



FEDERAL REPUBLIC OF NIGERIA

JIGAWA STATE

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

**ANNUAL EDUCATION SECTOR
PERFORMANCE REPORT 2014**

OCTOBER, 2015

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FOREWORD

The Jigawa Education Sector Plan (ESP), a ten year (2008-2018) Plan and Medium Term Sector Strategy (MTSS) are two documents which served as a road map that leads the state towards implementation of education sector reform agenda. The Medium Term Sector Strategy (MTSS) is a three year rolling plan linked to budget process aimed at achieving goals, objectives and targets of the ESP.

The Annual Education Sector Performance Report (AESPR) is a yearly process that reviews education sector performance in relation to the resource allocation to the sector as informed by the MTSS.

The 2014 AESPR reviews the sector's achievements and challenges towards the set targets in MTSS. For instance, the report showed that pupil-teacher ratio in basic schools of urban areas is higher and therefore, there is need to provide more classrooms and teachers especially in urban areas. On the other hand, the target of providing 50% of Senior Secondary Schools with Libraries, Laboratories, ICT Laboratories and Technical equipment has been fully achieved.

I sincerely commend the effort of ESSPIN for the technical assistance and the education sector planners under the ministry for the actualization of the 2014 AESPR. I wish also to commend all Stakeholders particularly Parastatals and Agencies under the Sector for their contribution to the success of the document. I enjoin the general public to witness the extent to which Jigawa State Government is committed towards education delivery.



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Introduction – Purpose of the report

1. Jigawa State has a Comprehensive Development Framework (CDF) which serves as a roadmap for socio-economic development. It discusses the economic empowerment and development strategies to be pursued by Government. In addition to using State Economic Empowerment Strategy (SEEDS 1) as a basis, the CDF also draws from the experiences of the intervening years, reports, studies, focus group discussions, and inputs provided by a wide-spectrum of stakeholders.
2. The State has also completed its Education Sector Plan (ESP), a long-term strategic document which guides the implementation of the education sector reform agenda, and the preparation of its Medium-Term Sector Strategy (MTSS), a medium-term operational document, which links the ESP with the budget process.
3. In both documents, (ESP and MTSS) Jigawa State is committed to an Annual Education Sector Review Process where: progress will be assessed against “monitoring indicators and benchmarks at all levels ... for the major activities of the sector” (PME 3). Data on these performance indicators “will guide the planning and management process, inform sector performance assessment and, as a result, influence/guide any subsequent decision-making” (ESP Section 4.1).
4. The sector has also introduced a performance monitoring system which will address the following needs:
 - Provide a comprehensive grasp of the status of implementation, issues, challenges, successes and progress of the sector relative to ESP and Education Sector Operational Plan (ESOP) or MTSS targets.
 - Assist in providing clear and unambiguous feedback to stakeholders through periodic reporting procedures. It will also communicate information on achievements by means of indicators, provide analysis on current problems and make recommendations for improving sector performance.
5. Based on the above, the Annual Education Sector Review has the following characteristics:
 - A regular feature of the annual budget calendar: it will help identify priorities at the beginning of the MTSS revision process and assist in budget planning.
 - Its main output will be a regular government report on the state of education: a critical education sector analysis, which will take stock of results against set targets.
 - It will be a public exercise, which– through information on expenditure and results – will enhance transparency for the benefit of all stakeholders.

6. More specifically, this report provide answers to questions such as:
- What is the evidence on key education **outputs and outcomes**, with particular reference to the indicators specified in the planning and budget documents?
 - Are observed trends consistent with **expectations** in the light of current policies?
 - What does the evidence suggest about **changes** that should be made to these policies?
 - Are there any **data** gaps and, if so, what additional data should be collected and how can ongoing processes be improved?
7. The structure links programme implementation (inputs – activities - outputs) with sector performance (outcomes-impact) through the use of sector performance information and statistics:
- Chapter 1 determines the Performance assessment framework using key state and sector policies and strategies against which sector performance is benchmarked
 - Chapter 2 presents Inputs (Sector Funding and Expenditure) explaining data on budget allocation and implementation, analysis of financing of sector for the year
 - Chapter 3 discusses processes (strategies and main activities) which are high level sector processes and activities carried out and planned for next period
 - Chapter 4 presents outputs (achievements). These are short term/immediate achievements pertaining to activities carried out
 - Chapter 5 presents Outcomes (results) which are medium-term effects of outputs/achievements pertaining to activities carried out. This Chapter also discusses the trend analysis/assessment of progress towards achieving goals.
 - Chapter 6 presents impact, implications and recommendations. Key policy implications of issues arising from findings, and recommendations for short to long term development of education sector

Chapter 1 – Performance Assessment Framework

8. This chapter provides a summary of the overall policy environment of the state as it affects the sector, which provides the overall context of the performance report. The sector priorities and targets are outlined in the Comprehensive Development Framework (CDF), Education Sector Plan (ESP), Strategic Plans (MoEST, SUBEB, LGEAs) and the MTSS.

Comprehensive Development Framework (CDF) 2010-2015

9. The CDF covers four broad areas: human capital development, critical infrastructure for pro-poor economic growth, economic empowerment and governance/institutional reforms. These are broadly summarized below as:
 - (i) A Social Charter Component or the “irreducible minimum” that seeks to improve the “Human Development Index rating” of the State, which is also consistent with the MDGs. These include:
 - Education – with special emphasis on basic and vocational education
 - Health – with special emphasis on primary healthcare and the provision of basic and comprehensive emergency obstetric healthcare
 - Portable water supply and sanitation services
 - (ii) Economic empowerment and poverty reduction programmes including among others:
 - Skills acquisition and entrepreneurship development
 - Establishment of Economic Empowerment Trust Fund
 - Development of cooperatives
 - Access to micro-credit
 - Provision of social safety nets
 - Targeted youth and women empowerment programmes
 - (iii) Pro-Poor Economic Growth Components: This is the pursuit of policies and programmes that will facilitate economic growth and provide a climate that will be conducive for investment through:
 - Infrastructure development (roads, ICT and power supply including alternative energy development)
 - Agriculture and food security
 - Promotion of small and medium scale enterprises development, including solid minerals development
 - Jigawa State Talakawa/Economic Summit
 - Jigawa State Endless Opportunities

(iv) Reform programmes that Centre on:

- Public financial management, including fiscal responsibility and public procurement
- Public service reforms
- Other governance and service delivery reform programmes; and
- Societal reorientation and resuscitation of positive value systems

10. The paramount objective of education in Jigawa State is to empower people through continuous access to qualitative and functional education that enables them to be productive members of the society in order to positively contribute to the socioeconomic development of the state. The following define the primary and secondary objectives of education in the State.

11. Primary objectives are as follow:

- To entrench a modern and vibrant educational delivery system that contributes to the production of high quality manpower in the state
- To provide quality education as the surest and fastest way to human capital formation, a prerequisite for sustainable human development.
- To bring Jigawa State to the forefront of scientific and technological development in Nigeria's march to joining the 20 topmost economies in the world by 2020.
- To embark on targeted intervention towards elimination of rural/urban and gender disparities in the provision of basic education. This would involve introducing measures in form of incentive programs aimed at improving enrolment ratio and regular school attendance particularly for girls in rural communities.

12. Secondary objectives – consistent with the International Development Goals as defined by the Millennium Development Goals (MDG) and Education For All (EFA) goals, the specific goals of the Jigawa State Education Sector are as follow:-

- Continuous improvement in accessibility to qualitative basic education for all children of school-going age through increased gross enrolment of 63% in 2014 to 80% by 2018 in primary schools and 20% increase in transition rate into Senior Secondary Schools by 2015 with special emphasis on girls' education.
- Ensuring that the learning needs of young people and adults are met by increasing literacy rates of the adult population from 56% in 2014 to 63% by 2017. A special target group in this respect will include rural farmers, trainees in women development and skill acquisition centers and school dropouts as identified in recently concluded Out of Schools Survey.
- Improve the overall quality of basic education through sustained improvement in key education quality indicators. In particular, this will include improving pupil-qualified teacher ratio from the current level of 89:1 in 2014 to 50:1 by 2018 for primary schools.

13. Pursuant to the objectives, the key strategic targets to be pursued in the medium-term are as follows:-

Access and Equity

14. The basic principle here is to ultimately achieve universal access to basic education among males and females in both rural and urban areas. Targets to be pursued therefore include:

- Increase in Gross Enrolment Ratio (GER) in pre-primary education from 15% (2014 baseline) to 21% by 2017.
- Increase in primary Gross Enrolment Ratio (GER) from current 63% in 2014 to 80% by 2018.
- Reduction in gender disparity in the enrolment of basic schools from 0.76 in 2014 to 0.92 by 2018 in favor of girls.
- Integrate & provide teaching and learning materials to 150 Islamiya and Quranic schools by 2018, at the rate of 50 schools annually.
- Increase in the proportion of junior secondary school graduates transiting to technical schools from 0.5% in 2014 to 10% by 2018.

