning & Physical Dev in MoEST; QAD and Sch Serv in SUBEB	█	█	█	█	█	█	█	█	█	█	█	█	
<b>4.2: Improve monitoring and evaluation systems</b>	4.2.1 Improved motivation of teachers through enhanced terms and conditions of services.	Strengthen monitoring and evaluation system	Conduct Early Grade Reading Assessment (EGRA) every three years	Educational Planning and Phys Dev (MOEST)	█			█			█				█		
			Conduct Monitoring of Learning Achievement after every three years	Educational Planning and Phys Dev (MOEST)		█			█			█					
			Strengthen M&E in reporting and analysing KPIs	Educational Planning and Phys Dev (MOEST)	█	█	█	█	█	█	█	█	█	█	█	█	█
			Conduct M&E quarterly meetings	M&E unit in Educational Planning and Phys Dev (MOEST)	█	█	█	█	█	█	█	█	█	█	█	█	█
			Train EQA evaluators at all levels	QAD	█	█	█	█	█	█	█	█	█	█	█	█	█
			Train technical officers at Local Government Education Authority Levels (LGEA) levels	Sch Dept in SUBEB	█	█	█	█	█	█	█	█	█	█	█	█	█
			Timely review of AESPR (April/May)	Educational Planning and Phys Dev (MOEST)	█	█	█	█	█	█	█	█	█	█	█	█	█

Sector Objective 4: To ensure that Education is Relevant to the Labour Market with Enhanced Productivity															
Policy Objectives	Expected Outcomes	Broad Strategies	Activities	Responsible Agency	Implementation Timeframe (Year)										
					1	2	3	4	5	6	7	8	9	10	
<b>4.3: Ensure sustainable funding and efficient management of financial resources in the sector</b>	4.2.1: Sustainable funding with efficient management of education financial management system.	Design resource allocation formula to ensure equity across all levels and across LGEAs.	Conduct training on Prioritizing financing of activities/ programmes to Finance Officers (10% annually)	Finance & Admin Dept in MoEST	█	█	█	█	█	█	█	█	█	█	
			Conduct advocacy visits to the financial institutions	F&Admin in MoEST		█				█					█
	Effective financial management information system.	Establish a financial management system to enforce accountability.	Build a database for revenue generation and expenditure in schools	F&Admin in MoEST		█									
			Capacity building on revenue generation and expenditure control for finance staff (10% annually)	F&Admin in MoEST	█	█	█	█	█	█	█	█	█	█	█
			Ensure all planning and decision-making use source-referenced data for costing	Planning unit in Education Planning and physical dev in MoEST	█	█	█	█	█	█	█	█	█	█	█

## Section 6: Resource Allocation and Cost Estimates

### 6.1 Introduction

Every year Kaduna State prepares its Medium-Term Expenditure Framework (MTEF), which provides a tool for multi-year fiscal planning and budget formulation process aimed at enabling the Government to set fiscal targets and allocate resources to strategic priorities. The MTEF is prepared using data collected from International, National and state organizations.

Key elements of the MTEF are the Economic and Fiscal Update (EFU), Fiscal Strategy Paper (FSP) and Budget Policy Statement (BPS):

- The EFU provides economic and fiscal analyses, which form the basis for the budget planning process. It is aimed primarily at policymakers and lawmakers in the state government. The EFU also provides an assessment of budget performance (both historical and current) and identifies significant global, national and state level factors affecting implementation.
- The FSP determines the resources available to fund government projects and programs from a fiscally sustainable perspective and allocate the available resources to sectors according to the state government priorities.
- The BPS states the overarching policy goals that will guide the government's budget decisions and how the budgets accord with the government's short-term intentions. It also states any changes to the government long-term and short-term fiscal objectives and assesses how changes in the long-term fiscal objectives and short-term fiscal intentions situate with the principles of responsible fiscal management.

The MTEF provides indicative sector envelopes for a given period, which constitute the Medium-Term Budget Framework (MTBF).

### 6.2 Approach to Resource Allocation and Cost Estimate

The annual operational planning process is most ideal in providing cost estimates for the ESP. However, there is a need to estimate the total cost of implementing the ESP and provide policy makers and managers some ideas on resources available to fund Government projects and programs as well as capture where the financial pressures will lie.

