ENUGU STATE MINISTRY OF EDUCATION

2014 ANNUAL EDUCATION SECTOR PERFORMANCE REPORT

MAY 2015

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Preface

The Education for All (EFA) goals were adopted by the World Education Forum in Dakar, Senegal in April 2000. The goals have been inspiring education reform and development strategies and plans of the States in Nigeria. They are also strong guiding principles for donors' activities in the state. The wide-ranging efforts to achieve the EFA goals came at a time when the State is engaged in a process of modernizing the education sector.

Education is the largest public sector in the state. This presents formidable challenges for all the stakeholders is in particular the government with limited resources. In Enugu State, the roles, functions and tasks of the principal education sector stakeholders are undergoing significant changes. The relationship among the Education MDAs has been systematically linked through the ASC, MTSS and the AESPR.

The resource allocation and efficient utilization of human, material and financial resources are expected to improve significantly with the effort at ensuring that activities are well monitored while programme-based approaches are increasingly been applied in education planning and reform.

Strengthening the professional and technical knowledge of the M&E staff in all the education MDAs and the LGEA is an essential condition for the successful modernization of education sector management. Capacity of management staff needs to be built to enable them to:

a)   actively contribute to the shaping of the new functions and

b)   Carry out new management tasks in the areas of planning, programme preparation, implementation and monitoring.

Over the past years, ESSPIN has been a partner to the State in the preparation of Education ASC, MTSS, Budget and AESPR reports. More recently, ESSPIN has worked to support the effort to implement the education plan and to develop state-specific programme-based planning approaches.

This report is expected to reinforce cooperation and strengthen the education sector management capacity. It would enhance the chances for success of presently piloted approaches like, successful implementation of medium-term sector strategy (MTSS) and the education budget.

This report is addressed to all stakeholders and staff of the Education sector and is to be applied in the administration of all levels of education. The AESPR report is also intended to be used as a guide for decision making and improving the ability of education managers to plan and monitor their activities more effectively.

Signed
Professor Uche Eze
Honourable Commissioner for Education

Abbreviation and Acronyms

AESPR	Annual Education Sector Performance Review
APER	Annual Performance Evaluation Report
ASC	Annual School Census
CoE (T)	College of Education (Technical)
ECCDE	Early Childhood Care and Development Education
EFA	Education for All
EMIS	Education Management Information System
EMTDP	Enugu State Medium Term Development Plan
ENSUBEB	Enugu State Universal Basic Education Board
ESP	Education Strategic Plan
ESSPIN	Education Sector Support Programme in Nigeria
ESOP	Education Sector Operational Plan
ESUT	Enugu State University of Science and Technology
ETF	Education Trust Fund
FGN	Federal Government of Nigeria
FTS	Federal Teacher Scheme
GER	Gross Enrolment Rate
IMT	Institute of Management and Technology
JAAC	Joint Accounts Allocation Committee
JSS	Junior Secondary School
KPI	Key Performance Indicator
LGA	Local Government Area
LGEA	Local Government Education Authority
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goals
MoE	Ministry of Education
MTSS	Medium Term Sector Strategy
NABTEB	National Business and Technical Examination Board
NBS	National Bureau of Statistics
NCE	National Council on Education
NECO	National Examinations Council
NER	Net Enrolment Rate
PPSMB	Post Primary Schools Management Board
PRS	Planning, Research and Statistics (Department)
PRY	Primary
QMR	Quarterly Monitoring Report
SAME	State Agency for Mass Education
SBMC	School Based Management Committee
SIP	School Improvement Programme

SSS	Senior Secondary School
STVSMB	Science, Technical and Vocational Schools Management Board
TETF	Tertiary Education Trust Fund
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
WASSCE	West African Senior School Certificate Examination
WSE	Whole School Evaluation
QA	Quality Assurance

Executive Summary

Background

The 2014 Annual Education Sector Performance Review report builds on the previous years' reports of the sector. The report is based on several documents, the 2014-2016 MTSS report, accumulative reports of School Support Officers (SSOs), Social Mobilisation Officers (SMOs), Quality Assurance Officers, Annual School Census (ASC), the Quarterly Monitoring Reports(QMRs), Accountant General Reports and other reports from the education MDAs that were deemed relevant and informative to improving the growth and development of the education sector.

The Education Sector comprises of 17 Education MDAs, the sector envisions an international competitive education, training, research and innovation for sustainable development. To realize this, the Sector undertakes 'to provide, promote and coordinate quality education and training; integration of Science, Technology and Innovation in sustainable socio-economic development processes' The sector's overall goal is to increase access to education, raise the quality and relevance of education, reduce inequality as well as exploit knowledge and skills in science, technology and innovation for national and international competitiveness.

With the broad goal of achieving basic education for all, the 2014-2016 MTSS document focused on inclusive education at all levels to ensure that schools are accessible to every child of school age irrespective of their social status and physical condition. To this effect, the State is committed to implementing the Early Childhood Care and Development (ECCD) and other systems and institutional reform programmes aimed at improving the education service delivery. These formed the priorities of the education sector during the year under review.

Nonetheless, the state took into account some recent significant changes in the international environment, including the Education for All goals, impact of HIV/AIDS on education; greater concern about the huge learning gaps across and within State; increasing demand for Secondary education; and greater awareness of the role of tertiary education and life-long learning in promoting knowledge-driven economic growth. Furthermore, the knowledge of the sector has deepened as a result of analytical data from the ASC reports and several other reports prepared by the education sector. Thus, the AESPR reports development challenges and more opportunities for improving the education sector.

Improving Access and Inclusiveness in Schools

There was conscious effort in the year under review to increase access for quality learning outcome for primary and secondary education across the state. The gap between access and equity equally reduced. The State also recorded significant achievements in the following areas:

- All the head teachers in the 1,223 public primary schools were trained on leadership roles and management of schools.
- Over 57% of primary schools in the state now have functional School Based Management Committees (SBMCs).

- Broadened the strategic planning process through a bottom-up system wide approach, which includes:
  - preparation of School Development Plans (SDP) at the school/community level;
  - aggregating the SDPs to inform development of LGEA Action Plans;
  - Review and update of the 2014-2016 MTSS.
  - Development of inclusive education policy.
  - Review of SUBEB strategic plan.

- Improved learning environment through provision of school infrastructure:
  - Constructed classroom blocks for public primary and junior secondary schools.
  - Provided Pseudopodia tables and seats for ECCDE classrooms
  - Provided desks for JSS classrooms
  - Completed maintenance of 7 buildings, including lecture halls in Enugu State College of Education Technical (ESCET)

Improving Quality and learning outcomes

- Various staff orientation and capacity building were conducted :
  - 22% of public primary classroom teachers were trained on numeracy and literacy, and classroom management.
  - 6 Guidance Counsellors were trained in public secondary schools to support learners on retention and completion.
  - Secured accreditation for all degree programmes in ESUT.

Some of the key challenges are:

- Improving quality of education at all levels of education.
- Limited resource which has necessitated the shift to results-based management.
- Inadequate infrastructural facilities and instructional materials for improving quality of learning outcome at all level of education.

Emerging issues

- Decrease in enrolment in public schools, particularly in the primary section has been linked to several factors, including:
  - High concentration of teachers in urban areas - this has led to higher pupil –teacher- ratio in the rural areas than urban areas.
  - Proliferation of private schools in both rural and urban areas of the state.

Lessons Learnt

The lessons learnt over the years vary in significance, ranging from the consequences of implementing ambitious sector plans that result in unaccomplished activities and targets. Salient among these lessons is the need to acknowledge that the development of a strategic sector plan requires the results of annual sector performance review (AESPR) and other relevant key documents.

CHAPTER 1: PERFORMANCE ASSESSMENT FRAMEWORK

This chapter establishes the frameworks for assessing the performance of the Enugu State Education Sector based on the various strategic policies and plans which articulates the vision and mission as well as goals, objectives and targets aimed at transforming the Enugu State education sector. The major education goal of the state is to strengthen its human resources base and improve the quality of life of the entire people. This goal is derived from the provisions of the National Plan on Education targeted towards the promotion of functional education for skills acquisition, job creation and poverty reduction. It also relates to the state's vision, '*'to be among the first four most economically developed and self-sufficient states in Nigeria by 20:20" (4:20:20) which is in line with the nation's vision 20:20.*

A number of policy documents have been developed by the Enugu State Government to address the long, medium and short term goals and objectives for the education sector in pursuit of vision: 20-20-20 drawn from Millennium Development Goals (**MDGs**) and the implementation of the Education for All (**EFA**). These policy documents are as follows:

Education Sector Plan (ESP) 2007-2016

This is a 10 year education strategic plan that guides the education sector reform agenda. The vision of ESP was derived from the National Economic Empowerment and Development Strategy (**NEEDS**) documents through the State Economic Empowerment and Development Strategy (**SEEDS**) documents. A draft copy of the ESP was sponsored by the World Bank in 2007. Furthermore, in July 2010, the United Nations Children's Fund (**UNICEF**), supported the State to review and develop the State Education Sector Plan (SESP) which reflected the education sector strategic development plan from 2011 – 2020.