Standard of Education

15. The key to achieving quality in the educational system largely depends on the teaching and learning conditions in the schools, i.e. availability of qualified and competent teachers for all subjects, adequate infrastructure, teaching and instructional materials. Major strategic targets in this respect include:

- Improving average pupil to qualified teacher ratio from 89:1 in 2014 to 50:1 by 2018
- Improving average pupil to classroom ratio from 65:1 in 2014 to 45:1 by 2018 in primary schools.
- Improving flow rates in all grades of basic education to 103% promotion, 1.2% repetition and 3.4% dropout by 2015.
- Achieving school completion rates of 85% in primary education and 65% for junior secondary education by 2015.
- Expanding the enrolment capacity of tertiary institutions by 45% by 2015, with particular emphasis on females and candidates with special needs.
- Increasing the number of senior secondary students graduating with a minimum of 5 credits including English and Mathematics from 12% in 2012 to 40% by 2015.
- Reducing the proportion of unqualified teachers from 49% in 2014 baseline to 42% by 2015

Education Sector Plan 2012-2022

16. The priority policy objectives of the Education Sector Plan (ESP) are to:

- (i) Improve access and expand opportunities
 - Increase Early Child Care Development Education (ECCDE) enrolment
 - Implement free and compulsory Universal Basic Education
 - Improve gender parity index (G.P.I) in primary and JSS

- Establish additional nomadic schools at basic level
- Support the integration of additional Integrated Qur'an Tsangaya Education (IQTE) centres
- Promote access to quality education for special needs children in the State
- Improve classroom/pupil ratio in Basic Education and Senior Secondary Schools
- Expand access to Science, Technical, and Vocational Education at Post Basic Education Level
- Expand the capacity of teacher education institutions (CoE) to enrol more students from post basic education level
- To expand admission capacity of polytechnics and monotechnics
- Improve enrolment rate into adult literacy centres with focus on women

(ii) Ensure quality and relevance of education provision

- Improve Early Child Care Development Education ECCDE services
- Enhance the use and application of approved national curriculum at all levels of Basic Education
- Improve the quality and relevance of senior secondary education
- Improve the quality and relevance of special education at CoE
- Enhance the quality of teaching and learning in CoE
- Enhance the quality of teaching and learning in Polytechnics and Monotechnics

(iii) Improve educational planning and management

- PME 1: Functional EMIS
- PME 2: Planning and management capacities strengthened at all levels
- PME 3: Empowering monitoring and evaluation
- PME 4: Improve education budget and budgetary reforms

(iv) Ensure sustainable funding and improved financial management

- EDF 1: Education budget and budgetary reforms
- EDF 2: Improved capacity for financial management at all levels
- EDF 3: Enhanced/increased funding for education
- EDF 4: Improved education sector expenditure tracking

Medium Term Sector Strategy 2014-2016

17. The Medium Term Sector Strategy (MTSS) 2014 – 2016 has identified goals and objectives to be achieved in the 3-year plan. These goals are as follows:

GOAL 1: provides for a functional and quality basic education for all. The objectives of this goal are:

1.1 To improve the quality of teaching and learning conditions in basic schools:

- By improving pupil teacher ratio; (qualified teachers) from 79:1 (2012 baseline) to 50:1 in primary school and sustain the ratio of 28:1 in junior secondary by 2016. Increase the proportion of nomadic pupil enrolment to 12% of primary schools gross enrolment by 2016; provide 80% of basic schools with teaching and learning materials by 2016; provide 35% of junior secondary schools with libraries, laboratories, ICT labs and technical equipment by 2016; provide 80% of basic schools with friendly learning environment by 2016 and reduce the proportion of unqualified teachers in basic schools by 60% by 2016.

1.2 Ensure equitable access to basic education

- By increasing gross enrolment in ECCDE to 10% by 2016; achieving a gross enrolment ratio of 70% in primary schools and 40% in junior secondary by 2016; reducing gender disparity in primary schools from 0.76 to 0.82 and in junior secondary school, from 0.71 to 0.76 in 2016;

1.3 Promote unlimited access to quality education for children with special needs and increase

- By 60% the gross enrolment rate of children with special needs by 2016.

1.4 Strengthen the capacity for adult and functional literacy delivery

- By increasing adult literacy rate from 40% to 60% by 2016 and increase the number of functional literacy centres by 10% by 2016.

GOAL 2: provides for the improvement of the quality of education delivery in IQTE schools

- By the integration of a total of 750 IQTE schools by 2016 (250 annually)

GOAL 3: Functional and quality education are provided for in the MTSS

3.1. Through the improvement of the quality of teaching and learning conditions in senior secondary schools and science and technical colleges:

- 95% of senior secondary schools and science technical colleges are to be provided with teaching and learning materials by 2016,
- 50% of senior secondary schools and science and technical colleges to be provided with libraries, laboratories, ICT labs and technical equipments,

- 95% of senior secondary schools and science and technical colleges to be provided with friendly learning environment by 2016 and
- female teachers are to be increased from 12% (2012) to 15% by 2016

3.2. Ensure equitable access to post-basic education

- By increasing transition rate into senior secondary schools by 20% (with more emphasis on girls by 2016)

3.3. Improve the capacity in tertiary institutions

- By increasing enrolment capacity in tertiary institutions by 25% by 2016

GOAL 4 Ensure adequate planning and institutional development of education sector

4.1 Adequate planning and management of education services

- By increasing the private share of gross enrolment from 1% in primary school to 5% and 0.4% in JSS to 1.5% by 2016
- Increase public private partnership (PPP) in schools management
- Ensure the availability and validation of annual education statistics for planning and management by 2016

4.2 Institutional and capacity development of education sector by:

- Improving the capacity of education managers at all level
- Providing support to schools to prepare School Self Evaluation and School Development Plans.
- Ensuring full compliance with procedures for financial management by 2016

4.3 Enhance communication and information management system in the sector by

- Enhancing dissemination of information on education issues to the general public
- Improving ICT base (EMIS etc.) of the sector for modern knowledge management at all levels.

18. **The Jigawa State Government has introduced new policies in Education:** The policies are to introduce activities in the following areas:

- Establishment of Jigawa state University.
- Introduction of NCE programme in CIL Ringim.
- Introduction of degree programme at COE Gumel.
- Introduction of school health policy.
- Additional component of free education policy.
- Introduction of ICT policy.
- Emergency policy such as flooding, erosion and fire outbreak.
- Tsangaya school policy
- Introduction of new courses by college of agriculture Hadejia, i.e (HND and ND PROGRAMMES).

Data on the education system

19. There are two types of information for reporting progress against the above objectives:

- (i) Qualitative information based on the reports provided by Jigawa State education MDAs, which is reported mainly in Chapter 3

- (ii) Quantitative information from the following sources:
 - Public expenditure records (from the Directorate of Budget and Economic Planning, the State Ministry of Education, Science and Technology, Agencies and Parastatals, Universal Basic Education Commission and Education Trust Fund reported in chapter 2
 - 2013-2014 Annual School Census (Chapters 4 and 5)
 - School and community level reports from SSOs and SMOs

Chapter 2 – Inputs

20. This chapter describes the resources allocated (by the LGA, State and Federal government), released and spent in the education sector, and broader public financial management issues affecting the education sector in Jigawa State.

21. Most departments and agencies in the education sector enjoy funding from the State Government (for recurrent and capital expenditure), Federal Government (through Universal Basic Education Commission’s intervention fund (UBE-IF) for basic education), Local Government Authority (through payment of primary school teachers’ salaries and other development projects) and other sources such as Tertiary Education Trust Fund (formally, the Education Trust Fund), FTS, MDG, Donor Agencies, etc. The table below shows total allocation to the education sector for the year under review as well as comparative figures for two subsequent years.

Budget Implementation

Table 2.1 Budgetary allocation to the education sector from all sources (in billion naira)

Years	State Allocation (Nm)	UBEC-IF (Nm)	LGEA ¹ (Nm)	Others ² e.g. ETFUND (Nm)	Internally ³ Generated Revenues (Nm)	Total (Nm)
2012	16.576	3.83	12.705	0.25	N/A	32.911
2013	17.193	872.5	12.860	460.0	N/A	31,386
2014	18.456	1.278	14.480	1.810	N/A	36.024

22. The total Education Sector allocation as a proportion of the total state allocation was 30.29% in 2014, representing an increase of 1.59% compared to 2013 share of total State allocation. Share of Education Sector to total state recurrent and capital expenditure was 48.91% and 14.73% respectively.

23. Allocation to the Education Sector from the state government is to meet recurrent and capital expenditure of all MDAs as well as providing counterpart fund for the UBE-IF. The table below shows trends in expenditure for the last three years, and analysed by proportion of total State expenditure to education expenditure

¹Payments for primary school teachers’ salaries from LGA and LGEA running costs from SUBEB. Information on other LGA expenditure on education could not be sourced.

²Excludes funding and support from donor agencies, NGOs and partners.