#### **Resource Allocation**

Based on the latest MTEF and the emergence of the 2018-2020 Fiscal Strategy Paper and sector ceilings, the indicative budget ceiling for the Education sector was projected to 2029 and guided by relevant assumptions (see Kaduna MTEF 2018-2020 assumptions). Since it is difficult to

estimate capital receipts, it was assumed that Capital Receipts forecast is left out of the projection.

## Cost Estimates

The projected overall budget requirement for the Education Sector at all levels was computed and shown in Table 6. The estimates include the total annual recurrent and capital costs of the education system based on its projections.

### 6.3 Results of the Resource Allocation and Cost Estimates

The resources and cost estimates for the plan are shown in Table 6. The estimated resources are projected to rise from N42 billion in 2019 to N110 billion in 2029 while expenditures are projected to rise from N32 billion in 2019 to N33 billion in 2029.

**Table 6: Projected Resource Allocation and Cost Estimates**

PROJECTED RESOURCE AVAILABILITY (N'000,000)											
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
<b>Total State/LGA Education Resources</b>	42,946	48,474	53,451	57,210	61,812	67,227	73,604	81,035	89,621	99,469	110,699
PROJECTED COSTS OF INTERVENTIONS											
<b>ECCDE</b>	490	490	488	489	489	489	489	489	489	489	489
<b>Primary Education</b>	3,601	3,401	3,001	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334
<b>Nomadic Education/Integrated IQTE</b>	9	4	4	6	6	6	6	6	6	6	6
<b>Non-Formal Education</b>	203	132	202	179	179	179	179	179	179	179	179
<b>Junior Secondary</b>	3,303	3,354	3,424	3,361	3,361	3,361	3,361	3,361	3,361	3,361	3,361
<b>Senior Secondary</b>	6,440	6,430	6,425	6,432	6,432	6,432	6,432	6,432	6,432	6,432	6,432
<b>Science, technical &amp; Vocation</b>	380	381	381	381	381	381	381	381	381	381	381
<b>Higher Education</b>	882	953	1,005	946	946	946	946	946	946	946	946
<b>Other education programme</b>	246	279	200	242	242	242	242	242	242	242	242
<b>Other cross-cutting expenditure</b>	17,105	17,959	18,539	17,868	17,868	17,868	17,868	17,868	17,868	17,868	17,868
<b>Total Costs</b>	<b>32,659</b>	<b>33,383</b>	<b>33,669</b>	<b>33,238</b>							

Sources: i). SESOP, ii). Projections to 2029 based on Kaduna MTEF 2018-2020, iii). 2017 Performance average of 2016 & 2017 LGA Budgets

\*Other education programme includes training, M&E, QA, Library resources, etc.

\*\*Other crosscutting expenditure includes salaries, allowances and management of financial resources in the sector.

## Assumptions

The ESP resource projection and cost assumptions are as follows:

- Personnel and Overhead total expenditure are based on the 2019-2021 MTEF figures

- for 2019, which are then projected to grow at 5% per Annum;
- In the MTEF, the Education sector has the following: 37.75% of the state’s total Personnel Expenditure; 9.66% of Overheads and 30% of Discretionary Capital Development Fund;
- The above (2) was used for the projections for state education resources except the non-discretionary (grants and loans), which is difficult to estimate;
- LG recurrent revenues have been included in accordance with the Federation Accounts Allocation Committee (FAAC);
- LGs 2019 budget on education is 25% of local government resources. This proportion was conservatively applied to the total LG resources to estimate Education Sector funding for each year of the 10-year period;
- All other assumptions are as contained in the Kaduna 2019-2021 MTEF.

#### 6.4. Limitations of the Cost Estimates

Table 6 shows no funding gap. This could, however, be misleading and should be interpreted with some caution for the following reasons:

- The number of assumptions in this process is large and some of them may not hold;
- There are some omissions from the total cost estimates. For instance, capital costs for transforming KASU into multi-campus university for the attainment of sustainable academic growth and development have not been included. These could dramatically lead to a funding gap. The funding gap could also increase if higher education enrolment rises more quickly than the modest 5% annual rate incorporated in the Plan. Approved upcoming educational programmes not captured in the plan are also likely to increase the funding gap.