The 5 strategic objectives of the SESP were carefully drawn out of the need to address key challenges in the education sector. These are as stated below:
- To significantly improve enrolment at basic education level with gender equity.
- To strengthen teacher support system.
- To achieve learner friendly school environment.
- To upgrade management efficiency and service delivery structure in education sector.
- To achieve sustainable funding and adequate resources.

The Medium Term Sector Strategy (MTSS)

The various editions of the MTSS are strategic and operational medium-term plan that link up the long-term strategic plan (ESP, MDGs, EFA and SEEDS/NEEDS) with the short-term implementation plan (budget process and Departmental Workplans – DWPs) to ensure effective implementation of the state Medium Term Development Plan, (MTDP), which outlines the medium term goals and objectives across Ministries, Departments and Agencies (MDAs).

Short Term Goals and Objectives

The State 2014 Education Sector Budget was informed by the 2014 -2016 MTSS report, which was structured into seven strategic goals addressing the development needs of the various sub-sectors and MDAs.

The education sector performance assessment is therefore based on the MTSS strategic framework, which sets the sector goals, with their key performance indicators (KPIs) as presented in the table below:

Strategies	KPIs
Goal A: Provide sustainable, compulsory, qualitative and inclusive basic education for all children of school age	% of fund releases and expended for planned activities
	Evidence of financial audit reports produced
	Number of schools that received operational grants annually
	Number of schools with established functional SBMCs
	Number of SBMC and CSOs trained on development on SDP and Number of monitoring reports developed on the use of grants to schools
	Number of SBMC policy and guidelines booklets printed and distributed to stakeholders for use
	Number of SMOs capacities developed and Number of SBMCs, SMOs supported
	Number schools benefitting from self-help project
	Number of IEC materials produced and distributed to stakeholders
	Number of radio programs on inclusive education carried out annually
	Percentage (%) of resources leveraged from external support to Basic Education annually
	Number of learning materials provided to public primary and junior secondary schools across the 17 LGEAS
	Number of teaching and non- teaching staff effectively deployed within SUBEB and LGEAs
	Number of staff APER carried out and evidence of APER reports
	Number of staff trained and Number of staff that attend professional development program
	Number of office equipment and stationery purchased for LGEA
	Number of SUBEB, LGEA and head teachers trained on ICT
	Number and types of ICT equipment provided for EMIS unit
	Number of monitoring visits and evidence of reports on ongoing and completed projects
	Number of M&E officers trained and evidence of SSOs, SMOs and QA reports integrated in the AESPR
	Number of researches conducted annually and evidence of published research reports
	Number of budget process and practices reviewed
	Number of school evaluation carried out and evidence of evaluation reports
	Number of ECCD curriculum produced and distributed to schools with ECCD
	Number of public primary schools libraries established and no of librarians trained
	Number of SSIT members recruited and trained
	Number of Basic Education teachers trained (TDP)
	Number of mentoring visits to support head teachers and teachers
	Number and types of co-curricular competitions organised in public primary schools.
	Evidence of prompt payment of staff and teachers' salaries and emoluments
	Number of instructional materials provided to public and junior secondary schools.
	Number of new and renovated classrooms blocks in public primary schools.
	Number of classrooms and office furniture provided and maintained for public primary schools.
	Number of water and sanitation facilities provided to public primary and junior secondary schools.
	Number of clubs and societies established and functional in public primary schools.

	Number of new infrastructure provided and maintained in secondary schools
	Number of potable water and sanitation facilities provided to public secondary school
	Number of new public Sec schools established based on VEC recommendation
	Number of public secondary schools upgraded to boarding schools
	Number of equipment/facilities and instructional materials provided to public secondary school
	Number of schools monitored on practical science teaching
	Number of librarians and Guidance counsellors trained
	Number of new entrants placed in SS1
	Number of public secondary schools teachers trained on various subjects and principals trained on leadership skills
Goal B: Provide inclusive functional and entrepreneurial secondary, technical and vocational education.	Number and types of equipment and facilities provided and maintained in PPSMB HQ
	Number of SBMC established and functional in public secondary schools.
	Number and types of co-curricular and sports competitions organised in public schools.
	Number of public secondary schools surveyed and evidence of survey reports
	Evidence of prompt payment of PPSMB staff and teachers' salaries and emolument
	Number of TVE colleges infrastructure upgraded
	Number of production units set up and Number of buses purchased
	Number of resource materials supplied to TVE colleges
	Number of SBMC established and members trained in TVES colleges
	Number of TVE colleges teachers/ instructors recruited and trained
	Number of STVSMB colleges evaluated and evidence of reports produced
	Number of office equipment purchased for STVSMB HQ
	Number of newly constructed and renovated toilets in STVSMB HQ
	Number of 2012-2015 textbooks procured for special schools
	Number of approved textbooks brailed and computers procured for the special Schools
	Number of training equipment for physically challenged procured
	Number of Hostels Blocks and Rehabilitation carried for the physically challenged schools
Goal C: Provide youths and adults learners appropriate learning and entrepreneurial skills	Number of radio program /other media activities organised by SAME
	Number and types of equipment and facilities provided to SAME youths and adult learning centres
	Number of exams organised with certificates of completion for adults and youth learners
	Number of facilitators manuals reviewed and printed for use
	Number of facilitators sponsored by Local Government Councils
	Number of competitions organised for Non-Formal learners
	Number of statutory records and learning materials procured for youths and learners centres
Goal D: Improve the quality of education programmes in the state tertiary institutions	Number of infrastructure completed and % of students enrolled yearly
	Number of new hostels , cafeterias, staff houses and bungalow for security personnel constructed
	Number and types of water and sanitation facilities provided
	Number of Academic and non-academic staff trained
	Number of board and departmental meetings conducted
	Number and type of health facilities provided for staff
	Number of students guidelines reviewed and produced
	Number of lecturers recruited
	Number of newly constructed and renovated IMT infrastructure

	Number of facilities and resource materials provided for IMT
	% of ongoing infrastructure completed
	Number and types of equipment and facilities provided to ESCET
	Number of courses accredited
	Number of new academic staff recruited
Goal E: Provide enabling policy, planning and management frameworks for quality education service delivery at all levels.	Evidence of completed ASC reports
	Number of office equipment purchased for EMIS
	Evidence of produced copies of developed MTSS and DWPs of all MDAs.
	Number of guideline printed and distributed to stakeholders
	Number and types of office equipment provided
	Number of ICT materials purchased for EMIS
	Evidence of Installation of VSAT in EDC centre
	Number and types of office equipment purchased for EDC
	Number of office furniture procured for MoE
	Number of external exams supervised
	% of teachers trained on Arts and Craft
	Number of office equipment purchased for MoE M&E unit
	Number of QA evaluators recruited and trained
	Number of Principals trained on self-evaluation processes
	Number of WSE conducted and Number of schools with WSE reports
	Number and types of researches conducted on teachers competence
	Number and types of research carried out on learning outcomes
	Number of agencies supported on school investigations
	Number of external exams monitored and evidence of monitoring reports produced
	Number of SSCE/NECO reviewed reports produced
	Number of STVES teachers trained
	Number of textbooks reviewed & prescribed to primary and secondary schools.
	Number of awareness meetings/ workshops and visits carried out on domestication of IE policy
	Number of library developed in public primary and secondary schools.

It is of interest to note that two more policies have been added to the existing ones, namely:

- The Inclusive Education Policy was developed in 2013 and published in 2014.
- The School Based Management Committee Policy developed also in 2013 and published in 2014

Inclusive Education

The 2014 budget speech of the Enugu State Governor positioned the Education sector as a priority sector, with particular focus on the following priority areas; providing the right teaching and learning environment, ensuring stricter supervision and implementing sustainable free education policy.

Key policies were developed to implement these priorities, which included the **Enugu State Inclusive Education Policy** published in January 2014. The policy articulated the following goal: ''to make all schools

in Enugu State child friendly, inclusive and accessible to all children irrespective of background, abilities and environment". The inclusive Education policy also articulated the following objectives:

- To ensure that the schools are restructured to meet the needs of all children particularly the vulnerable groups.
- Provide friendly school environment, qualified personnel and facilities that are child-friendly to meet the learning needs of all children.
- Encourage parents and communities to participate effectively in the governance and management of schools.
- To institute measures to deter parents, guardians and other community members from restraining children from accessing education for whatever reason.
- To restrain all public and private schools from refusing to enrol any child for any reason, especially on the basis of disability.
- To promote adaptable curriculum that meets the learning needs of different categories of children to help them be productive members of the society.
- To provide functional vocational schools to carter for the education and entrepreneurial needs of the society among others.
- To determine and periodically update the status of out –of- school children (OOSC) in Enugu state.
- To reduce the number of OOSC by 2015 and beyond.
- To reduce the number of school drop outs by 2015 and beyond.