³Most of the MDAs are utilizing their IGR as part of their Overhead cost

Table 2.2 Jigawa State education sector budget and expenditure by MDAs

MDAs	Budget Allocation (N'000)				Actual Expenditure (N'000)			
	Personnel	Overhead	Capital	TOTAL	Personnel	Overhead	Capital	TOTAL
MoEST	2,837,440	1,650,000	853,000	5,340,440	2,535,751	1,833,500	341,407	4,710,658
Dutse Model	114,274	101,000	66,000	281,274	106,563	83,500	27,471	217,534
SUBEB	240,000	460,000	2,033,000	2,733,000	142,771	281,400	88,500	512,671
LGEA	14,480,313	0	0	14,480,313	13,942,678	48,600	0	13,991,278
JS Academy Bamaina	11,100	20,400	85,000	116,500	15,016	9,000	14,469	38,485
STEB	455,803	341,500	150,000	947,303	455,789	398,814	0	455,789
IEB	677,324	610,000	180,000	1,467,324	621,374	439,921	0	1,061,295
Scholarship Board	8,227	850,500	6,000	864,727	8,448	783,618	0	792,066
COE Gumel	906,484	47,200	270,000	1,223,684	875,319	81,367	457,350	1,414,036
Polytechnic	340,429	26,000	260,000	626,429	323,717	25,172	242,000	590,889
CILS Ringim	233,943	17,200	143,000	394,143	263,558	39,140	0	302,698
JSIIT Kazaure	164,399	218,000	80,000	462,399	168,250	92,113	19,866	280,229
BUCOA Hadejia	254,329	41,200	250,000	545,529	246,303	60,346	32,500	339,149
SLU K/Hausa	814,025	346,000	3,350,000	4,510,025	332,019	258,173	1,182,326	1,772,518
SEIMU	1,079	36,600	0	37,679	930	27,805	0	28,736
AME	70,973	12,000	80,000	162,973	68,152	7,200	32,250	107,602
Library Board	53,476	7,700	50,000	111,176	41,610	5,000	0	46,610
ANE	350,579	10,500	80,000	441,079	321,801	8,400	54,106	384,307
TOTAL	22,012,866	4,795,800	7,936,000	34,744,666	20,470,049	4,483,069	2,492,245	27,445,363

Table 2.3 Jigawa State total expenditure and education sector expenditure (N'000), 2014

	Total state expenditure*		State expenditure on education**		State expenditure on education as percentage of total State expenditure (%)	
	Recurrent	Capital	Recurrent	Capital	Recurrent	Capital
2012	35,534,666	45,744,660	20,419,122	8,202,012	57%	18%
2013	55,373,554	48,737,042	23,398,602	8,040,879	42%	16%
2014	55,199,000	45,590,000	24,937,430	7,333,081	45%	16%

The State expenditure on education as proportion of total State expenditure averaged 30% for the past three years. In 2014, recurrent expenditure increased by 7% while capital expenditure decreased by 9%.

Table 2.4 Jigawa State education recurrent budget and expenditure by level (N'000), 2014

Level	Budget		Expenditure	
	Personnel	Overheads	Personnel	Overheads
Basic (Primary & ECCDE)	15,081,992	490,900	14,317,997	370,806
Senior Secondary	4,084,841	2,702,500	3,678,354	33,301,845
Tertiary	2,712,278	695,600	1,704,635	786,729
Other programmes (AME, SLB, SCHOLARSHIP & SEIMU)	133,755	906,800	106,047	671,018
Total	22,012,866	4,795,800	19,807,033	5,130,397

*Note: Includes FTS fund

24. The share of basic education in total recurrent expenditure on education was N14.69b in the financial year 2014. However the share of senior secondary education was N6.98b and the share of tertiary education was N2.49b and that of other programmes was N777m in the same period. The share of basic, senior, tertiary education and other programmes in total recurrent expenditure on education was 59%, 28%, 10% and 3% respectively. The table below show a further breakdown of capital expenditure by programme.

Table 2.5 Capital budget and expenditure by levels of education, 2013 and 2014(N'000)

Levels	Budget		Expenditure	
	2013	2014	2013	2014
Basic	2,705,000	2,198,000	2,960,012	3,171,101
Senior Secondary	1,549,000	1,249,000	1,482,416	1,069,768
Tertiary	4,130,400	4,353,000	3,477,741	3,046,817
Other Programmes (AME,SLB & SSB)	124,000	136,000	120,709	45,396
Total	8,508,400	7,936,000	8,040,879	7,333,081

25. From table 2.4 above, basic education got the highest share of allocation of more than 43% in 2014. There is no consolidated document that reports revenue and expenditure for the entire education sector, from all sources; hence the information had to be acquired from individual MDAs. The data for LGAs capital expenditure on schools is still unavailable.
26. Basic education did not received any fund in 2014 under UBE-IF from the Federal Government and State Government counterpart fund through SUBEB. This is due to none release of counterpart fund
27. Information on total Local Government's expenditure on education was difficult to obtain for this review, thus available information is limited to contributions in meeting the staffing costs of primary school teachers. This accounted for 56% of total recurrent expenditure on education in 2014, representing a significant decrease of 3% when compared with 2013 rate of 59%. The table below analysis total LGA expenditure on education as well as LGEA running costs.

Table 2.5 Recurrent budget and expenditure by LGEA, 2014

S/N	LGEA	PERSONNEL	OVERHEAD	TOTAL
1	AUYO	511,372,234	1,800,000	513,172,234
2	BABURA	606,547,288	1,800,000	608,347,288
3	BIRNINKUDU	527,933,689	1,800,000	529,733,689
4	BIRNIWA	407,858,488	1,800,000	409,658,488
5	BUJI	306,481,180	1,800,000	308,281,180
6	DUTSE	817,282,608	1,800,000	819,082,608
7	GAGARAWA	352,669,126	1,800,000	354,469,126
8	GARKI	600,250,435	1,800,000	602,050,435
9	GUMEL	506,020,888	1,800,000	507,820,888
10	GURI	289,218,780	1,800,000	291,018,780
11	GWARAM	714,031,024	1,800,000	715,831,024
12	GWIWA	260,386,471	1,800,000	262,186,471
13	HADEJIA	601,474,264	1,800,000	603,274,264
14	JAHUN	512,885,360	1,800,000	514,685,360
15	KAFINHAUSA	819,923,429	1,800,000	821,723,429
16	KAUGAMA	530,591,219	1,800,000	532,391,219
17	KAZAURE	558,300,298	1,800,000	560,100,298
18	KIRIKASAMMA	619,895,064	1,800,000	621,695,064
19	KIYAWA	383,684,004	1,800,000	385,484,004
20	MAIGATARI	443,406,686	1,800,000	445,206,686
21	MALAMMADORI	694,927,238	1,800,000	696,727,238
22	MIGA	296,995,565	1,800,000	298,795,565
23	RINGIM	672,766,994	1,800,000	674,566,994
24	RONI	329,246,919	1,800,000	331,046,919
25	SULETANKARKAR	646,201,061	1,800,000	648,001,061
26	TAURA	572,018,073	1,800,000	573,818,073
27	YANKWASHI	360,309,277	1,800,000	362,109,277
	TOTAL	13,942,677,662	48,600,000	13,991,277,662

* LGA allocation for primary school teachers' salary ** SUBEB allocation for LGEA running costs

28. The education sector also received funding from TETFunds during the year under review with only tertiary institutions benefitting. The table below gives a breakdown of budget and actual for the past two years. The figures are reflected in the table below.

Table 2.6 TETFund budget and expenditure, 2013 and 2014

	Budget		Expenditure	
	2013	2014	2013	2014
Tertiary Institutions (TETFunds)	460,000,000	410,000.000	247,621,930	634,474,198.48

29. In summary, budget utilisation for the sector have not been following a particular pattern but with recurrent expenditure having a higher utilization rate than capital expenditure utilization rate in all the years under review. The graph below shows comparative data on budget and actual expenditure for the sector.