#### 6.5. Financing the Plan

Education is an expensive social service; especially given the state’s goal to make basic education free 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 two broad sources of funding public education programs in the state. They are:

- Government sources;
- Non-Governmental sources.

##### **Government sources**

These are the sources of funds that come from the government through budgetary allocations. The government provides allocations and funds for education through grants. Grants can be categorized into three groups, which are:

- **Capital Grants:** This is the bulk of payments to educational institutions for the purchase of equipment/ facilities, construction of new buildings and major repair of old ones.
- **Recurrent Grants:** These are for expenditures, which occur every year in the budget. They include salaries, allowances, maintenance, travelling and transport expenses, and expenditure on students' meals and so on.
- **Special Grants:** These are aids by the Federal, State and Local Governments to service schools. Some of the special grants enable schools to improve the quality of education, structure special programmes and much more. It should be noted that the grants are not meant for every school as they are only given after certain considerations. Grants for tertiary schools are usually received and disbursed by regulatory institutions such as NCCE, UBE, NBTE and so on.

### **Non-Governmental sources**

Non-governmental sources of funding for educational programs in Kaduna include:

- **School fees:** This is a source of financing education in Nigeria. Though tuition is free in all federal colleges and institutions, tuition is paid by full-time students in state and private institutions. Other components of school fees known as sundry & service charges include medical fees, examination fees, sports fees, and identity card fees.
- **Proceeds from school activities:** Economic activities, which are internally generated such as school farming, also help to finance school activities. This is referred to as an alternative source of educational funding.
- **Community effort and Donations:** This includes SBMCs/PTAs/CSOs/CBOs activities. Donations of buildings, infrastructural facilities, donations in cash and kind, recruitment of teachers, the building of halls, hostels, etc. fall into this category.
- **External aids:** External aids are assistance given to educational institutions from outside the country. It may be in the form of equipment and manpower through bilateral and multilateral relations. External aids could come from organizations such as the World Bank, UNESCO, USAID, Ford Foundation, PTF, etc.
- **Tet fund:** Tertiary education tax fund. It was formally known as ETF (Education tax fund). It was introduced in 1993 to raise funds for the Education Sector. Tet Fund was established as an intervention agency under the TETFUND ACT – Tertiary Education Trust Fund (Establishment, etc.) Act, 2011; charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria. The TETFUND Act requires all registered companies in Nigeria to pay a tax of 2% on their assessable profit. The money is shared in the ratio 50:25:25, with Universities getting 50% and colleges and polytechnics each getting 25% apiece.

Over the plan period, MoEST will seek additional sources of funding while expanding and sustaining its links with the existing ones.



## Section 7: Plan Implementation Monitoring and Evaluation

### 7.1 Introduction

The growing importance of ensuring the effectiveness and efficiency of funding for education has led to the emergence of issues of governance and transparency, such as accountability and sustainability. The importance of involving stakeholders, including Civil Society Organisations (CSOs) and the local communities has led to a growing interest in participatory approaches to Monitoring and Evaluation (M&E). This new approach to M&E has also confirmed the necessity for:

- The introduction of a well-established system of reporting on programmes and initiatives;
- The availability of quality and reliable data;
- The efficient coordination among all departments and stakeholders at all levels; and
- The availability of necessary infrastructure and capacity for implementing the improved system.

This section presents what the Kaduna State Education Sector plans to do with respect to all the dimensions of implementation monitoring and evaluation of this Strategic Plan.

### 7.2 Approach to Strategic Plan Implementation

The ESP will be implemented through Education Sector Operational Plans (ESOPs). Hence, an outline of three-year operational work programmes, which covers the policy goals that underpin the strategic plan is necessary. The ESOP contains an outline of three-year operational work programmes that cover the policy goals that underpin the strategic plan. The ESOP is an important component of the implementation process.

The purpose of the ESOP is:

- To provide a sequenced work programme in terms of expected outcomes over the plan period;
- To identify priorities, the scope of work and technical requirements for institutions, departments and agencies designated by the MoEST; and
- To assist with progress review on the ESP work plan.