School Based Management Committee (SBMC)

The Enugu State also developed the School Based Management Committee (SBMC) to institutionalise community participation and involvement in education governance. The SBMC Policy articulated the vision and goals as stated below:

VISION: The vision of the State is for each school to have a functional School Based Management Committee (SBMC) with clearly defined roles and responsibilities as this will assist the State Government to provide high standard school environment with improved learning outcome for all pupils.

THE GOALS:

- To entrench good governance at the school level, achieve high school performance and improved learning outcomes of all students through participation of communities.
- Support and facilitate government in the development and improvement of education;
- Ensure good relationship between the community and the school for qualitative education;
- Assist in the overall supervision of key activities in the school, for example monitoring of effective teaching and learning;
- Enlightening the government and the community on specific educational needs and development in the Community.

The vision and goals of the SBMC policy are aimed at improving access and equity in schools as well as learning outcome for all learners.

Measurement of Progress: In order to know if progress is being made, the SBMC will need to record the situation of all these issues:

- Which children are not enrolled in school, and why?
- Which children are dropping out of school and why?
- The quality of the school infrastructure and environment;
- School resources;
- Teaching and learning;
- Pupils' welfare issues.

The Ministry of Education 2014-2016 Policy Strategies

In addition, the Enugu State Ministry of Education developed its 2014-2016 Policy Strategy to ensure effective delivery of its mandate. Key points of the strategy are as stated below:

- Quality Planning and Management of Education in Enugu State
- Quality education service delivery system and processes.
- Quality teaching and learning
- Improved school environments and capacities
- Enhanced non-state actors/community support and participation in quality education provision.
- Inclusive policies and practices at State, school and community levels.

CHAPTER 2: Inputs (Sector Funding and Expenditures)

In this chapter, Education Sector Funding and Expenditure for 2014 financial year is discussed. Education Sector Funding and Expenditure describes the trend in annual budget appropriation, disbursement and expenditure for the year 2014 compared to 2013 and 2012. This aspect of Annual Education Sector Performance Report (AESPR) shows the budgetary resources allotted to the sector which indicates the priority placed on education by the Government of Enugu State.

Inputs in education sector include the effective human resources, quality of education materials and efficient infrastructural facilities which all directly depend on the volume and adequacy of the financial resources allocated to the sector. The value (proportion) of education sector budget allocations relative to the entire state budget including trend analysis of sector financing over period of 3 years is also discussed in the chapter. This is aimed at highlighting the level of government's commitment to quality education service delivery at all levels of education in the state.

Funding Sources: Over the years, the Education Sector in the state has been funded from three major sources. They are the government, private sources and religious bodies (missions) and the positive role played by International organizations. The government sources include the federal, the state and the local governments; while the private sources include various levels educational institution operated by private individuals, community participation (School Based Management Committees (SBMCs). Similarly Missions' funding mainly comes from Anglican Church, Roman Catholic Church, Methodist Churches and other Churches, operating schools. Besides these three major sources the Sector has continuously enjoyed the support of the donor agencies such as the UK department for International Development (DFID) through its Education Sector Support Program in Nigeria (ESSPIN), UNICEF and UNESCO etc.

Furthermore, the State government funding comes through annual budgetary allocations to MDAs, while the Federal government funding comes through interventions by its agencies such as the Universal Basic Education Commission (**UBEC**), National Commission for Mass Literacy, Adult and Non-Formal Education (**NMEC**), and Tertiary Education Trust Fund (**TETFUND**). The LGAs pay salaries of primary school teachers through the State/LGA Joint Account Allocation Committee (**JAAC).** The LGAs also coordinate and fund the activities of Adult and Non-formal Education.

Budget Size of the Education Sector

Table 2.1: State and Education Budget Allocations

Year	State Budget	Education Sector Allocation	%Allocation
2012	76,459,740,000	18,294,746,090	23.7
2013	83,773,203,408	16,215,318,102	21.5
2014	93,748,000,000	17,131,855,635	18.4

The annual budget allocation to the education sector as shown in table 2.1 indicates that in 2012, 23.7% of the State annual budget was allocated to the education sector, while in 2013 it was 21.5% and 18.4% in 2014, which represents an overall decreasing trend over the 3 year period of this analysis (see figure 2.1).

Fig.2. 1: A Graphic Presentation of Education Sector Allocation 2012 to 2014
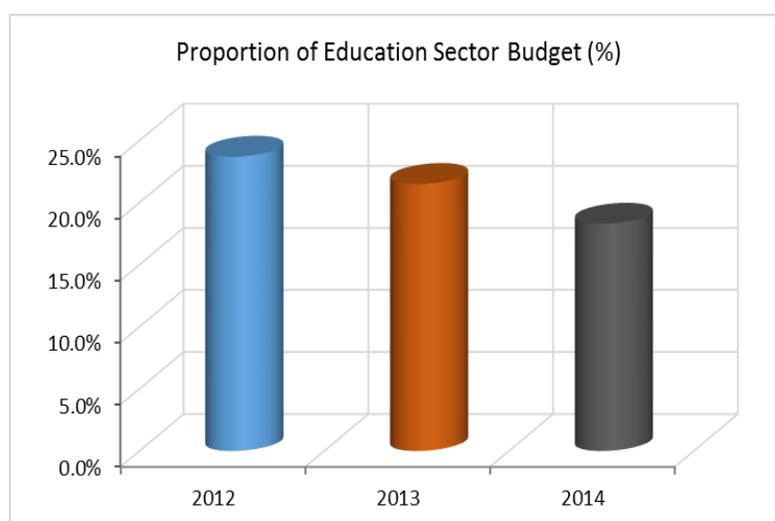
Break Down of 2014 Education Sector Budget:

The total budget size of the state for the fiscal year 2014 was approximately ninety four billion (N93.75) out of which over seventeen billion (N17.13) was allocated to the education sector. The breakdown of the sector budget showed that the recurrent budget (N11.34) was very much higher than the capital budget (N5.79).

Table 2.2: Comparison of 2014 budget with 2012 and 2013 budget

Year	Recurrent	Capital	Total	% Change
2012	12,855316090	5,539,430,000	18,294,746,090	-
2013	12.789,624,102	3,425,694,000	16,215,318,102	11.4
2014	11,341,927,926	5,789,927,709	17,131,855,635	5.6

Table 2.3.1 shows that the education sector budget decreased by 11.4% from 2012 to 2013, while there was a 5.6% increase from 2013 to 2014. This means that the budgetary allocation to the sector is declining and this portends danger to the sector.

Comparison of Annual State and MTSS Budgets

The Medium Term Sector Strategy (MTSS) is a plan that informs the budget in the sector. The chart below seeks to measure the extent to which MTSS has informed the budget in the past three years.

Table 2:3: The State Education Sector and MTSS Budgets 2012-2014

Year	Education Sector Annual Budget	Education Sector MTSS Budget Estimate	Difference between MTSS and Budget	
	(₦)	(₦)	(₦)	(%)
2012	18,294,746,090	23,203,987,160	**4,909,241,070**	21.2%
2013	16,215,318,102	24,048,462,585	**7,833,144,483**	32.6%
2014	17,131,855,635	18,633,265,122	**1,501,409,487**	8.1%

Figure 2.2: Comparison between State and MTSS Budgets for period 2012 to 2014 (Nb)
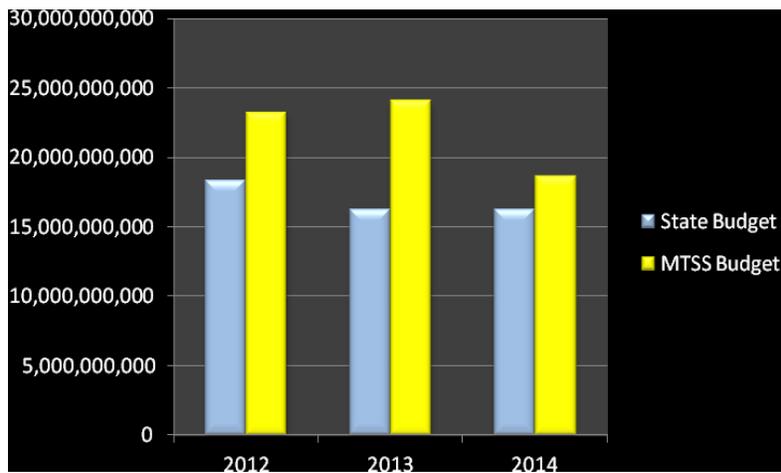
Figure 2.2 charts is a graphic comparison of the State and MTSS Education Sector budgetary allocation for the three year period 2012, 2013 and 2014. It can be observed that the sector MTSS budget estimate was constantly greater than the annual budget over the period of this analysis. This because the budget is restricted by limited resources such that some activities in the MTSS are not captured in the annual budget. Similarly, the gap between the two bars increased significantly from 2012 to 2013, but decreased considerably in 2014. This shows improvement in the planning and budgeting process where most of the planning activities in the sector MTSS are captured in the annual budget.