Figure 2.2 Education sector capital budget and expenditure, 2012 – 2014

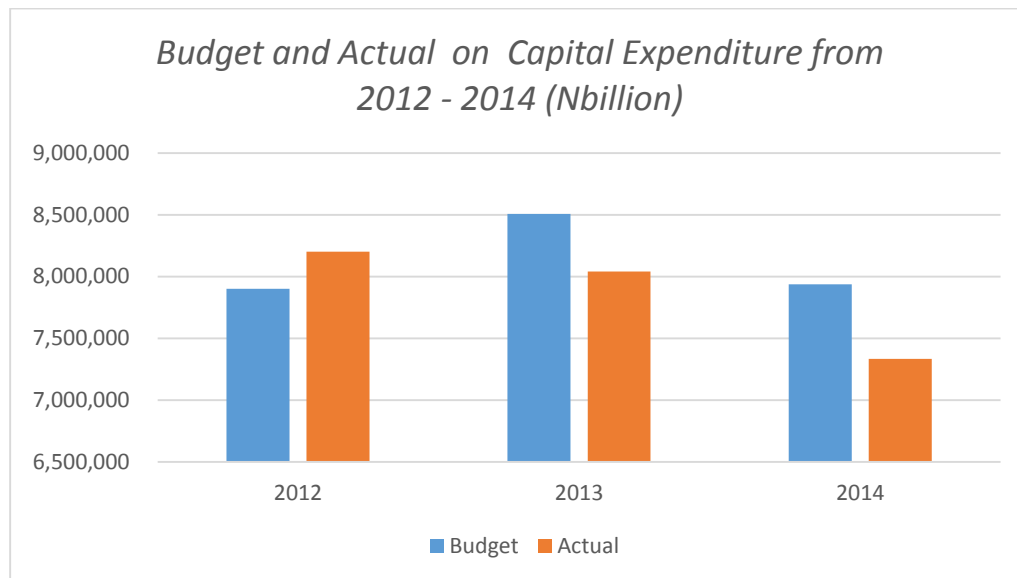
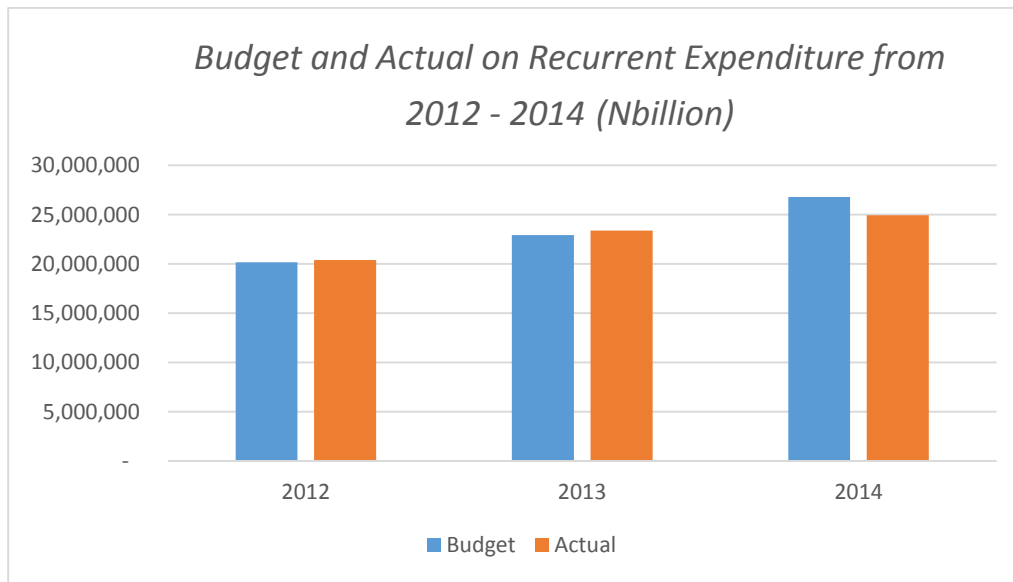


Figure 2.2 Education sector recurrent budget and expenditure, 2012 – 2014



30. The chart above captures budget and expenditure from all sources. In 2014, total budget utilisation rate for the education sector was 92.88%, which was made up of 93.02% utilisation for recurrent budget and 92.40% for capital budget utilization.

Chapter 3 – Processes (Strategies and main activities)

31. This chapter represents sector strategies and main key activities (not results) undertaken during the course of the year 2014 to ensure that financial inputs yield results. It is structured to reflect progress made against goals, objectives and targets in the sector's medium term plan (MTSS).

Goal 1: Basic Education Policy and Strategy

32. *The goal 1 of the Jigawa state education sector as articulated in the 2014 – 2016 MTSS is “to provide functional and quality basic education for all, ensure equitable access to basic education”. To achieve this goal, targets were set at various levels of education. This section discusses the targets and highlights activities carried out by various departments to achieve them according to their work streams.*

Target: 1.1.1: Increase Gross Enrolment in ECCDE to 10% by 2016.

Activities:

- 500 care givers were trained on child centred method, improvised locally sourced materials, the use of IECD curriculum and national learning standard worth N9, 000,000 financed through UBEC fund.
- Procurement of ECCDE Instructional materials worth N6 ,000,000.

Target: 1.1.2: Reduce Gender Disparity in Primary Schools from 0.70 to 0.80 by 2016 and in JSS from 0.50 to 0.70 by 2016.

Activities:

- SUBEB procured and distributed 200 sets of school uniforms to schools with low girls child enrolment.
- Social Mobilization department has conducted enrolment drive campaign.

Target: 1.1.3: Improve Pupils Qualified Teacher Ratio (Qualified teachers) from 79:1 (2012 Base line) to 50:1 in Primary Schools and sustain the ratio of 30:1 in JSS by 2016.

Activities:

- 33 SSIT were trained on literacy and numeracy full lesson plans by ESSPIN Abuja
- Supplied and distributed 34,747 Basic science textbooks to schools from UBEC.
- 161 SSOs received step-down training on Literacy and Numeracy full lesson plan by SSITs on effective facilitation and support of Class Teachers and Head Teachers
- 2004 Classroom teachers were trained on phase 1,2 &3on methodology of teaching four (4) core subjects (Mathematics, English, Basic science and Social studies), therefore effective teaching/learning process enhanced among the teachers.

- 110 teachers were trained under 2014 MDG capacity building organized by MDGs in collaboration with NTI
- Approved the release of 474 Staff for in-service training at various institutions of higher learning, teachers' competency enhanced.
- Conducted take-off inspection in 18 LGEAs with 9 teams whereby 72 primary schools and 26 JSS were visited which enhanced the effective implementation of the UBE Programme
- Conducted routine inspection in Auyo, Gumel, Babura, Jahun and Kiyawa LGEAs whereby 73 primary schools and 25 JSS were visited
- Conducted entrance examinations for Primary 6 pupils into JSS 1 and Primary 4 pupils into Primary 5 of Model Boarding Primary Schools (MBPS)

Target: 1.1.4: To provide 80% of Basic Schools with friendly learning environment by 2016.

Activities:

- Supplied and distributed 1,410 sets of 3-seater classroom furniture.
- Constructed temporary kitchen at GJSSS Miga and JSSS Karkarna
- Constructed wall fence at MBPS Kila and Ringim

Target: 1.1.5: Increase the proportion of Nomadic Pupil Enrolment to 12% of Primary Schools Gross Enrolment Rates by 2016.

Activities:

- Procurement and distribution of Nomadic instructional materials to all 289 Nomadic Primary Schools
- Procured and distributed 2,500 mats as sitting materials to 78 Nomadic Schools
- The agency constructed 3-number of classrooms blocks at Bamaina and Rumbawa
- Procurement of one number monitoring vehicle under the office of the Executive Secretary
- The agency carried out women empowerment programme in ten (10) communities
- Conducted training of 300 teachers on teaching methodology
- Procurement and distribution of 400 number of 3-seater desk and chairs to 27 Nomadic Schools

Targets 1.1.6: Increase Adult literacy rates from 40% to 60% by 2016 and Increase the number of functional literacy centres to 10% by 2016.

Activities:

- Procured and distributed basic teaching and learning materials to nine (9) remedial centres across the state
- Procured and distributed teaching and learning for 27 Continue Education Centres across the state
- Procured and distributed women consumable materials for 27 centres in the state.

Goal 2: IQTE

33. The focus of the MTSS in goal 2 is **to improve the quality of Education delivery in IQTE Schools by encouraging the integration of IQTE Schools.**

Target 2.1.1: Integration of 750 IQTE Schools by 2016 (250 Schools Annually).

Activity:

- Procurement and distribution of two set of school uniforms, canvass and essential amenities to two (2) Model Tsangaya Schools in the state.

GOAL 3: Post Basic Education

34. A goal in the MTSS is **to provide functional and quality post basic education by improving the quality of teaching and learning conditions in Senior Secondary Schools and Science and Technical Colleges.**

Target 3.1.1: To provide 95% of Senior Secondary Schools, Science and Technical Colleges with teaching and learning materials by 2016.

35. **To achieve this target the following activities were carried out.**

- Supply and distribution of 25000 set of female student uniforms free of charge
- SEIMU carried out quality assurance evaluation in 95 schools across the state.
- SEIMU conducted take-off monitoring of school's upon resumption in 804 schools across the state
- SEIMU also monitored 100 schools during conduct of Qualifying Examinations
- 34 QAE's were trained on school evaluation.
- Ministry of Education, Science and Technology purchase and distributed 500 JAMB scratch cards free of charge
- The sum of #378,479,400 was expended for payment of WAEC, NECO, NABTEB and NBAIS registration.

Target 3.1.2: To provide 95% of Senior Secondary Schools, Science and Technical Colleges with friendly learning environment by 2016.

36. **In line with this, the Ministry carried out the following activities.**

- Procured and distributed 4260 sets of 3seater desk to selected senior secondary schools
- Renovated 2no. blocks of 4class room at Dutse Model International School
- Control of erosion in 1no. Senior Girls Secondary School Renovation of wind damaged structures in SAIS Hadejia.

Target 3.1.3: To increase enrolment capacity in higher Education by 50% by 2016.

37. The following activities were carried out:

- Binyaminu Usman Collage of Agric constructed parking space, procured college generating set, utility vehicle and staff development and research grant.
- Jigawa State College of Education, Gumel constructed an additional store, academic block and examination offices as well as expansion of mini stadium.
- Sule Lamido University, Kafin Hausa is constructing senate building and Vice Chancellor's lodge.
- Jigawa State Polytechnic constructed science laboratories, student toilets, procured library equipments, ICT materials and host accreditation team from NBTE.
- Jigawa State Institute of Information Technology Kazaure hosted accreditation team from NBTE.
- College of Islamic and Legal Studies, Ringim procured office equipment and conduct 2013/2014 first and second semester examinations.
- The college also undertakes LAN and procurement of 43 number desktop computers complete with set of tables and seats to meet e-JAMB examination, solar lighting at administrative block and procure set of uniforms for drivers, cleaners and security staff working tools.