The ESOP will assure the following important elements in sector management and implementation:

- Greater and detailed articulation of the linkage between Education Sector development and broader development ambitions and plans;
- The central role of a policy framework in developing strategies and guidelines for sector reform;
- Prioritisation and phasing of interventions;

- Preparation of a comprehensive SESOP financing framework, including an assessment of requirements, existing recurrent and development budget commitments and analysis of likely financing shortfalls linked to the state budgetary process;
- Preparation of strategies for integrating existing activities into broader sector-wide programmes, in terms of both management of implementation and financing;
- Uniform and internally consistent financial management, monitoring, audit and procurement systems;
- Joint MoEST and donor agency partnership arrangements, including regular monitoring and review processes against agreed performance indicators and reporting systems; and
- Analytical work, studies and capacity building initiatives.

### 7.3 Approach to Strategic Plan Implementation Monitoring

The ESP is for the Education Sector; therefore, an important feature is that there should be joint oversight function between the State Government and stakeholders during its implementation. The MoEST will work in partnership with other governmental and non-governmental organisations, to guide the implementation of the ESP. External stakeholders that will be involved in the implementation include:

- The private sector, NGOs, CSOs and CBOs;
- Religious Boards of Management (FBOs);
- School-Based Management Committees, Faith-Based Organizations and/or Parents Teachers Associations;
- Ministries of Local Government, Health, Finance, Planning & Budget Commission, Women Affairs and Social Development, Works and Transport;
- Representatives of Zonal KADSSQAA and LGEAs; and
- Development partners, including external donor agencies.

The MoEST will monitor how the plan is being implemented to ensure that targets are met. It is recognised that the development of a multi-year sector plan approach in Kaduna is at an early stage; therefore, with respect to external assistance, the most important issue is to ensure that all support is consistent with Kaduna State Education Policy and strategic priorities as outlined in the ESP, and to facilitate increased levels of external assistance in support of achieving the ESP targets.

During the plan period (2019 – 2029), Annual Education Sector Performance Reviews (AESPRs) will be conducted. This will comprise an evaluation of the progress of sector performance against the ESP targets and indicators, and ESOP programmes/activities. The first AESPR will be undertaken in 2020.

### 7.4 Approach to Performance Evaluation of the Strategic Plan

#### **Sector Performance Evaluation**

Performance indicators are key components of the evaluation process. Quantitative and qualitative data will inform sector performance assessment and, as a result, any subsequent

decision-making relating to the implementation of the ESP. This system is aimed at ensuring a comprehensive evaluation framework, which will yield timely, relevant and evidence-based information for decision-making.

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

- **The need to have a holistic and comprehensive grasp of the state of implementation in relation to ESP targets:** Policy and decision makers, including managers of implementing agencies and other stakeholders at all levels, will be informed about the issues, challenges, successes and progress in the sector so that evidence-based analyses are made, and decisions are taken that support commitment to the relevant issues.
- **The need to maintain focus on problem areas, key issues, critical concerns and priorities:** In addition to the five areas of focus identified earlier, there should be provision for special and possibly unforeseen policy directions, which may need monitoring. The tracking of indicators will provide an early warning of unexpected circumstances.
- **The need to generate support for educational interventions:** Support for specific interventions will be necessary to increase the probability of their successful implementation. This may call for a revision of indicators and implies that the system should be flexible.
- **The need to provide feedback to all stakeholders:** The indicator system should assist in providing clear and unambiguous feedback to stakeholders through periodic reporting procedures.

## 7.5 Results Framework

A results 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 Results Framework focuses especially on impact and the outcomes of the work done through the program.

A comprehensive results framework, which will guide the implementation of the ESP and act as a Monitoring and Evaluation tool to assess progress towards achieving the objectives of the Education Policy will be developed in the course of preparing the Operational Plan for this Strategic Plan. A high-level Results Framework that will guide the preparation of the comprehensive and detailed Results Framework is presented in Annex 2. A performance management framework will need to be developed when the operational guide for the policy is developed. The later will serve as a progress tracker for the implementation of the operations.

A number of key priority actions will need to be taken to facilitate effective implementation monitoring and evaluation this Strategic Plan. First is to establish reliable baseline data and to further define indicators (jointly with Development Partners). Second is to develop and

establish an effective monitoring and evaluation system in the MoEST and other relevant agencies by 2019. Third is the need to prioritise the strengthening and institutionalisation of EMIS for effective M&E of the ESP.

