FEDERAL REPUBLIC OF NIGERIA

KADUNA STATE

MINISTRY OF EDUCATION,SCIENCE AND TECHNOLOGY

**2014 ANNUAL EDUCATION SECTOR
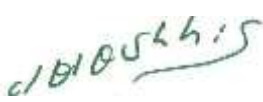PERFORMANCE REPORT**

October 2015

Preface

The Annual Education Sector Performance Report (AESPR) identifies achievements, failures, strengths and weaknesses in the education sector plan so that informed decisions can be taken prior to budget preparation.

This is the sixth cycle of the AESPR based on the 2014/2015 Annual School Census (ASC) and is a follow up to the 2014 - 2016 MTSS. The key areas of emphasis were evidence of education outputs and outcomes with particular reference to the indicators specified in the MTSS; observed trends in relation to expectations in the light of current or existing educational policies; suggestions about changes that should be made to these policies based on evidence and further suggestions on the additional data that should be collected and how on-going processes could be improved.

Tremendous achievements have been recorded within the period under review. However, there are challenges and government is committed to fulfilling its promises to the education sector.

I sincerely express my profound gratitude to the AESPR draft team, Monitoring and Evaluation (M&E) units in SUBEB and MoEST, Education Management Information Systems Unit (EMIS) of the Department of Planning, Research and Statistics in the State Ministry of Education for generating tables from the Annual School Census Report, the sub-sector Parastatals and education officials at all levels who contributed towards the production of the Annual Education Performances Review report. I feel particularly indebted to our development partners, particularly DFID/ESSPIN for their untiring technical and financial support for the implementation of reform programmes in the education sector.

It is my conviction that the information contained in the report will go a long way in furnishing our stakeholders with reliable data on the activities and achievements of the Kaduna State Ministry of Education, Science and Technology.

Dr. S. U. Adamu
Hon. Commissioner,
Ministry of Education, Science and Technology, Kaduna State.

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Abbreviation

AESPR	Annual Education Sector Performance Review
AG	Accountant General
ASC	Annual School Census
DWP	Departmental Work Plan
EFA	Education For All
ESSPIN	Education Sector Support Programme in Nigeria
ESP	Education Sector Plan
ETF	Education Trust Fund
FLHE	Family Life & Health Education
GER	Gross Enrolment Rate
GPI	Gender Parity Index
HTS	Head Teachers Survey
IQTE	Islamiyya, Qur'anic and Tsangayya Education
JS	Junior Secondary
KASSES	Kaduna State Special Education School
LGA	Local Government Area
MDG	Millennium Development Goals
MDA	Ministries, Departments and Agencies
M&E	Monitoring and Evaluation
MLA	Measurement of Learning Achievement
MTSS	Medium Term Sector Strategy
NECO	National Examination Council
NER	Net Enrolment Rate
NLSS	Nigerian Living Standard Survey
PTA	Parent Teachers Association
QA	Quality Assurance
SBMC	School Based Management Committees
SEMIS	State Education Management Information System
SS	Senior Secondary
SUBEB	State Universal Basic Education Board
SURE-P	Subsidy Reinvestment Programme
TDNA	Teachers Development Needs Assessment
TVE	Technical and Vocational Education
UBE-IF	Universal Basic Education Intervention Fund
UNICEF	United Nations International Children' Education Fund
WAEC	West African Examination Council
WB	World Bank

Introduction – Purpose of the Report

1. The Annual Education Sector Performance Report (AESPR) is a feature of the 2014 **annual budget calendar** aimed at assisting budget planning. It is an assessment of the school year performance which is aimed at complementing the budgetary cycle so that informed decisions can be taken prior to 2015 budget preparation.

2. The 2014 Kaduna AESPR is the sixth edition to be produced. It is a performance assessment of the 2014-2016 Medium Term Sector Strategy (MTSS) and is based on the 2014 annual budget and Departmental Work Plans (DWPs) using 2014/2015 Annual School Census (ASC) data and other data sources. The following consistently remain the key areas of focus for the report:

    * Evidence of key education **outputs and outcomes**, with particular reference to the indicators specified in the MTSS
    * Observed trends in relation to expectations/targets in the light of current education policies
    * Evidence-based recommendations of changes that should be made to these policies Observed data gaps and suggestions on the additional data that should be collected and how ongoing processes can be improved

3. . The information contained in this report is organised from a results-based management perspective: indicators describe resources or **inputs** used (financial resources) and measures taken (**activities** such as teacher training) in order to produce short to medium term results (**outputs**; e.g. number of trained teachers and improved teacher quality), which in turn leads to achieving medium to long term results to beneficiaries (**outcomes and impact** such as improved learning outcomes). The analysis focuses on what factors influence the relationship between inputs and results. Evidence on whether or not **outcomes are achieved** – and why – should provide the planner with a reasonable basis to adjust activities and policies to achieve desired outcomes.

4. The structure links programme implementation (inputs – activities - outputs) with sector performance (outcomes-impact) through the use of sector performance information and statistics:

    * Chapter 1 presents the performance assessment framework
    * Chapter 2 details sector funding and expenditure (Inputs)
    * Chapter 3 discusses strategies and main activities (Processes)
    * Chapter 4 highlights achievements (Outputs)
    * Chapter 5 analyses outcomes (Results)
    * Chapter6 draws the impact and implications, and suggests recommendations for strategic planning purposes

Chapter 1 – Performance Assessment Framework

Education Sector Plan (ESP) 2009 – 2020

5. This summary document provides an overview of the Kaduna State Ten-Year Education Sector Strategic Plan (ESP) for the period 2009 to 2020. It is intended to inform stakeholders in Kaduna, interested persons and development partners in Nigeria of Kaduna's strategy to achieve the Millennium Development Goals (MDGs) and Education for All (EFA) targets by 2020. The ESP guides the Ministry's strategy formulation and assist the delivery of the state's reform agenda for social development and poverty reduction through accelerated investment in the education sector.