GOAL 4: Planning and Management

38. *The focus of the MTSS goal 4 is to ensure adequate planning and institutional development of education sector,*

Target 4.1.1: provides an increase in private sector share of Gross Enrolment from 1% in Primary schools to 5% and 0.4% to 1.5% in JSS by 2016.

39. To achieve this, the following activities were carried out:

- Ministry of Education, Science and Technology held meetings with Private schools proprietors and Head teachers in 2014. In a bid to increase PPP (Public Private Partnership) in school management

Target 4.1.3: Ensure the availability and validation of Annual Education Statistics for Planning and Management from 2014 to 2016 onwards.

Activities:

- The 2014/2015 Annual School Census was conducted and report generated. However, it was not published, presented and distributed to relevant stakeholders. EMIS committee was institutionalized at the State and LGEA levels. Series of capacity building workshops were conducted for the key EMIS officers at SUBEB and MOEST with technical support from ESSPIN. In the same vein, SUBEB in collaboration with ESSPIN established LGEA's Data base in 4 centres namely; B/kudu, Hadejia, Gumel and Kazaure in order to decentralize data and information management.

- SUBEB has established M&E Units in 27 LGEAs. Desk officers of the LGEAs were appointed and trained.
- A 3 year strategic plans for MoEST and SUBEB were reviewed.

40. The target of the MTSS is to enhance dissemination of information on educational issues to the general public. The SMD therefore involved local communities in siting, constructing and managing schools by the creation of School based management committees. Activities carried out with the committees include **(Target 4.1.3)**

- SUBEB contracted 9 Civil Society Organizations on SBMC role out .
- The 9 CSOs trained 648 SBMC members from 216 schools (8 schools from each LGEA).

41. Conducted sensitization meetings in collaboration with State Agency for Nomadic Education (SANE) and Miyetti Allah Association at Yalwa in Gagarawa and Tsedau villages in Babura LGEAs on the establishments of new nomadic schools. MOEST conducted annual review of MTSS SUBEB conducted enlightenment campaigns at Gumeldi in Kiyawa LGEA on Girl Child enrolment

Chapter 4 – Outputs

Facilities

A. Classrooms

42. With respect to the **number of public schools**, according to the 2014-15 ASC:
- At Pre-Primary level, there are 571 Schools (compared to 481 schools in 2013-14 and 632 in 2012-13).
 - At Primary level, there are 2012 Schools (compared to 1999 schools in 2013-14 and 1943 in 2012-13).
 - At Junior Secondary level, there are 427 Schools (compared to 427 schools in 2013-14 and 365 in 2012-13).
 - At Senior Secondary level, there are 148 Schools (compared to 134 schools in 2013-14 and 134 in 2011-12).
43. With respect to the **number of classrooms** in public schools according to the 2014-15 ASC:
- In Primary Schools, there are 9,345 classrooms of which 9,158 classrooms or (98%) are usable (compared to 9436 usable classrooms in 2013-14 and 8,798 in 2012-13).
 - In Junior Secondary Schools, there are 2000 classrooms of which 1,886 are usable (compared to 1,886 usable classrooms in 2013-14 and 1,751 in 2012-13).
 - In Senior Secondary Schools, there are 1,313 classrooms of which 1,247 classrooms or 95% are usable (compared to 1,608 usable classrooms in 2013-14 and 1,297 in 2012-13).
44. The average pupil-classroom ratio is:
- 65 in Primary Schools (compared to 58 in 2013-14 and 61 in 2012-13)
 - 58 in Junior Secondary schools (compared to 58 in 2013-14 and 60 in 2011-12)
 - 59 in Senior Secondary Schools (compared to 46 in 2013-14 and 59 in 2012-13)
45. The share of classrooms in need of major repairs is
- 9% in Primary Schools (compared to 9% in 2013-14 and 12% in 2012-13)
 - 8% in Junior Secondary Schools (compared to 9% in 2013-14 and 8% in 2012-13)
 - 5% in Senior Secondary Schools (compared to 28% in 2013-14 and 2% in 2012-13)
46. **In Primary Schools:**
- the percentage of schools where at least some classes take place outside because the number of usable classrooms is insufficient is 11% (compared to 2% in 2013-14 and 2% in 2012-13)
 - the percentage of classrooms with adequate seating arrangements is 47% (compared to 46% in 2013-14 and 46 in 2012-13)

- the percentage of classrooms with a good blackboard is 74% (compared to 71% in 2013-14 and 68% in 2011-12)

47. In Junior Secondary Schools:

- the percentage of schools where at least some classes take place outside because the number of usable classrooms is insufficient is 5% (compared to 7% in 2013-14 and 0% in 2012-13)
- the percentage of classrooms with adequate seating arrangements is 62% (compared to 55% in 2012-13 and 58 in 2011-12)
- the percentage of classrooms with a good blackboard is 89% (compared to 78% in 2013-14 and 72% in 2012-13)

48. In Senior Secondary Schools:

- the percentage of schools where at least some classes take place outside because the number of usable classrooms is insufficient is 6% (compared to 7% in 2013-14 and 0% in 2012-13)
- the percentage of classrooms with adequate seating arrangements is 65% (compared to 78% in 2013-14 and 64 in 2012-13)
- the percentage of classrooms with a good blackboard is 75% (compared to 91% in 2013-14 and 90% in 2012-13)

Table 4.1 Classrooms in Jigawa State schools, 2014-15

LGEA	Pupil-classroom ratio			Share of classrooms in need of major repairs (%)			Primary		
	PRY	JSS	SSS	PRY	JSS	SSS	Schools where class is held outside (%)	Classrooms with adequate seating (%)	Classrooms with good blackboard (%)
AUYO	55	55	46	11%	16%	0%	12%	54%	58%
BABURA	66	76	51	9%	15%	0%	11%	46%	73%
BIRNIWA	48	40	46	2%	0%	0%	10%	65%	82%
BIRNIN KUDU	82	68	52	13%	26%	0%	19%	30%	70%
BUJI	46	31	22	3%	6%	7%	7%	68%	73%
DUTSE	60	52	57	10%	9%	12%	7%	47%	77%
GAGARAWA	59	36	40	8%	18%	0%	7%	72%	71%
GARKI	57	41	77	9%	16%	0%	16%	51%	85%
GUMEL	71	73	67	19%	0%	0%	5%	68%	65%
GURI	59	55	40	7%	9%	0%	10%	70%	69%
GWARAM	85	85	65	4%	7%	3%	12%	40%	76%
GWIWA	60	81	42	4%	14%	0%	8%	64%	78%
HADEJIA	79	103	67	20%	12%	0%	1%	75%	76%
JAHUN	68	56	65	4%	10%	0%	10%	56%	73%
KAFIN HAUSA	67	59	49	5%	10%	6%	10%	34%	66%
KAUGAMA	66	57	65	15%	0%	27%	14%	48%	62%
KAZAURE	63	47	73	16%	5%	33%	2%	38%	53%
KIRI KASAMMA	64	44	29	18%	6%	0%	12%	59%	58%
KIYAWA	72	62	60	6%	0%	0%	8%	69%	81%
MAIGATARI	50	40	58	8%	16%	0%	11%	68%	79%
MALAM MADURI	53	65	75	16%	10%	0%	5%	56%	79%
MIGA	88	48	39	13%	0%	0%	13%	48%	65%
RINGIM	65	48	41	9%	0%	20%	15%	56%	79%
RONI	65	50	83	6%	6%	7%	10%	77%	82%
SULE TANKARKAR	61	74	63	6%	0%	0%	15%	85%	93%
TAURA	82	48	55	11%	5%	13%	14%	60%	59%
YANKWASHI	58	58	162	5%	0%	0%	0%	90%	89%
TOTAL- 2014	65	58	59	9%	8%	5%	11%	57%	74%

B. Water and sanitation

49. In terms of the availability of potable **water**:

- 50% of primary schools have a source, the lowest percentage is found in Kiyawa LGEA (28%) and the highest percentage in Hadejia and Yankwashi LGEAs (100%)
- 71% of Junior Secondary Schools have a source, the lowest percentage is found in Kiyawa LGEA (24%) and the highest percentage in Hadejia, Yankwashi and Birniwa LGEAs (100%)
- 90% of Senior Secondary Schools have a source, the lowest percentage is found in Kiri kasamma LGEA (50%) and the highest percentage in Hadejia, Yankwashi, Birniwa, Mallam Madori, Kazaure, Gumel, Dutse, Ringim, Maigatari, Kafin Hausa, Auyo, Kaugama, Gwaram, Sule Tankarkar, Birniwa and Gwiwa LGEAs (100%)

50. In terms of the availability of **sanitation** facilities:

- 100% of primary schools have at least one functional toilet, the lowest percentage is found in Gagarawa LGEA (1%) and the highest percentage in Dutse LGEAs (9%)
- 100% of Junior secondary schools have at least one functional toilet, the lowest percentage is found in Gagarawa LGEA (0.68%) and the highest percentage in Dutse LGEAs (15.25%)
- 100% of Senior Secondary schools have at least one functional toilet, the lowest percentage is found in Gwiwa LGEA (0.32%) and the highest percentage in Hadejia LGEAs (11.32%)
- 100% of Senior Secondary schools have at least one functional toilet.