2014 Education Sector Budget Utilisation

Table 2.4 Total Education Budget Utilization (Recurrent and Capital)

Year	Total Budget	Actual Expenditure	Budget Utilisation Rate (%)
2012	18 094 746 090.00	11 742 87952.11	64.90
2013	16 215 318 102.00	14 164 42495.07	87.35
2014	17 131 855 635.00	11 891 652 724	69.41

Sources: Education MDAs 2014 QMR reports

Table 2.4 captures the budget expenditure from the quarterly M&E report from all the various Education MDAs. The table indicates that budgetary allocations for the period under review were relatively under-utilized. This has implications for implementation of programmes and activities, and achievement of objectives and set targeted.

Figure 2.3: Annual Education Sector Budget Utilisation Rate (%)
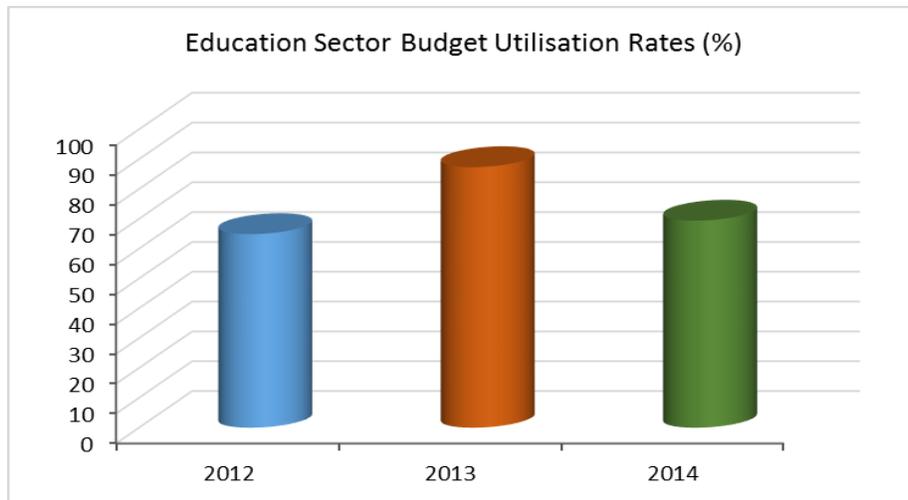
Table 2.5: Education Recurrent and Capital Budget Utilization

Year	Recurrent Budget	Actual Expenditure	Budget Utilisation Rate (%)	Capital Budget	Actual Expenditure	Budget Utilisation Rate (%)
2012	12,855,316,090	11,509,271,893.24	89.53	5,239,430,000	233,607,458.87	4.46
2013	12,789,624,102	13,724,472,713.07	107.31	3,425,694,000	439,951,982	12.84
2014	**11,341,927,926**	**36,210,608.32**	**0.32%**	**1,714,394,000**	**43,357,536.87**	**2.5**

Source: State Accountant General Report for 2012, 2013 and 2014:

 Table 2.5 is a summary of total budget (disaggregated by recurrent and capital) utilization rate for the period 2012, 2013, and 2014 captured from the accountant General Annual report for the State. The table indicates that the rate of utilisation of recurrent budget for 2012 and 2013 were significantly higher than

those of capital budget. Table 2.4 and 2.5 show a wide variance in expenditure report from the State Accountant General's Report and the Monitoring Report of the Education Sector. The variance calls for further verification of the state reporting system.

Figure 2.4: The Relationship between Budgeted and Actual Expenditure


Relationship between budgeted and actual expenditure
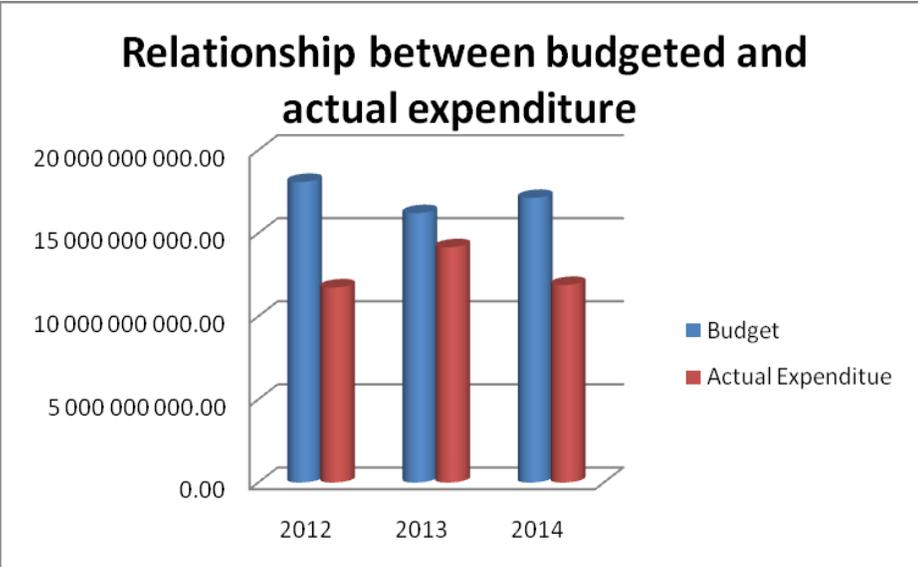
Figure 3.4 shows that actual expenditure was significantly above 50% of the total budget with a substantial increase from 2012 to 2013 but a decrease in 2014. This implies that substantial proportions of the annual budgets were not released for implementation of planned activities.

CHAPTER 3: PROCESSES (STRATEGIES AND MAIN ACTIVITIES)

This chapter describes the strategies and main activities undertaken to implement the education sector plans (MTSS and workplans) and budgets by the various MDAs towards achieving the sector goals and objectives. It presents progress on implementation of key activities given the utilisation of the budget allocation reported in chapter 2 and alignment and misalignment of MTSS with the activities and budget of 2014 as it concerns education in the State.

Basic Education

Goal A: Provide Sustainable Compulsory Quality, Inclusive Basic Education for all Children of School Age.

The key expected outcome of this goal is effective financial management of resources and the provision of conducive learner environment. To this effect, many activities were planned in years 2014 – 2016 MTSS, from which the 2014 annual budget was drawn. The activities carried out are as follows:

- Action plans for Local Government Education Authorities (LGEA) were prepared in all the 17 LGAs which was embedded in ENSUBEB Strategic Action plan, and used in the development of 2014 – 2016 MTSS.
- School Improvement Programme (SIP) Reports were prepared and submitted to relevant quarters and decision makers.
- 72 Public primary Schools in Awgu LGA were supported to prepare their school development plans (SDP).
- All the 1,223 Head teachers in the Public Primary schools were trained on leadership skills.
- 2,615 out of 11,983 (22%) classroom teachers in public pre-primary/primary schools received training on teachers' professional development for improved quality.
- Additional 85 classrooms, (5nos. in each of the 17 LGA) were built to provide learner friendly environment.
- 300 sets of Pseudopodia tables and seats were provided in 300 ECCD centres.
- 3,570 dual seaters for primary school learners were provided in the 85 newly constructed classrooms.
- 220 sets of JSS lockers and chairs were provided in the 17nos. constructed/renovated JSS classroom blocks.
- Constructed 17 new classroom blocks, one in each of the 17 LGAs.
- Out of the 1,223 public primary schools 193 were inspected using whole school evaluation template.
- Additional 484 functional School Based Management Committees were established for increased enrolment of pupils in schools
- 420nos. sets of teachers' tables and chairs were provided in the 85nos. newly constructed ECCD/Primary classrooms.

Key Challenges:

Many of the activities planned were not implemented due to some constraints which include the following:

- Inadequate funding compared with planned activities in the MTSS

- Insufficient manpower in schools, particularly teachers

- Untimely releases of budgetary allocation.

- Indiscriminate transfer of skilled manpower to areas where their skills are less required.