## 7.6 Approach to Plan Revision

### **Annual Education Sector Performance Review (AESPR)**

The process of accountability, to which the MoEST is committed, dictates that there should be a regular review of Education Sector performance. MoEST and its internal and external development partners will conduct this review. The purpose of the review process is to ensure that there are effective returns on the investments being made in the Education Sector and that the intended beneficiaries (pupils, students, parents and all other stakeholders) are indeed benefiting.

The AESPR will be scheduled to ensure the school year performance assessment and to complement the budgetary cycle so that informed decisions can be taken prior to budget preparation. Likewise, the review will take place prior to the revision of the Education Sector Implementation Plan (ESIP). The end period of the current Education SIP is 2019. It is expected that annual reviews will eliminate the need for development partners to request separate reviews for individual projects and support programmes. The review will cover whole sector performance and, based on necessity, will cover all aspects of annual educational development, including projects and sub-programmes.

The first AESPR for ESP will be undertaken in July/August 2020. In preparation for the AESPR, MoEST, through the monitoring and evaluation function in ESP, will produce a comprehensive Annual Education Sector Performance Report, including assessment of progress towards meeting indicators and targets, and implementation of ESOP. The report will include lessons learned and recommendations as a basis for discussions during the AESPR meeting. The Annual Education Sector Performance Report is currently a feature of the annual planning and budgeting cycle aimed at assisting strategic planning and budget preparation. The recommendation in the annual education performance report will be used to rollover/revise the ESIP; as well as for adjusting the sector budget for 2020.

## 7.7 Critical Success Factors of Plan Implementation

The success of the Strategic Plan will be measured by its ability to achieve the vision and mission for the Education Sector. The following will be the critical success factors for the implementation:

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- i. **Strategic Alignment**
  - The purpose and role of the Education Sector must be aligned to the state's developmental needs; and
  - The internal capacity and structure of the MoEST, HRD and labour must match the strategic direction articulated in the plan.

**ii. Funding adequacy**

- Commitment on the part of the government to fund the plan at a viable level;
- Diversification of funding sources;
- Effective fiscal stewardship;
- Effective mobilisation of Private Sector funding through Public-Private-Partnership;
- Strategic mobilisation and effective utilisation of Development Partners' support; and
- Relentless efforts to do more with less (Value for Money proposition!).

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**iii. Effective internal capacity and capabilities**

- The acquisition and development of superior talent in the Education Sector;
- Development and provision of specialised education e.g. special needs, early child care development, etc.; and
- Effective systems and processes capable of meeting the new demands created by the need for transformation of the education system.

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**iv. Creation of an enabling environment that:**

- Embraces change and new challenges;
- Inspires educators, staff, and students alike;
- Nurtures performance; and
- Is execution and results focused.

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**v. Staff and faculty engagement**

- Faculty and staff must feel a sense of belonging to the institution; and
- Faculty and staff must be involved in planning, designing and managing change.

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**vi. Integration and use of technology**

- Use of technology in teaching and learning;
- Creation of technology friendly processes;
- Training of staff and administrators to become ICT compliant;
- Empower faculty/departments, staff and students in the use of technology; and
- Integration of technology in the management of the system.

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**vii. Learner-centred system**

- An educational system that places students and their needs at the heart of its operations.

## 7.8 Institutional Framework for Managing the Implementation of the ESP

The MoEST's organisational and institutional Corporate Plan is aimed at improving the execution of the functional responsibilities of all levels of the education system in an efficient and effective way. During the implementation of the ESP, it will devolve power, authority and the relevant functions to all levels to directly link institutional reform to improvement in academic performance of learners in the Education Sector.

- The efficacy of the MoEST administrative support systems and structures at all levels will be key to the implementation of the ESP. It is, therefore, necessary to outline the system within which the Ministry will operate commensurate to the needs arising from the ESP. This then calls for the restructuring and strengthening of management systems and structures at the headquarters, Departments and Agencies for the efficiency and effectiveness of ESP implementation.