Table 4.2 Water and sanitation in Jigawa State schools, 2014-15

LGEA	Schools with potable water supply				Schools with at least one functional toilet			
	PRY	JSS	REART.	SSS	PRY	JSS	REART.	SSS
AUYO	67%	75%		100%	52	12		4
BABURA	76%	80%		100%	90	15		5
BIRNIWA	90%	100%		100%	82	13		4
BIRNIN KUDU	47%	67%		100%	99	24		7
BUJI	74%	75%		100%	39	8		3
DUTSE	54%	87%		91%	128	39		11
GAGARAWA	44%	75%		100%	59	8		2
GARKI	48%	50%		100%	104	18		4
GUMEL	86%	87%		100%	50	8		4
GURI	55%	47%		100%	62	15		2
GWARAM	35%	71%		91%	99	24		11
GWIWA	43%	45%		50%	51	11		2
HADEJIA	100%	100%		100%	34	9		10
JAHUN	39%	50%		86%	83	22		7
KAFIN HAUSA	46%	77%		100%	106	22		7
KAUGAMA	59%	75%		100%	81	16		6
KAZAURE	87%	92%		83%	40	12		6
KIRI KASAMMA	77%	79%		100%	78	14		3
KIYAWA	28%	24%		100%	86	17		7
MAIGATARI	55%	85%		100%	94	13		4
MALAM MADURI	85%	93%		100%	79	14		6
MIGA	33%	64%		100%	63	14		4
RINGIM	66%	85%		70%	90	20		10
RONI	56%	67%		67%	39	12		3
SULE TANKARKAR	29%	69%		60%	124	13		5
TAURA	86%	89%		89%	69	19		9
YANKWASHI	100%	100%		100%	31	12		2
TOTAL	58%	74%		92%	2,012	424		148

Teachers

Availability of teachers

51. According to the 2014-15 ASC, the total number of **teachers in public primary schools** is 12,213 of which:
- 1.8% or 220--- are paid through the Federal Teachers Scheme
 - 97% or -11,847--- are paid by the State / LGEA
 - 0.6% or 73- are paid by the community / PTA
 - 0.6% or -73--- are volunteers (including NYSC teachers)
52. According to the 2014-15 ASC, the total number of **teachers in public junior secondary schools** is 3,385 of which:
- 1.2% or -41- are paid through the Federal Teachers Scheme
 - 97.2% or 3,290 - are paid by the State / LGEA
 - 0.3%or 10-- are paid by the community / PTA
 - 1.3%or -44-- are volunteers (including NYSC teachers)
53. According to the 2014-15 ASC, the total number of **teachers in public senior secondary schools** is 2,250 of which:
- 0.0% or (-0-) are paid through the Federal Teachers Scheme
 - 90% or (2025) are paid by the State
 - 2% or (45) are paid by the community / PTA
 - 8% or (180) are volunteers (including NYSC teachers)
54. Likewise the 2014/2015 ASC indicates the average pupil-all teacher ratio for different level of education as follow:
- 45:1 in primary schools
 - 32:1 in junior secondary schools
 - 34:1 in senior secondary school
55. The average pupil-qualified teacher ratio for different levels were given as:
- 89:1 in primary schools
 - 41:1 in junior secondary schools
 - 45:1 in senior secondary schools

56. In primary schools:

- a. The percentage of female teachers is 12%
- b. The percentage of teachers who attended a training workshop in 2014 is –1%--

Junior Secondary schools:

- a. The percentage of female teachers is 8%
- b. The percentage of teachers who attended a training workshop in 2014 is –3%--

Senior Secondary schools:

- a) The percentage of female teachers is 9%
- b) The percentage of teachers who attended a training workshop in 2014 is –4%--

Quality of teachers

57. The percentage of teachers who have *at least* the minimum teaching qualification (NCE) is 42.60% for Urban and 37.00% for Rural at the primary school level and 35% for Urban and -43% for Rural at the secondary school level. However, possessing the formal qualifications may not be sufficient to ensure that a teacher is good.

School-based management committees

- a. The percentage of primary schools with **school-based management committees** is 88% Urban and 100 % rural according to the 2014-15 ASC
- b. The percentage of primary schools with school development plans is 69% for Urban 40% for Rural according to the 2014-2015 ASC.

Chapter 5 – Outcomes

Participation

58. The level of enrolment in *public schools* during the school year 2014-15 was as follows:

- Early childhood care and education. There are 25,822 and 22,727 children enrolled in *public* kindergarten and nursery classes, respectively. The share of girls is 46.81%.
- Primary education. There are 315,289 boys and 240,106 girls enrolled in *public* schools. Compared to 315,104 boys and 235,709 girls in 2013-14 and 308,491 boys and 232,534 girls in 2012-13. Public primary education enrolment increased by 4,582 children. The share of girls is 96%.
- Junior secondary education. There are 68,324 boys and 48,469 girls enrolled in *public* schools. Compared to 68,808 boys and 40,511 girls 2013-14 and 65,141 boys and 39,859 girls in 2012-13, public junior secondary education enrolment increased by 7,474 children (or 6.35 %). The share of girls is 106%.
- Senior secondary education. There are 52,075 boys and 25,477 girls enrolled in *public* schools. Compared to 50,397 boys and 19,686 girls in 2013-14 and 53,565 boys and 22,407- in 2012-13, public senior secondary education enrolment increased by 7,469 children (or 10.66 %). The share of girls is 73 %.
- The level of enrolment in *private schools* during the school year 2014-15 for pre-primary and primary is 36,902 and for junior and senior secondary schools is 3,623 however private schools where under enumerated.
- Enrolment into tertiary Institutions between 2014 – 2015 records the total enrolment of 21,399 students comprising of 17,430 males and 3,969 females compared to 20,665 in 2013 – 2014

Table 5.1 Enrolment in Jigawa State

Level	2014-2015			2013-2014			2012-2013		
Public schools	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pre-primary	25,822	22,727	48,549	13,482	11,393	24,875	34,800	20,354	55,154
Primary	315,289	240,106	555,395	315,104	235,709	550,813	308,491	232,534	541,025
Junior secondary*	68,324	48,469	116,793	68,868	40,511	109,379	65,141	39,859	105,000
Senior secondary*	52,075	25,477	77,552	50,397	19,686	70,083	53,565	22,407	75,9721
Special Schools			4,520			3,178			3,983
Tertiary Education	17,430	3,969	21,399	17,931	5,461	23,392	14,900	2,778	17,678
Private schools	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pre-primary	4,705	4,173	8,878	6,826	5,250	12,076	5,902	4,753	10,655
Primary	14,082	13,942	28,024	16,345	16,862	33,207	11,496	10,841	22,337
Junior secondary*	1,441	1,148	2,589	1,295	1,088	2,383	735	711	1,446
Senior secondary*	647	387	1,034	444	336	780	343	310	653
Special Schools									
Tertiary Education									
Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pre-primary	30,527	26,900	57,427	20,308	16,643	36,951	40,702	25,107	65,809
Primary	329,371	254,048	583,419	331,449	252,571	584,020	319,987	243,375	563,362
Junior secondary*	69,765	49,617	119,382	70,163	41,599	111,762	65,876	40,570	106,446
Senior secondary*	52,722	25,864	78,586	50,841	20,022	70,863	53,908	22,717	76,625
Special Schools			4,520			3,178			3,983
Tertiary Education	17,430	3,969	21,399	17,931	5,461	23,392	14,900	2,778	17,678

Table 5.2 Gross and net enrolment rate in Jigawa State, 2014/2015 (%)

Level	Gross enrolment rate			Gender parity index	Net enrolment rate			Gender parity index
	Male	Female	Total		Male	Female	Total	
Pre-primary	9	20	15	0.88				
Primary	67	53	60	0.76	57	53	55	0.83
Junior secondary	39	28	34	0.71	31	23	27	0.39
Senior Secondary School	33	16	25	0.49	24	12	18	0.25

59. Table 5.1 presents enrolment levels and Table 5.2 presents gross and net enrolment rates based on the 2014-15 ASC and population projection assumptions presented in Annex B. The following points can be made:

- a) The gross enrolment rate is **60** at the primary level but it increases from 32 to 34 at the junior secondary school level and **25** at the senior secondary school level.
- b) The net enrolment rate is **55** at the primary level but it increases from 26 to **27** at the junior secondary school level and increases from 17 to **18** at the senior secondary school level.
- c) These rates reveal considerable differences between LGEAs, as shown in Table 5.3. Enrolment rates tend to be very high in urban and semi-urban LGEAs. This suggests that the population projection estimates may not be a reliable guide to understanding differences in school participation between urban and rural areas. For example, the population growth rate in the city of Dutse may have been much higher since the 2006 population census due to internal migration. Alternatively, families may be sending their children to school in large numbers in Dutse even if they reside outside the city.
- d) There appears to be near gender parity at the primary level. The gender parity index, which is the ratio of the female enrolment rate to the male enrolment rate, is close to **0.76** in the case of gross enrolment and 0.83 in the case of net enrolment. However, a large gender gap was observed at the secondary level. The gender parity index of gross enrolment falls to 0.71 at the junior secondary level and 0.49 at the senior secondary level. This suggests a lower transition rate to secondary education for girls.