Post Primary Schools Management

Goal B: Promote Inclusive Functional and Entrepreneurial Secondary, Technical and Vocational Education

The above stated goal for the Post Primary Education sub-sector aims at providing inclusive, functional and entrepreneurial education for learners at this level. The expected outcome was equitable access to quality teaching and learning in Secondary schools. The Post primary school comprises two parastatals - Post Primary Schools Management Board (PPSMB) and the Science, Technical and vocational Schools Management Board (STVSMB). The PPSMB is responsible is for grammar secondary schools, while STVSMB is responsible for science, technical, vocational schools and colleges across the 17 LGA in the State. The following activities were implemented as planned in the 2014 budget:

Post Primary Schools Management Board (PPSMB)

- West African School Certificate Examination (WASC) and National Examination Council (NECO) Examination in the State were adequately monitored to minimize examination malpractices.
- School statistics in terms of students' populations, teachers' qualifications and school performances in public examinations were analysed to determine authentic school population and school performances in specific subject areas.
- 6 nos. Guidance Counsellors were sent for in-service training to improve their capacity for mentoring students on retention and completion of their education.
- Vacancy positions for the tutorial and non-tutorial staff in public Secondary schools were articulated to determine actual vacancies in public Secondary schools in the state.
- The actual numbers of 2014 retirees in the public Secondary Schools were determined.

Science, Technical and Vocational Schools Management Board (STVSMB)

This is an establishment under the Ministry of Education in the State, charged with the responsibility to provide: science, technical, vocational education at senior secondary schools and colleges. Key activities implemented included:

- Trained the members of school based management committee (SBMCs) in STVSMB schools and colleges.
- The 2014 NABTEB, WASSCE and NECO examination were adequately monitored in the State to reduce examination malpractice and maintain examination standard.
- Reviewed the operation of guidance and teacher counsellors in the STVSMB schools and colleges.
- Carried out promotion examinations for STVSMB staff in schools and colleges and generated student population and staff qualification data.
- Organized inter-house sports competition in each of the STVSMB zones in the State, as well as training the sport officers.
- Conducted assessment of intending private schools and colleges for approval.

The actual number of 2014 retirees in public science, technical and vocational schools were determined.

Tertiary

Goal C of the 2014–2014 MTSS is to 'Develop, Sustainable, Efficient, and Qualitative Higher Education that meets the Needs of the State. The expected Outcome of this goal is 'Equitable access to quality professional development programmes for learners'. This sub-section reports the extent of implementation of programmes and activities planned for 2014 by the state owned tertiary Institution to deliver the above goal .The tertiary Institutions in the state are, Enugu State University of Science and Technology (ESUT), Institute of Management and Technology (IMT), College of Education Technical, and Enugu State Polytechnic.

Enugu State University of Science and Technology (ESUT)

Enugu State University of Science and Technology (ESUT) executed most of its infrastructural projects with grants from various government agencies including TETFUND, PTDF, NCC, CBN, ENUGU STATE GOVERNMENT as well as Internally Generated Revenue (IGR) and some friend of the university. Thus, in 2014 the following programmes and activities were undertaken to improve physical facilities and access to quality professional development for learners

- Completed Building for faculties of Natural Science and Environmental science laboratories, which were funded by TETfund.
- Completed Building currently housing the faculty of Education also funded by TETfund.
- Completed and equipped building for department of Material and Metallurgical Engineering – funded by PTDF.
- Constructed 3no. lecture theatres of 600-seat capacity
- 20 staff of the university are in various institution abroad pursuing masters and PhD programmes and up to 40 are studying in various Nigerian Universities.
- More than 250 of our staff have been sponsored to attend national and international conferences so as to update their knowledge in their respective fields.

- The university bookshop was constructed by INNOSON Motors to improve the quality of teaching and learning in the institution.
- Digital communication laboratories were constructed by the Nigerian Communication Commission (NCC) to improve teaching and learning of communication related discipline.
- Central Science Laboratories complex was constructed by the Central Bank of Nigeria (CBN) as part of its corporate social responsibility to support functional tertiary education.
- The university constructed a moot court/library building for faculty of law, which was funded from its Internally Generated Revenue (IGR).
- Constructed ultra-modern ICT centre by State Government.

Enugu State College of Education 'Technical' (ESCET)

Enugu State College of Education (Technical) has many planned activities which were contained in the MTSS, Budgets and Departmental Work Plan to deliver the set goals and expected outcomes. Various activities were implemented to maintain existing infrastructure, increase enrolment of students and improve quality of academic programmes.

 Key activities implemented in 2014 include:

- The College maintained 7 existing buildings which include; 3 buildings in School of Technical Education, 3 buildings in School of Vocational Education and the students' Hostel 'F'.
- Secured accreditation for all programmes in degree unit to enable the students graduate.
- Enrolment of new students was increased by 40% to 60% in order to accommodate the Secondary school leavers.
- Supplied office equipment to make up for short falls in the College to enable the staff put in their best.
- Provided modern lab furniture to enable students carry out their practical work in a conducive laboratory.
- Constructed drainage facilities and on-going internal road network to make the college environmentally friendly and accessible.
- Supplied science equipment and chemicals to enhance practical abilities of students.
- Supplied home economics materials and equipment to increase students' participation in practical courses.
- Ongoing construction of 2-storey office block, by ETFFUND is at 70% completion.
- 86 Teaching and Non- Teaching staff was trained in their respective areas.
- 2 academic staff were sponsored to do their PhD and Masters' degree respectively**.**

Institute of Management and Technology (IMT)

The Institute of Management and Technology Enugu experienced growth and development structurally and in human development during the review period. Structural development activities undertaken in 2014 included;

- More than 50% completion on the construction of new buildings, 1 each for the School of Engineering, the School of Technology and the Centre for Entrepreneurial Studies respectively financed by TETFUND's special intervention.
- More than 80% completion of the following projects funded by the TETFund normal intervention grants:
- Construction of classrooms and office blocks for the School of Financial Studies, the School of Business Studies and the School of Environmental Studies.
- Constructed an office block for the School of Art and Design
- Constructed a new 750-seating capacity auditorium.
The following projects were financed by the institute's Internally Generated Revenue (IGR):
- Renovated two 1,000-bed students' Hostel.
- Renovated the old auditorium
- Renovated the council chambers.

The following activities were undertaken under the human resources development programme of the institute;

- 50 staff members were sponsored for overseas conferences through TETFund.
- 10 staff members were also sponsored for Local Conferences
- 5 academic staff benefited to obtain higher degrees in overseas universities

Institutions and Management

GOAL F - 'Provide enabling policy, planning and management frameworks for quality education service delivery at all levels. The focus of this goal is to highlight basic processes and activities organized by the Ministry of education and relevant agencies under it. Activities were carried out on school inspection, training of head teachers, workshops on inclusive education practices, communities' involvement and participation in schools governance, evaluations, qualification examinations and accounting models to ensure prudent management of education resources. The expected outcomes include the following:

- Capacity building for state school improvement team, MDAs, school supervisors and the LGEA education officers.
- Conduct professional in-service training for class teachers head teachers. Conduct school supervision and support visits.
- Provide pupils core text books, teachers' guides and lesson plans for literacy and numeracy.
- Provide school grants (overheads) for operational costs in the schools.
- Supervise the development and implementation school development plans (SDPs).

Key activities carried out to promote institutional development and management in line with the mandates of the key MDAs in in the education sector included:

- The school development plans (SDP) were prepared in 496 primary schools in 2014 and consequently, received Direct Funds to Schools (DFS) for its implementation.
- 1,223 public schools head teacher were trained by SSIT in 2014, while 4,436 teachers of primary and early child care education were trained by SSIT and SSOs to improve effectiveness of teaching and learning.
- Functional School Based Management Committees (SBMCs) were established and members were trained to mobilize and prudently manage resources for school development across the 17 LGAs of the state.
- Members of 496 SBMC were trained to help monitor the school and learning improvements.
- The state inclusive education policy document had been developed and disseminated to encourage education of all categories of learners despite their circumstances.

The mandate of the State Agency for Mass Education (SAME) is to 'Provide functional and continuing education programmes for adults, youths and children with special need. The following activities were implemented in 2014:

- Completion of block wall fence of SAME's office block, which will provide security to office equipment.
- 120 Adult facilitators trained on principles and practice of adult education

Challenges

Non release of fund hampered the implementation of other activities of the Agency. The mandate of Ministry of Education is to enhance the efficiency, effective provision and utilization of funds for the delivery of policy developments, planning and management of the state education system. The following activities were implemented towards achieving this goal:

- Inclusive education policy was developed printed and distributed;
- Functional review of ENSUBEB to improve organizational structure was conducted;
- Designated M&E focal persons in all the MDAs were trained on preparing Quarter Monitoring Reports (QMRs);
- M&E Officers from the education sector MDAs were trained on developing the QMRs and AESPR to strengthen their capacity;
- Education Officers of the Ministry of Education were trained on budget profiling.

The mandate of Quality Assurance (QA) is to 'establish effective and efficient quality assurance system that will guarantee quality learning outcomes at all levels of education below tertiary institutions'.