The institutional framework for implementing the ESP comprises of:

- MoEST alongside its MDAs, the various boards of tertiary institutions including the university, colleges and various examination and accreditation bodies. The management, roles and responsibilities for education service delivery shared between the three tiers of government: The Federal Government, the state government and the Local Government have been well documented in the ESA.
- Thematic Working Groups (TWGs) - are consultative bodies aimed at providing multi-stakeholder participation in improving the coordination, planning, implementation and monitoring of programmes and projects relevant to the ESP. TWGs will meet a minimum of twice annually and will be chaired by a Permanent Secretary or a Director and shall comprise technical representatives of MDAs, the private sector, Civil Society Organizations and International Development Partners.

## 7.9 Manpower Development Strategy

MoEST recognises that decentralisation should constitute an important instrument in its efforts to improve institutional and organizational performance. Since decentralization has an immediate impact on human resource management, building the capacity of lower levels to manage this critical function is at the centre of MoEST's interventions during this ESP period.

The Ministry, under its Human Resource function, aims to develop, revise and improve the overall approach to human resource management and administration. Strengthening the HR function will include establishing an HR information management system that will be complemented with effective staff retention initiatives and a performance evaluation system. System strengthening interventions are currently ongoing to ensure this aspiration and special provision has been made for manpower training and development annually at all levels. Institutional linkage and support from development partners will be vigorously pursued and

intensified in the development of MoEST education system capacity, especially in the area of training.

### **7.10 Conclusion**

It is anticipated that if this Education Sector Strategic Plan is well implemented alongside the Education Policy and the Education Quality Assurance Policy recently developed, the existing weaknesses in the Kaduna State education system will improve. For instance, the observed low capacity in the understanding of policies, programmes and activities at the Local Government level; low level of public awareness of government education policies and programmes and the structural defects of some school buildings could be largely improved upon by taking advantage of strengths and existing opportunities, while mitigating the risks.

Annex 3 presents a schedule for the implementation of this Strategic Plan. The schedule comprises the key activities to be undertaken, the individual/agencies responsibility for undertaking the activities, the timeline and the outputs expected from carrying out the activities.

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## Annexes

### Annex 1: Definitions of Key Education Indicators

#### **Gross Enrolment Ratio (GER)**

GER is the total enrolment in Primary education, regardless of age, expressed as a percentage of the eligible official school-age population (6-11 years in Nigeria). It shows the general level of participation in Primary education. It indicates the capacity of the Education system to enrol students of that age group. It can also be a complementary indicator to net enrolment rate by indicating the extent of over-aged and under-aged enrolment.

#### **Net Enrolment Rate (NER)**

NER is the enrolment of the official age group for Primary education (6-11 years in Nigeria) expressed as a percentage of the corresponding population. It shows the extent of coverage in a given level of education of children and youth belonging to the official age group corresponding to the given level of education.

#### **Gross Intake Ratio (GIR) in the First Grade of Primary**

GIR is the total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official Primary school-entrance age (6 years in Nigeria). It indicates the general level of access to Primary education and the capacity of the Education system to provide access to grade 1 for the official school-entrance age population.

#### **Net Intake Rate (NIR) in the First Grade of Primary**

NIR is the total number of new entrants in the first grade of Primary education, who are of the official Primary school-entrance age (6 years in Nigeria), expressed as a percentage of the population at the official Primary school-entrance age (6 years). It indicates the general level of access to Primary education and indicates the capacity of the Education system to provide access to grade 1 for the official school-entrance age population.

#### **Gross Intake Ratio in the Last Grade of Primary (GIRLG)/Completion Rate (CR)**

GIRLG is the total number of new entrants in the last grade of Primary education, regardless of age, expressed as a percentage of the population at the theoretical entrance age to the last grade of primary (11 years in Nigeria). This proxy measure of primary completion also reflects how the policies shaping the early grades of primary school can impact the final grade of this Education level. It also indicates the capacity of the Education system to provide Primary completion for the theoretical entrance age population to the last grade of Primary.

#### **Gender Parity Index (GPI)**

GPI is the ratio of female to male values of a given indicator. The GPI measures progress towards gender parity in education participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women empowerment in the society.

**Pupil-Teacher Ratio (PTR)**

PTR is the average number of pupils (students) per teacher at a specific level of education in a given school year. It measures the level of human resource input in terms of the number of teachers, in relation to the size of the pupil population. The results can be compared with established national norms on the number of pupils per teacher.