Table 5.3 Gross enrolment rate by LGA (%)

	Primary			Share of private sector	Junior secondary			Share of private sector
	Male	Female	Total		Male	Female	Total	
Auyo	63	37	50		27	14	21	
Babura	78	59	68		27	27	27	
Birniwa	58	60	59		14	11	13	
Birnin Kudu	58	40	49		23	14	18	
Buji	53	37	45		17	6	11	
Dutse	72	58	65		50	32	41	
Gagarawa	94	78	86		24	14	19	
Garki	66	56	61		21	20	20	
Gumel	61	69	65		40	44	42	
Guri	60	50	55		29	32	31	
Gwaram	63	47	55		29	40	34	
Gwiwa	53	47	50		23	22	22	
Hadejia	90	84	87		87	88	87	
Jahun	60	43	51		28	17	23	
Kafin Hausa	69	49	59		26	14	20	
Kaugama	89	67	78		33	20	26	
Kazaure	50	41	46		29	19	24	
Kiri Kasamma	49	40	44		15	9	12	
Kiyawa	81	54	68		28	20	24	
Maigatari	52	46	49		18	11	14	
Mallam Madori	59	53	56		38	32	35	
Miga	80	54	67		26	14	20	
Ringim	73	53	63		62	21	41	
Roni	75	66	71		29	21	25	
Sule Tankarkar	113	89	101		35	26	31	
Taura	83	66	74		44	29	37	
Yankwashi	51	40	45		33	37	35	
TOTAL	67	53	60		31	23	27	

Learning**a. Adult literacy**

60. Adult literacy rate is 56% with breakdown as follow;

- All Languages (Arabic/Hausa etc) – 74.1% (NBS 2010)
- English Language – 36.2% Male; 19% female; Both sexes – 27.8(NBS 2010)

b. Learning outcomes

61. The outcome of the 2014 Composite Survey indicates that the average literacy test score for primary 2 pupils in Jigawa was 22%. This figure shows that over half the primary 2 pupils (78%) score less than 25% on the literacy test, which covers all the literacy domains tested and questions from the primary 1 and primary 2 curriculum. It also shows that over a quarter (28%) of pupils score more than half marks on the test and are demonstrating emerging literacy skills, approaching the grade appropriate level. While the average literacy test score for primary 4 pupils in Jigawa was 21%. This shows that nearly half of the primary 4 pupils score less than 25% on the test, which covers all the literacy domains tested and all grade levels up to primary 4. Just over one third of pupils (36%) score more than half marks on the test and are showing emerging literacy skills, approaching the grade appropriate level.

62. **The average numeracy test score for p2 pupils in Jigawa was 38%.** This shows that pupils in Jigawa perform significantly more strongly in numeracy than literacy. Two out of five pupils (40%) are able to access the maths curriculum to some extent (scoring above 25%), with (62%) scoring less than 50%. The average numeracy test score for primary 4 pupils in Jigawa was 30%, which 70% which is nearly three-quarters, of the primary 4 pupils in Jigawa State scored less than 50% on the numeracy test: they are not able to engage effectively with the material they are meant to be taught (especially as the questions assess primary 1 and 2 curriculum material, and primary 3 material, as well as material at their own grade level). To address the emerging trend reported by the Composite Survey, the State with support from ESSPIN developed Jigawa State Literacy and Numeracy Benchmarks for primary 1 to 6. This has listening and speaking, reading, writing and grammatical Accuracy as indicators for Literacy and Number and Numeration, Calculation, Measurement, Geometry and Statistics as measuring indicators for Numeracy. To achieve the learning benchmarks, various programs and activities were carried out/and initiated by the State.

c. School Based Management Board:

63. In 2014 501 schools benefited from the SBMC roll out. School Based management Committee was constituted in 501 schools from each of the 27 LGEAs. Implementation of the roll out was carried out by 9 CSOs. SBMC capacity building ranges from roles and responsibilities of the community towards school development, community sensitization towards promoting ownership, resource mobilization aimed at promoting community support to schools in cash and kind, development of annual school development plan, financial management, child protection and development, and women participation. Monthly monitoring visits carried out by CSOs and SMOs have shown improved involvement of community in school management.

d. **School Improvement Programme School Improvement Programme (SIP)**

64. The SIP was prompted by the desire of the state to bring about improvement in Literacy and Numeracy level of pupils in public schools across the state started in 2010. The desire was evident from the findings of the Monitoring of Learning Achievement (MLA), 2010, Teacher Development Needs Assessment (TDNA), 2010 and composite survey and baseline studies conducted in 2012 and 2014. The program focuses on three major activities: Literacy, Numeracy and Leadership. Head Teachers and Teachers received training in Literacy and Numeracy while Head teachers were trained on leadership by 33 State School Improvement Team (SSIT) members. Based on the monitoring visits carried out in schools, Head teachers now plan and conduct professional development meetings in schools, carry out lesson observation and give effective feedback, learning time is maximized, teachers are using variety of methods and teaching aids, praises and questioning techniques that encourages learners to think are now applied.

Chapter 6 – Conclusions

65. This chapter summarises the key findings of the report and draws the implications in terms of key policy and planning decisions that need attention in MTSS of the State.

Key findings

- In Primary School, the enrolment trend shows that there was an increase in the girls enrolment (from 252,571 to 254,048) indicating 0.58% increase and a decrease in that of boys (from 331,449 to 329,371) indicating 0.63% decrease compared to 2013/2014 respectively.
- In Junior Secondary Education, the enrolment shows that there was a decrease in boys (from 70,103 to 69,765) indicating 0.48% decrease and an increase in girls (from 41,599 to 49,617) indicating 19.27% increase compared to 2013-2014 respectively.
- In Senior Secondary Education, the enrolment shows that there was an increase in both boys (from 50,481 to 52,722) indicating a 3.70% increase and girls (from 20,022 to 25,864) indicating 29.18% increase compared to 2013-2014 respectively.
- **Access widened at all levels of education;** there was an increase of 13 and 17 newly established primary and senior secondary schools respectively across the state. Moreover, there is need for the gradual expansion in terms of facilities.
- All schools are disarticulated.
- **Water and Sanitation;** the trend shows 61% of primary schools have water source compared to 50% in 2013/2014 which indicated that there were significant increase of 11%. However, there is still need for the provision of more water facilities.
- 74% of Junior Secondary Schools have water source compared to 71% in 2013/2014 though it is credible however, there is need for more to achieve 100%.
- 92% of Senior Secondary Schools have water sources as at 2014/2015. Though it is credible however, there is need for more to achieve 100%.
- 42 % of primary schools have at least one functional toilet. This decrease was as a result of SUBEB inability to access its part of 2013 and whole of 2014 UBEC IF. While 89% of junior secondary schools have at least one functional toilet. Efforts should be made to provide more toilets to meet up 100%.
- Enrolment in Senior Secondary Schools decreased to 78, 586 comprising 52,722 boys and 25,864 girls in 2014/15 representing a decrease of 9.70% compared to total enrolment of 87,031 in 2013, 75,972 in 2012 and 58,430 in 2011. The observed decrease of enrolment at this level could be attributed to non-capturing of some private senior secondary schools. This finding indicates that the current MTSS target of increasing transition rate into Senior Secondary Schools by 20% with emphasis on girls has improved although more activities should be carried out in increasing the transition of girls in secondary to tertiary level.
- 94% of basic schools have established SBMC where 953 primary school and 49 JSS have met the criteria for existence and functionality, therefore, there is need to ensure the existence, functionality and management for the remaining basic schools.

- In term of gender parity index: Despite the fact that the Government has made a lot of input to improve the gender parity index through various activities such as free girl child education policy, free bags and uniform, construction of separate toilet for girls and creation of new JSS, the gender parity index remained when compared with last year's result of 0.76.
- Under tertiary Education, there has been an improvement in the provision of facilities and infrastructure. This development increases student enrolment coupled with the state policy on girl child free education at all levels (Thus from 20,618 students comprising of 16,972 males, 3,646 females in 2013/2014) to 21,399 students comprising of 17,430 males and 3,969 females in 2014/2015.
- The figure on the trend in enrolment shows that efforts will be made to increase transition from Primary to Secondary and to tertiary levels.

Implications for 2016-18 MTSS

This report builds on the recent achievements from available data and provides a concise tool to support planning decisions. Based on the above findings, the following points will be used as the focus in the preparation of the 2016-18 MTSS.

Infrastructure:

- The increase in the number of schools has exceeded the MTSS targets. Therefore, the targets will need to be reviewed to reflect the current situation.
- The pupil teacher ratio in the urban areas is very high. Additional classrooms structures are to be provided especially in urban areas.
- Hygiene in schools plays an important role in teaching and learning. Therefore additional functional toilets are to be built towards improving good sanitation habits among children.