The following activities were implemented to support schools in quality service delivery that ensured effective learning outcomes in schools:

- Whole School Evaluation was carried out in 56 schools in Udi LGA.
- 114 head teachers were trained on School Self-Evaluation process in Udi zone and Nsukka East, Nsukka Central and Nsukka west respectively.
- 47 Inspectors of education were trained on quality assurance principles and practices.
- Leadership training workshop was held for 92 head teachers and 425 teachers in six batches.
- Adequate financial provisions are made for existing personnel and cross-cutting overhead cost

There is prompt payment of staff salaries which has boosted the morale of civil servants for better performance

Other activities undertaken by the Ministry of Education included:
- Payment of 2 years fees to 190 awardees of 2012/2013 and 2013/2014 scholarship on-going;
- One teacher per school from the 1,223 public primary schools was trained on Ebola virus disease prevention.
- Contracts for the supply of 5,000 three- seater classroom desks were awarded and contractors mobilized;

Chapter 4: Outputs (Achievements)

In this chapter, the outputs/achievements resulting from the implementation of various sector strategies and activities stated in chapter 3 will be presented. A simple trend analysis of results from the two preceding years (2012 and 2013) to the year under review (2014) would be used to demonstrate performance. These include achievements in terms of key performance indicators (KPIs) of various aspects of education development at all levels including; physical facilities, enrolments, teacher training, community participation, learners' achievement and roll out of School Improvement Programme (SIP).

Achievements in Specific Sector Goals

GOAL A: Provide sustainable compulsory qualitative inclusive basic education for all children of school age

The basic education sub-sector in Enugu state recorded achievements in various areas of basic education delivery such as, pupils' enrolment, teacher training, infrastructural facilities, etc.

ECCDE/Pre-Primary Education

The table below shows the number of public and private ECCDE/pre-primary schools and pupils' enrolment.

Table 4.1 Number of primary schools with ECCDE/pre-primary schools and pupils' enrolment

	Public and Private pre-primary enrolment										
	Public Pre-Primary Schools				Private Pre- Primary Schools				Total Pupils' Enrolment in Public and Private Pre-Primary Schools		
Year	**No of Schools enumerated**	**Male**	**Female**	**Total**	**No of Schools enumerated**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
2011/12	1,083	40,308	37,170	77,478	783	80,045	68,830	148,875	120,353	106,000	226,353
2012/13	1.,219	36,589	33,439	70,028	996	83,927	75,064	158,991	120,516	108,503	229,019
2013/14	1,222	36,391	32,732	69,123	1,382	105,685	85,291	190,976	142,076	118,023	260,099
2014/15	1,223	59,619	58,697	118,316	1,275	56,679	56,178	112,857	116,298	114,875	231,173

Source: ASC Reports 2012/2013, 2013/2014 and 2014/2015

Table 4.1 shows the trend in enrolment in public and private pre-primary schools within the period under review which indicates increased enrolment in public pre-primary schools in 2014/15 but a decreased in private schools and a total decrease from 2013/2014 to 2014/2015 school year. This could be attributed to the number of private schools captured in 2014/15 ASC. In 2013/14 the number of private schools enumerated was less 107 schools which mean 8% of the private schools were not enumerated and this can be the cause of the `8% decrease in the aggregate number of pupils in the data.

Primary Education

The public primary sector is under the management of the State Universal Basic Education Board. The Local Government Education Authority provides immediate support to the schools and ensures that the schools are functional. The table below reflects the number of public and private primary schools and enrolment.

Table 4.2 Public and Private Primary Schools Enrolment

Public and Private primary school total enrolment by sex									State Total Enrolment
Public Primary Schools				Private Primary Schools					
Year	No of Schools enumerated	Male	Female	Total	No of Schools enumerated	Male	Female	Total	
2011/12	1,221	120,137	119,098	239,235	1, 079	56,083	55,937	112,020	351,255
2012/13	1,219	99,790	95,790	195,580	1,199	60,260	59,689	119,949	315,529
2013/14	1,222	95,200	92,295	187,495	1,382	77,019	71,172	148,191	335,686
2014/15	1,223	90,637	86,548	177,185	1,275	69,898	70,257	140,155	317,340

Note: The management of private primary schools is under the Ministry of Education.

Table 4.2 shows pupils' enrolment from 2012/13 to 2014/15 school year. In the year under review the number of private schools enumerated were less 107 which is 8% less the previous year, this also can be attributed to the decrease in enrolment in the

Table 4.3 Major indicators of infrastructure in Public Primary Schools

Year	Total no of Classrooms	% of classrooms in need of major repairs	% of classrooms with insufficient seating	% of classrooms without good blackboard	Pupils Classroom Ratio	% of schools without potable water
2012/13	6,906	66.5	82.3	65.7	134	85.9
2013/14	7,015	37.7	80.0	68.1	158	87.4
2014/15	6,212	39	78	71	48[1]	89%

Source: Annual School Census Reports 2012/2013, 2013/2014 and 2014/2015:

Table 4.3 presents the trend in school infrastructure within the period under review, which indicates significant decrease in total number of classrooms, and increase in the proportion of classrooms in need of major repairs from 2013/2014 to 2014/2015 school year. It is noteworthy that pupil-classroom ratio decreased substantially from 158:1 in 2013/2014 to 48:1 in 2014/2015 and also a slight decrease in proportion of classrooms with insufficient seats. However, proportion of schools without portable water increased from 87.4% in 2013/2014 to 89% in 2014/2015 academic year.

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[1] *The decrease in pupil classroom ratio from 158 to 48 calls for further clarification.*

Table 4.4 No of Public Primary Head teachers and Teachers trained

Year	No of Head Teachers	No of Teachers	No of Head Teachers Trained on Leadership and Management	No of Class Teachers Trained on Literacy and Numeracy	% Head Teachers trained	% Class Teachers trained
2012/13	1,219	11,324	91	503	7.5	4.4
2013/14	1,222	13,146	496	2,116	40.6	16.1
2014/15	1,223	11,133	1,223	4,436	100	39.7

Table 4.4 shows improved capacity development for both head teachers and class teacher from 2012/2013 to 2014/2015 school years with all head teachers and 39.7% of class teachers trained in 2014/2015. This progress needs to be sustained to ensure continuing improvement of teaching and learning in schools.

Table 4.5 No of SBMC established and functional in Public Primary schools in the State

Year	No of schools with established SBMCs	No of Functional SBMCs	No of SBMCs members trained	No of SBMCs visits conducted
2012	91	91	1,365	91
2013	112	112	1,680	112
2014	496	496	7,440	496
Total	699	699	10,485	699

Table 4.5 shows progress in establishing SBMCs and number of functional SBMCs. It also shows significant progress in the number of SBMCs visited and number of members trained to be effective from 2012 to 2014. From 2013 to 2014 there were tremendous progress in the number of SBMC established, 57% of public primary school now has functional SBMCs and all have been visited and trained.

Secondary/Technical Education

Goal B: Provide inclusive functional and entrepreneurial secondary, technical and vocational education.

The major target of this goal was to ensure that 70% of secondary school graduates passed the WAEC Senior School Certificate Examinations (SSCE) and other external examinations with at least 5 credits including English Language and Mathematics by 2015. Other performance indicators for measuring achievement of this goal include; students' enrolment and state of infrastructural facilities.

Table 4.6 Number of Secondary Schools and Student's Enrolment

School Type	2012/13			2013/14			2014/15		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Public	120,137	119,098	239,235	99,046	95,790	194,836	80,078	94,581	174,659
Private	56,083	55,937	112,020	60,260	59,689	119,949	42,858	48,658	91,516
Total	176,220	175,035	351,255	159,306	155,479	314,785	122,936	143,239	266,175

Table 4.6 shows numbers of enrolment in public secondary schools is higher than that of private secondary schools in the State. The sector also witnessed decrease in enrolment for the last three years, with 18.6% in 2013/14 academic year to further decline with 27% by 2014/15