**Dropout Rate by Grade (DRG)**

The dropout rate is the percentage of pupils from a cohort enrolled in a given grade at a given school year that is no longer enrolled in the following school year. It measures the phenomenon of pupils from a cohort LGA leaving school without completion, and its effect on the internal efficiency of Educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the Educational cycle.

**Repetition Rate by Grade (RRG)**

The repetition rate is the percentage of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. It measures the rate at which pupils from a cohort repeat a grade and its effect on the internal efficiency of Educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the Educational cycle.

**Percentage of Qualified Teachers (PQT)**

PTT is a number of teachers who have received the minimum organized teacher training/qualification (pre-service or in-service) required for teaching at the specified level of education (Minimum of NCE in Nigeria), expressed as a percentage of the total number of teachers at the same level of education. It measures the proportion of teachers trained in pedagogical skills, according to national standards, to effectively teach and use the available instructional materials. It also reveals a Country's commitment to invest in the development of its human capital involved in teaching activities.

**Percentage of Female Teachers (PFT)**

PFT is the number of female teachers at a given level of education, expressed as a percentage of the total number of teachers (male and female) at the same level in a given school year. It shows the gender composition of the teaching force. It helps also in assessing the need for opportunities and/or incentives to encourage women to participate in teaching activities at a given level of education.

**Percentage of Private Enrolment (PPE)**

PPE is the enrolment in Private educational institutions at a given level of education, expressed as a percentage of total enrolment at the same level. It measures the relative weight of private education in terms of enrolment, hence the scale and capacity of private education within a country.

**Survival Rate (SR)**

SR is the percentage of a cohort of learners enrolled in the first grade of a given school year who are expected to reach a given grade, regardless of repetition. (*Source: UNESCO Institute of Statistics, Education Indicators, Technical Guidelines, November 2009*).

## Annex 2: High-Level Results Framework of Kaduna State Education Sector Strategic Plan

Expected Outcome	Key Performance Indicator (KPI)	Baseline (2018 or any nearest available year)	Outcomes Targets			
			2019 – 2021	2022 – 2024	2025 – 2027	2028 – 2029
Improved quality of teaching and learning outcomes	Performance of candidates in public examinations (Common Entrance; WAEC and NECO)	Add the performance of candidates in these examinations in 2018 or any nearest available year; e.g. what percentage of candidates made at least 5 credits in WAEC including in English and Mathematics? WAEC – 27.88% NECO – 48.45%	Set the performance targets for candidates in these examinations during this period	Set the performance targets for candidates in these examinations during this period	Set the performance targets for candidates in these examinations during this period	Set the performance targets for candidates in these examinations during this period
Increased access, retention and completion rate at all levels for males, females and people with special needs/disabilities	<ul style="list-style-type: none"> <li>• Access rate</li> <li>• Retention Rate</li> <li>• Completion Rate</li> </ul>	Add the Access Rate, Retention Rate, and Completion Rate for different educational grades in 2018 or any nearest available year (primary school, junior secondary, senior secondary, tertiary institutions, etc.)  Access rate –  NER – Net Enrolment Rate Primary- 99% Junior Secondary 38% Senior Secondary 21%  <b>(Gross Enrolment Rate)</b> <b>GER</b> Primary – 114%	Set the Access Rate, Retention Rate, and Completion Rate for different educational grades during this period (primary school, junior secondary, senior secondary, tertiary institutions, etc.)	Set the Access Rate, Retention Rate, and Completion Rate for different educational grades during this period (primary school, junior secondary, senior secondary, tertiary institutions, etc.)	Set the Access Rate, Retention Rate, and Completion Rate for different educational grades during this period (primary school, junior secondary, senior secondary, tertiary institutions, etc.)	Set the Access Rate, Retention Rate, and Completion Rate for different educational grades during this period (primary school, junior secondary, senior secondary, tertiary institutions, etc.)