Islamiyya Qur'anic and Tsangaya Education:

- Data on the IQTE schools need to be collected and tracked for planning purposes. An agreed number of IQTE schools will be integrated each year.

Post-basic education:

- The target to increase access by improving transition into senior secondary school by 20% as indicated in the key findings has been achieved. Therefore, the target needs to be revised to at least 50% in the next MTSS.
- In technical Colleges, the target needs to be revised upwards in the next MTSS having achieved 50% in the provision of functional libraries, laboratories, ICT laboratories and technical equipment.

Planning and Management:

The Office of the Head of Civil Service in collaboration with Manpower Development Institute conducted series of capacity building for Directors and senior staff of all Ministries, Departments and Agencies on ICT and managerial skills. In the same vain, ESSPIN has been providing capacity building support to all PRS staff of the Ministry and the sector on data collection, Analysis, M&E and Quality Assurance. However, there is need for the Ministry to identify various training needs for all staff, plan and finance the trainings.

Tertiary Institutions:

- 25% of the state MTSS target had been achieved in enrolment of students in the tertiary Institutions. More activities should be carried out to increase the target to 50%. Additional ICT Centres should be established and the existing ones should be upgraded in all the colleges to boost academic activities, Research and communication systems.
- There is a need to include some of the following observations as a focus the preparation of the 2016 -18 MTSS.

Basic education coverage

- Re-consider the effectiveness of different measures focused on attracting girls to basic education and target resources to those measures that appear to be most effective.
- Shift resources to accelerate the process of integrating islamiyya schools.
- Target the infrastructure interventions (classrooms, water and sanitation) to the LGEAs with the highest need according to the evidence presented in this report and additional information available from the annual school census.

Quality and relevance of basic, secondary and higher education

- Clarify and cost the set of teaching and learning materials that should be made available to all primary and junior secondary schools.
- Clarify the specifications for the “libraries, laboratories, ICT labs and technical equipment” for junior and senior secondary schools – and ensure the implications of meeting these standards are properly costed.

Educational opportunities for out-of-school youth and adults

- Improve the monitoring of adult literacy programmes in order to evaluate the effectiveness of continuing education programmes.

Institutional capacities to manage, plan, and monitor

- Improve Overhead costs to Senior and Junior Secondary Schools. Equally, introduce Overhead costs to primary schools. Revisit the criteria for allocating overhead costs to LGEAs.
- Strengthen the capacity of various schools SBMC chapters to source additional funds for the improvement of their schools.
- Accelerate the implementation of the new quality assurance mechanism:
- Ensure dissemination of Jigawa Quality Education Assurance Policy Implementation Guidelines.
- Improve funding to SEIMU
- Link QA reports to EMIS database
- Ensure synergy of difference Agencies that are responsible for quality assurance and evaluation (Inspection).

- Institutionalise the sector performance monitoring function in the PRS Department of SMOE and SUBEB to ensure that this report is produced every year.
- Plan to provide sufficient funding for ASC, MTSS, AESPR and M&E activities year round.

Annex 1: Key Performance Indicators

Key Performance Indicators	Baseline (2013)	Target (2014)	Target (2015)	Target (2016)
Goal 1: Provide Functional And Quality Basic Education For All				
1.1 Quality of early child care education				
ECCED teachers and caregivers trained on NERDC curriculum	86%	88%	89%	93%
ECCED managers trained	Male- 18	Male- 23	Male- 29	Male- 32
	Female-9	Female- 13	Female- 18	Female- 21
Percentage of ECCED schools with adequate learning materials	22%	26%	28%	31%
1.2 Improved access to ECCED in public schools				
ECCED enrolment, public primary schools	Male: 47,642	Male: 50,919	Male: 55,948	Male: 59,876
	Female: 30,357	Female: 32,758	Female: 42,427	Female: 45,870
	TOTAL- 77,999	TOTAL- 83,677	TOTAL – 99,375	TOTAL 105,746
Percentage of primary schools with ECCED classrooms	16%	17%	20%	25%
1.3 Improve the quality of education delivery				
Pupil classroom ratio	PRY-61 JSS- 60	PRY-58 JSS- 58	PRY- 54 JSS.- 51	PRY-50 JSS-46
Pupil textbook ratio (in core subjects)	PRY. 1:9 JSS. 1:6	PRY. 1:7 JSS. 1:5	PRY. 1:4 JSS. 1:3	PRY. 1:2 JSS. 1:1
Teachers to teachers' guide ratio (in all subjects)	PRY. 1:4 JSS. 1:3	PRY. 1:2 JSS. 1:2	PRY. 1:1 JSS. 1:1	PRY. 1:1 JSS. 1:1
Percentage of unqualified teachers	PRY 58% JSS 34% Basic 46%	PRY. 49% JSS. 24% Basic 37%	PRY. 41% JSS. 14% Basic. 28%	PRY. 33% JSS. 7% Basic. 20%
Percentage of basic schools with sporting facilities	PRY. 15% JSS. 38% Basic 27%	PRY. 24% JSS. 39% Basic 32%	PRY. 32% JSS. 42% Basic 37%	PRY. 37% JSS. 46% Basic 42%
Percentage of basic schools with ICT equipment	PRY. 3% JSS. 4% Basic 4%	PRY. 4% JSS. 6% Basic 5%	PRY. 13% JSS. 9% Basic 11%	PRY. 16% JSS. 13% Basic 15%
Percentage of basic schools with water facilities	PRY 97% JSS. 70%	PRY. 99% JSS. 71%	PRY. 59% JSS. 77%	PRY. 67% JSS. 82%
Percentage of basic schools without sanitation facilities	PRY 41% JSS 45%	PRY 36% JSS 33%	PRY 30% JSS 28%	PRY 26% JSS 21%
1.4Equity				
Gross enrolment rate	PRY 62%	PRY. 60%	PRY 65%	PRY 67%

	JSS 29%	JSS. 32%	JSS 35%	JSS 41%
Enrolment in schools for children with special needs	Visual 224 Hearing 757 Physical 819 Mental 370	Visual - 437 Hearing- 918 Physical -818 Mental -1005	Visual-552 Hearing 1020 Physical-900 Mental - 1100	Visual-600 Hearing 1040 Physical -950 Mental -1160
1.5 Basic and functional literacy				
Adult literacy rate	42% [2010 Baseline]	49%	58%	68%
Number of functional (basic and post) literacy centres	748	823	898	973
Goal 2: Improve the Quality of Education Delivery in IQTE Schools				
2.1 Quality of IQTE learning environment				
Number of IQTE schools provided with water facilities	2	24	440	510
Number of IQTE schools provided with toilet facilities	2	24	440	510
2.2 Integration of IQTE into basic education				
Unified curriculum of IQTE schools	158	163	198	221
Number of IQTE schools integrated	158	163	198	221
Goal 3: Provide Functional and Quality Post Basic Education				
3.1 Quality of learning environment in SSS				
Student classroom ratio	1:59	1:54	1:53	1:51
Number of SSS classrooms renovated	262	262	262	262
Percentage of schools provided with water facilities	48%	50%	60%	65%
Percentage of schools provided with toilet facilities	86%	91%	100%	...
Number of schools upgraded to model schools	02	10	18	25
Number of science schools rehabilitated	2	2	3	3
3.2 Quality of teaching and learning in SSS				
Proportion of unqualified teachers	57%	32%	7%	6%
Pupil textbook ratio	1:4	1:3	1:2	SSS 1:1
Teachers to teachers' guide ratio	1.11	1:10	1:5	SSS 1:1
3.3 Facilities and quality of tertiary education				
Number of lecture theatres constructed	2	2	2	2
Number of office blocks constructed	141	250	300	310
Number of hostels constructed	307	8	8	8
Number of laboratories constructed	22	3	3	3
3.4 Academic staff development				
Percentage of all tertiary institutions' teaching staff trained	20%	25%	15%	10%
Goal 4: Ensure Adequate Planning And Institutional Development Of Education Sector (Planning And Management)				

4.1 Education Management Information System (EMIS)				
Timeliness of ASC report	No	Yes	Yes	Yes
4.4 Institutional roles and management system				
Timeliness in the production of work plans	No	No	Yes	Yes
Timeliness in the conduct of sector review	No	No	Yes	Yes
Percentage of schools with functional SBMC in place	23%	PRY 50%	PRY 75%	PRY 100%
Percentage of schools with development plans	PRY. 16%	PRY. 45%	PRY. 74%	PRY 100%
4.5 Education financing and management				
Education sector budget as percentage of State revenue	18%	22%	24%	25%
4.6 School and sector performance M&E				
Percentage of schools inspected by KERD	40%	60%	80%	100%
Percentage of inspectors and school managers trained	228	250	300	350
Timeliness of annual sector performance report	No	Yes	Yes	Yes
Number of staff trained on M&E	24	0	24	24
4.7 Effective implementation of basic education curriculum				
Establishment of curriculum implementation committee	No	Yes	Yes	Yes
Timeliness of the curriculum implementation review	No	No	Yes	Yes