**Chart 4.6 Public and Private Secondary Schools' Enrolment**
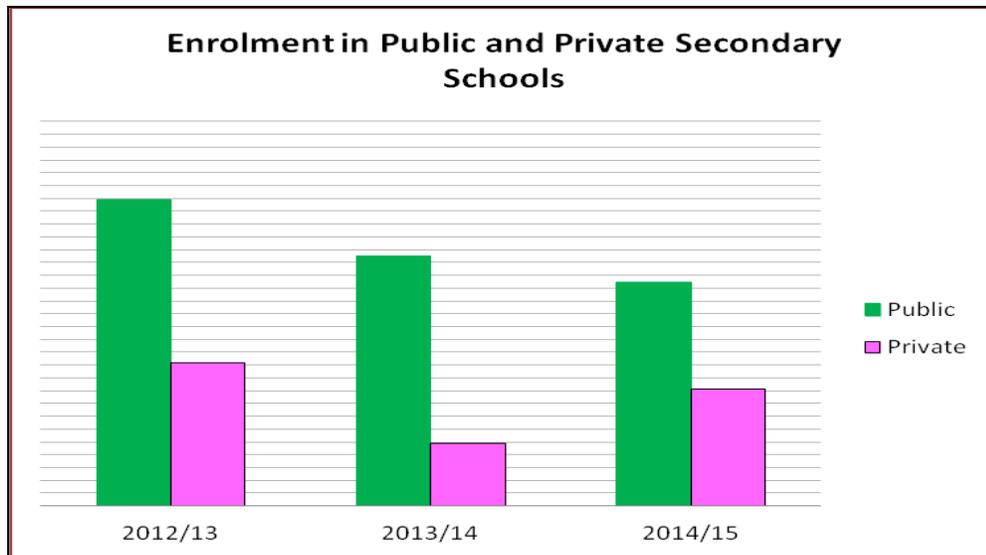
Table 4.7 Percentage of facilities in Public Secondary Schools

Date	Total no of Classrooms	% of classrooms in need of major repairs	% of classrooms with insufficient seating	% of classrooms without good blackboard	Pupils Classroom Ratio	% of schools without potable water
2012/13	3,352	20.8	70.1	46.7	232	79.4
2013/14	4,063	20.5	80.0	68.1	144	83.3
2014/15	2,516	35	72	41	29**	80

Table 4.7 shows substantial decrease in the number of classrooms by 38% from 4,063 to 2,516 with increased proportion of the classrooms in need of major repairs from 20.5% to 35% from 2013/2014 to 2014/2015 school year. Similarly, classrooms with insufficient seats and without good blackboards decreased from 80% to 72% and 68% to 41% respectively from2013/2014 to 2014/2015. Furthermore, the significant decrease in the pupil-classroom ratio from 144:1 in 2013/2014 to 29:1 in 2014/2015 calls for further clarification.

Tertiary Education

GOAL C: Develop sustainable, efficient, and qualitative higher education that meets the developmental and employment needs of the state.

Reports of projects implementation from the tertiary institutions show that a lot of achievements were recorded in infrastructural development through the TETFund and IGR. At the end of the 4th quarter Enugu State University of Technology (ESUT) has utilised 80.3 % of its state allocated budget while Institute of Management Technology (IMT) reported surplus expenditure of 108. 3% of its budget, the institution was able to access it's fund in arrears from the State Government. Enugu State College of Education, Technical (ESCET) accessed 85.4% of its budget for 2014. Furthermore, ESUT generated 1,905,488,499.38 from its Internally Generated Revenue (IGR), IMT generated 511,315,642 while ESCET generated 299,719,558.

Sustained increase in provision and automatic employment in 2011 for 2009 pioneer graduates of ESCET to teach in public schools improved the attractiveness of the institution leading to increase in enrolment during the period from 12% in 2012 to 17% in 2014.

Contrariwise the downward enrolment trend in ESUT during the same period is attributable to the 2012 de-accreditation of ten (10) courses including-
- BSc- Accounting
- BSc- Business administration
- BSc- Banking and Finance
- BSc- Economics
- BSc- Marketing
- BSc- Political Science
- BSc- Public administration
- BSc- Micro Biology and Brewing
- BSc- Computer and Information Science
- BSc- Industrial Mathematics with statistics

In all the State tertiary institutions there has been a sharp increase in the provision of accommodation especially for lecture room, theatres, auditorium, student hostels and council chambers.

Human resources development programme was on the increase as 50 staff members of IMT was sponsored for over sea conferences through TET FUND,10 staff members were also sponsored for local conferences and five academic staff benefited to obtain higher degrees from over sea countries. Also ESCET trained 86 teaching and non- teaching staff in their respective areas. More than 250 staff members have been sponsored to attend national and international conferences so as to update their knowledge in their respective fields in the same institute 20 staff of the University are in various institution abroad pursing masters and PHD programmes and up to 40 are studying in various Nigeria Universities.

The State tertiary institutions have ensured the availability of qualified labour especially in the educational Sub sector.

Adult Education /Special Needs

GOAL D: Provides functional and continuing education program for adults, youths and children of special needs

Year	No of Adult and youths Education Centres	No of Learners Enrolled	No of graduated Learners
2012/13	NA	NA	NA
2013/14	NA	NA	NA
2014/15	NA	NA	NA

Planning and Management

GOAL E: Enhance the efficiency and effective provision and utilisation of funds for the delivery of policy development, planning and management of the state education system.

The table below presents key achievements on policy development, planning and management in the education sector.

KPIs	Achievement 2012	Achievement 2013	Achievement 2014	Remarks
Number of policies developed/reviewed and the purpose	The SBMC and Inclusive education policies were introduced to facilitate enrolment of all children of school age and improve community participation in school improvement	The development of the SBMC, Inclusive education policies and the SBMC guidelines	The SBMC and inclusive education policies were published and disseminated to wider stakeholders to create awareness and ensure effective implementation	Poor funding has mitigated the implementation of most of the planned activities in the MTSS
MTSS reviewed and developed and number of copies produced	1000 copies of the developed 2011-2013 MTSS was printed and distributed to stakeholders for use.	The 2011-2013 MTSS was reviewed and the 2014-2016 MTSS developed and signed as official document informing the implementation of Education MDAs activities.	The MTSS informed 95% of the activities in the Education sector 2014 Budget and 1000 copies were printed for stakeholders use. The printed copies are used in developing the DWP	
Annual school census conducted, report signed off and copies printed and distributed	The 2011/12 ASC successfully conducted, report developed and signed.	The 2012/13 ASC successfully conducted, report developed and duly signed by the Hon. Commissioner for Education and 1000 copies produced for stakeholders use.	The 2013/14 ASC successfully conducted, report developed and duly signed by the Hon. Commissioner for Education. 1000 copies produced and disseminated to stakeholders	
Number and the type of equipment provided for MoE offices	Nil	Nil	Procurement of computers for MoE staff. Procurement of 27 computers and equipment for LEMIS database in 5 LGEAs.	5 LGAs supported the establishment of LGEA EMIS database in the
Number of staff of MoE staff trained and the purpose of training	18 EMIS core staff trained on data collection, collation, entry, cleaning and analysis and development of ASC report. 350 enumerators and 56 supervisors trained on process of completing the ASC forms annually.	Training of 27 M&E desk officers in all the Education MDAs on the development of the AESPR annually.		

GOAL F: Establish an efficient and effective quality assurance system that will guarantee quality learning outcomes at all levels of education.

The table below presents key achievements on the implementation of effective quality assurance system in the Enugu State education sector.

Activities	Achievements 2012	A Achievements 2013	Achievements 2014	Remarks
Number of QA staff trained	35 quality assurance staff trained and certified on the use of QA technique	15 new additional QA were in cooperated as QA evaluators	14 trained as readers	
Number of schools quality assured and report developed	91 schools QA Development of report still on going	QA report of 91 QA schools published	40 schools QA	

Conclusion

In 2014/2015, we have an increase in public pre-primary schools. This can be attributed to establishment and functionality of SBMCs in most public pre-primary schools.

The decrease of teachers in Primary schools in 2014/2015 could be attributed to retirement of teachers and due to non-recruitment of teachers.

Decrease in male enrolment in 2014/2015 in secondary schools can be attributed to male not going to school in South East. There is a decrease in public secondary schools in the last three years (2012 – 2015). The reason may be as a result of the percentage of classrooms that need major repairs in secondary schools.

There is an overall improvement in school environment at all the level of education in the state, provision of more classrooms, and supply of school furniture and provision of potable water among others.

CHAPTER 5: OUTCOME (Results)

Introduction

This chapter discusses medium-term to long-term effects and benefits of outputs/achievements pertaining to activities carried out. Achievements recorded in the education sector shows the extent to which the inputs were effectively utilised to drive the processes towards producing the set goals, objectives and targets. The effect of the achievements reported in chapter 4 provides evidence of accomplishments of the set goals and objectives. Therefore, the chapter shall deal in broad terms with the benefits of the reported achievements to the beneficiaries, the MDAs and the state education system in general, using emerging trends on key outcome indicators to establish performance. The ASC data and the school and community level reports are major sources of evidence to demonstrate results and performance.