Expected Outcome	Key Performance Indicator (KPI)	Baseline (2018 or any nearest available year)	Outcomes Targets			
			2019 – 2021	2022 – 2024	2025 – 2027	2028 – 2029
		Junior Secondary – 54% Senior Secondary – 30%  <b>Completion Rate –</b> Primary- 67% Junior Secondary -55% Senior Secondary – 26% <b>Transition Rate</b> Primary – Junior Secondary -72% Junior Secondary – Senior Secondary – 47%				
Adequate educational infrastructure provided at all levels of education	Number of schools requiring rehabilitation (primary school, junior secondary, senior secondary, tertiary institutions, etc.); any other infrastructure requiring rehabilitation or replacement	Number of such schools or infrastructures in 2018 or any nearest available year  Number of Schools Primary – 4260 Secondary School – 541	Set the desired targets for such schools or infrastructure during this period	Set the desired targets for such schools or infrastructure during this period	Set the desired targets for such schools or infrastructure during this period	Set the desired targets for such schools or infrastructure during this period
Improved education information management systems (EIMS)	Extent of availability of data/information for Management decision making	Percentage of data/information available for Management decision making in 2018 or any nearest available year 75% of information available	Set target for the percentage of data/information to be available for Management decision making during this period	Set target for the percentage of data/information to be available for Management decision making during this period	Set target for the percentage of data/information to be available for Management decision making during this period	Set target for the percentage of data/information to be available for Management decision making during this period
Improved motivation of teachers through	<ul style="list-style-type: none"> <li>Percentage increases in</li> </ul>	Specify the levels of these in 2018 or any nearest available year	Set the target levels for the respective			

Expected Outcome	Key Performance Indicator (KPI)	Baseline (2018 or any nearest available year)	Outcomes Targets			
			2019 – 2021	2022 – 2024	2025 – 2027	2028 – 2029
enhanced terms and conditions of services	teachers' emoluments <ul style="list-style-type: none"> <li>• Proportion of teachers that are qualified for promotion that got promoted</li> <li>• Learning outcomes as indicated by the Performance of candidates in public examinations (Common Entrance; WAEC and NECO)</li> <li>• Any other index of teachers' motivation</li> </ul>	90% of teachers were promoted in 2018	indicators during this period			
Sustainable funding with efficient management of education financial management system	Level of funding of Education as indicated by education expenditure as a percentage of total state expenditure	Specify the education expenditure as a percentage of total state expenditure in 2018 or any nearest available year 2017 Education expenditure – 17% as against 30% Education Budget Allocation for 2017	Set the target for the education expenditure as a percentage of total state expenditure during this period	Set the target for the education expenditure as a percentage of total state expenditure during this period	Set the target for the education expenditure as a percentage of total state expenditure during this period	Set the target for the education expenditure as a percentage of total state expenditure during this period

Expected Outcome	Key Performance Indicator (KPI)	Baseline (2018 or any nearest available year)	Outcomes Targets			
			2019 – 2021	2022 – 2024	2025 – 2027	2028 – 2029
Effective financial management information system	Extent of availability of financial data/information for Management decision making	Percentage of financial data/information available for Management decision making in 2018 or any nearest available year	Set target for the percentage of financial data/information to be available for Management decision making during this period	Set target for the percentage of financial data/information to be available for Management decision making during this period	Set target for the percentage of financial data/information to be available for Management decision making during this period	Set target for the percentage of financial data/information to be available for Management decision making during this period

### Annex 3: Implementation Plan Schedule

S/N	Activity	Responsibility	Timeline/Deadline	Expected Output
1.	ExCo Approval of the ESP	Hon Commissioner	31 March 2019	ExCo approved Kaduna State Education Policy
2.	SHoA Approval of ESP	Hon Commissioner	15 April 2019	SHoA approved Kaduna State Education Policy
3.	Printing of the ESP/Uploading to State's website	Permanent Secretary	30 April 2019	Printed copies of ESP; ESP uploaded on the state's website
4.	Inauguration of the ESP Implementation Committee (EIC)	Hon Commissioner	16 May 2019	EIC Inaugurated and given Terms of Reference
5.	EIC prepares its work plan	EIC Chairman	30 May 2019	EIC Work Plan available
6.	EIC's work plan approved by ExCo	Hon Commissioner	3 June 2019	ExCo approved EIC work plan
7.	Implementation monitoring and evaluation	M&E Department of the MoEST	Ongoing; quarterly and annual report	Quarterly/ Annual M&E reports



# **Kaduna State Government**