Emerging Trends on Enrolment

Public Pre-Primary and Primary

Table 5.1. Gross and Net Enrolment Rates in Pre-Primary and Primary Schools

Year	Gross Enrolment Rate		Net Enrolment Rate	
	All pupils	Girls	All pupils	Girls
2012/2013	37.40%	38%	34%	34.40%
2013/2014	57%	60%	51%	54%
2014/2015	56%	66%	51%	59%

Table 5.1 shows a relatively stable gross and net enrolment rates from 2013/2014 to 2014/2015 school year. The table also indicates that girls' enrolment rate are higher than the aggregate enrolment rates

Post Primary

Table 5.2. Total enrolment of Public Junior and Senior Secondary School

Year	Junior Secondary	Senior Secondary	Total
2012	93,392	84,122	177,514
2013	91,936	85,439	177,375
2014	92,291	82,368	174,659

Table 5.3. NER in public Junior and Senior Secondary Schools

Net Enrolment Rate(NER)		
Year	JSS	SSS
2012	36%	32%
2013	35%	33%
2014	35%	31%

Tertiary

Table 5.3: Enrolment in Tertiary institutions in the State

Year	ESUT	IMT	ESCET	Total
2012	23,427	NA	2,520	25,947
2013	17,487	NA	3,215	20,702
2014	16,597	NA	3,840	20,437

Table 5.2c shows data from the two tertiary institutions in the State. There has been considerable drop in enrolment of graduate in **ESUT**, in 2014 there was 5 % drop in enrolment as against 23.5% drop in 2013. Contrary to this there has been increase in enrolment in **ESCET** from 2013 with 12% increase and 17% increase in 2014. There is no data from IMT to analysis the situation on enrolment.

Emerging trends on learning Environment

Table 5.4 Trends on key classroom indicators in Public Primary Schools

Year	Pupil functional classroom ratio	Pupil teacher ratio	Pupil functional toilet ratio	Pupil text book ratio
2012/ 2013	134:1	15:1	748:1	NA
2013/2014	158:1	16:1	111:1	NA
2014/ 2015	48:1	16:1	217:1	NA

Table 5.4 shows a significant decrease in pupil-classroom ratio but stable pupil-teacher ratio from 2013/2014 to 2014/2015 school year. Likewise, the pupil-toilet ratio increased substantially from 2013/2014 to 2014/15 school year. There is really need to focus on provision of toilet in public primary schools as more children are having less access to toilets in schools.

Table 5.5a Situation of Facilities in Public Pre-Primary and Primary Schools

Year	Total no of Classrooms	% of classrooms in need of major repairs	% of classrooms with insufficient seating	% of classrooms without good blackboard	% of schools without usable toilets	% of schools without potable water	In 2014/25 the ASC introduced the Pupil: toilet ratio
2011/12	6,707	35.9	83.3	69.1	73.9	90.2	
2012/13	6,906	66.5	82.3	65.7	70.9	85.9	
2013/14	7,015	37.7	80.0	68.1	64.6	87.4	
2014/15	**6,212**	**39%**	**78%**	**71%**	**48****	89	**217**

Table 5.5b Situation of Facilities in Public Secondary Schools

Year	Total no of Classrooms	% of classrooms in need of major repairs	% of classrooms with insufficient seating	% of classrooms without good blackboard	Pupils Classroom Ratio	% of schools without usable toilets	% of schools without potable water
2011/12	3,726	21.5	64.7	44.8	242	46.7	76
2012/13	3,352	20.8	70.1	46.7	232	44.3	79.4
2013/14	4,063	20.5	80.0	68.1	144.0	51.6	83.3
2014/15	2,661	34	75	40	32**	**	80

Table 5.10 Number of Public Primary Schools School Development Plan

Year	Primary
2012	91
2013	112
2014	496

Table 5.10 indicates the number of school with School Development Plan (SDP) has increased substantially from the 91 school in the pilot LGA in 2012 to 112 schools in 2013 and then to 496 schools in 2014. The schools were supported and monitored on the use the SDP to improve development in schools.

Table 5.11 Achievements of the Components of the School Improvement Programme (SIP)

Components of SIP	Achievement in Public Primary Schools		
	2012/13	2013/14	2014/15
% of competent teachers	7.8%	36.6%	39.8%
% of effective Head teachers	36.6%	100%	100%
% schools with functional SBMC	7.4%	40.5%	45.9%
Implementation inclusive practices	The policy on inclusive practice was introduced	Drafted and finalized policy	Published and disseminated policy
Schools effectively supervised/QA and complying to set standards and practice	35	35	91

Table 5.11 shows achievements on the various components of the School Improvement Programme, which indicates that percentage of competent teachers has increased significantly from an abysmal 7.8% in 2012/ 2013 to 39.8% in 2014/2015 school year, although marginal increase was recorded from 2013/2014 to 2014/2015, while 100% of head teachers have been trained to competently lead on school improvement and quality teaching and learning. The proportion schools have also increased substantially from 7.4% in 2012/2013 to 45.9% in 2014/2015 school year. The inclusive education policy and guidelines were published and disseminated in 2014, while only schools in the pilot LGA have been inspected using the QA Whole School Evaluation (WSE) methodology.

Table 5.12. Access to Tertiary Education

Year	ESUT	CoE	Total
2012	23,427	2,520	25,947
2013	17,487	3,215	20,702
2014	16,597	3,840	20,437

Table 5.12 shows decreased access to the state university education but increased access to the college of Education.

CHAPTER 6: Implications, Challenges and Recommendations

This chapter highlights the implication of sector performance in terms funding and expenditures, implementation of programmes and activities as well as results (outputs, outcomes and impacts). Challenges encountered during the review year and recommendations for improved planning and management of the sector are also presented. The chapter provides critical analysis of results of key performance indicators and their implication to sustainability of key sector strategies and overall socio-economic development of the state.

Implication of Key Results

The period under review, the state greatly improved the capacity of their teachers in all the levels of education. The state did this through training, organization of conferences, workshop and seminars, and sponsoring of teachers in national and international universities.

There was also improved learning environment through construction of classrooms, libraries, laboratories, moot court, hostels, auditoriums and provision of furniture in public primary schools and tertiary institutions.

Enrolment decreased in public schools particularly in primary section. This is linked to such factors like urban migration of teachers which encourages the concentration of teachers in the urban areas. The trend in enrolment in public and private schools within the period under review indicated increased in enrolment in public primary schools but a decrease in private schools, this can n be attributed to number of private school enumerated. Also the population of students in ESCET was in the increase while population of ESUT students decreased.

Goal A focuses on Basic Education relying on three Strategic Policy areas: free compulsory primary education, Inclusive education and School-Based Management Committee (SBMC) policies to actualize the set objectives of the sub-sector.

2014 Annual Education Sector Performance Report reflects the activities planned and those actually implemented. It was observed that there is still sizeable out- of- school children in the State. In addition, SBMCs roll out programme have not reached all the schools in the state. The infrastructure and the materials needed for proper take off of inclusive education are yet to be provided.

Goal B: focuses on Post primary education and the policy areas include Quality Assurance (QA), Inclusive Education and SBMC policies.

Challenges

Various challenges were reported by the MDAs in the course of implementing the sector programmes and activities during the year under review. These challenges pose considerable risks to the development of education sector and improvement of basic education in particular. Major challenges reported include:

- Inadequate Infrastructure and instructional materials to schools to enhance teaching and improve on quality learning outcomes.
- Proliferation of sub-standard private schools in the state.
- Weak partnership with CSOs in the State has led to inadequate participation and commitment
- Irregular and ineffective monitoring of schools
- Low completion and high drop-out at the Primary and Senior Secondary School Level.
- Inadequate supply of quality textbooks and learning materials to schools.
- A careful study reveals that entrepreneurial and vocational education in the state requires electricity which is still not adequate, and inadequate skill manpower to drive same
- Low perception of educational facilities and infrastructure targeted at special need learners affected implementation of inclusive practices.
- Inadequate instructional materials for special needs students and teachers with capacity to effectively for their learning needs (e.g. sign language)
- Non-functional adult learning centres and lack of regular teachers pose serious risks to achieving the goals of Adult and Non- formal Education in the state.
- Inability to access budgetary allocation and poor funding were major upsets for the tertiary education.
- Weak mechanism for prudent financial management posed a general setback on utilization of funds in the education sector.
- Poor attitude to data usage, poor planning and duplication of administrative roles among education MDAs was also a concern.

Recommendations

The following recommendation have been proffered to improve planning and management of the education system to ensure sustainable development of the sector.

- The quality of pre-service training needs improvement: better teaching materials, adequate practical training, and improved teaching methods, should be emphasized.
- The gains of improving basic education through school support programmes should be sustained through the capacitating of more teachers on literacy and numeracy, table 4.4shows that 39.7% of classroom teachers have been adequately trained on numeracy and literacy.
- Infrastructural development in schools should be sustained to improve the schools learning environment.
- Extra increase should be introduced to ameliorate the effect of drop outs from formal education.
- Extra emphasis is required on technical and vocational education to equip the product of the educational system with skills that encourage private partnership there reducing the effect of youth unemployment.
- Functional SBMC should be established in all 1223 schools in the state as this could been seen to contribute to schools enrolment