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

The main features of the plan are then described with detailed targets in each of the seven key areas for development:
  - Basic education
  - Secondary education
  - Adult and non-formal education
  - Higher education
  - Policy, planning and resource management
  - Financial Management
  - Monitoring and Evaluation

6. The main policy objectives of the ESP are as stated below:

  - Improve the quality and relevance of basic, secondary and tertiary education
  - Expand basic education coverage, especially for disadvantaged groups
  - Provide appropriate non-formal learning opportunities, particularly for illiterate and hard-to-reach children and youth
  - Strengthen Government's capacity to manage, plan, and monitor the delivery of education services more effectively and efficiently

Medium Term Sector Strategy (MTSS) 2014-2016

7. The MTSS is a strategic planning process aimed at achieving sector goals and objectives over a multi-year rolling period. The process involves strategic sessions where sector goals, objectives and activities are identified and collated into thematic areas with the intention of delivering the medium-term expenditure within the limitation of resources available within a three-year framework.

8. The following goals, alongside the corresponding objectives and targets, were set in the 2014-2016 MTSS.
  - **Provide free quality basic education to all children and young persons' irrespective of gender, faith, social background and special needs.**

– Increase Pre-primary education: increase intake into public pre-primary schools by 4,000 (5%) children annually.
– Achieve a gender parity index of 0.9 in primary education
– Provide adequate learning support and quality teaching to 50% of primary schools
– Increase community and private sector participation in public education provision by 30% in primary and junior secondary education
– Increase the transition rate from primary to junior secondary education to 75%
– Support 35 qur'anic schools to teach 4 core subjects

- **Provide quality senior secondary, technical and vocational education**
  – Expand access to science education at the senior secondary level
  – Upgrade 57 public senior secondary and technical schools to attain specified minimum quality standards
  – Increase in girls' enrolment in technical and vocational institutions by 10% annually
  – Improve learning conditions in 30 senior secondary technical and vocational education institutions
  – Expand and improve educational opportunities for children with special needs

- **Expand and improve adult literacy and continuing education programmes for youths and adults**
  – Increase literacy rate from 62.5% to 64.5%
  – Increase the number of continuing education learners by 5% for males and by 10% for females.
  – Improve governance and stewardship role on educational support programmes
  – Enhance the carrying capacity of State tertiary educational institutions by 10% (College of Education, Nuhu Bamali Polytechnic and Kaduna State University)
  – Improve academic performance of academia in higher education
  – Award 31,565 State scholarships to deserving students in tertiary institutions.

- **Enhance the state's policy, planning and resource management capacity for quality education service delivery at all levels**
  – Review the legal framework to clarify mandates and functions of the Ministry, SUBEB, LGEAs and other education Departments and Agencies
  – Planning, management and administration: carry out capacity building programmes in educational planning and management; financial management.
  – Develop and implement three-year MTSS and annual implementation workplans
  – Ensure 700 public schools have functional SBMCs and implement standard school development plans
  – Register and regulate all private schools in the state
  – Ensure that 80% of departments and units of the Ministry and its parastatals meet facility and office equipment requirements

- **Establish and sustain effective quality assurance, monitoring and evaluation**
  – Carry out the annual schools census cycle effectively and efficiently, including reporting and dissemination
  – Build staff capacity to use data for education planning and management

- Support information management system
- Inspect and report on 700 schools using the new quality assurance approach

- **Ensure timely availability of complete and accurate data for evidence-based policy making including Monitoring and Evaluation purposes**
  - Conduct and complete the Annual School Census (ASC) cycle effectively and efficiently
  - Build staff capacity and use State Education Management Information System (SEMIS) data for educational planning and management
  - Monitor, assess against set targets and report on sector performance

Data on the education system

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

- Qualitative information based on monitoring reports, and information made available by Kaduna State Education MDAs, which is reported mainly in Chapter 3. These reports include the 11-point Agenda, SMO reports and SSIT reports.
- Quantitative information, which is reported in Chapters 2, 4 and 5, from the following sources:
  - The education sector budgets and public expenditure records (from the Ministry of Budget and Economic Planning, the Ministry of Finance, the State Ministry of Education, the State Ministry of Science and Technology, Kaduna State Universal Basic Education Board and the Universal Basic Education Commission, and other MDAs in the sector.)
  - Annual Schools Census which provides evidence of school level progress
  - Specialised surveys, such as the 2005 Nigeria Living Standards Survey (NBS / World Bank), the 2006 Core Welfare Indicators Survey (NBS / World Bank) and the 2007 Multiple Cluster Indicator Survey (NBS / UNICEF), Teacher Development Needs Assessment (TDNA), Monitoring Learning Achievement (MLA) survey and Head Teacher Survey (HTS), Out of School survey (2011) and Composite survey (2014) supported by ESSPIN.

Chapter 2 – Inputs (Sector funding and Expenditure)

10. This chapter describes the resources allocated (by the State and Federal Governments) which are released and spent in the education sector and broader public financial management issues affecting the education sector in Kaduna State.

11. 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 Council (through payment of primary school teachers' salaries and overheads). Other sources of funding include Tertiary Education Trust Fund, outstanding allocations from the defunct Education Trust Fund (ETF), Federal Teachers' Scheme (FTS), Millennium Development Goals (MDGs), Donor Agencies, etc. Chart 2.1 below shows approved estimate as well as the actual allocation to the education sector for the year under review as well as comparative figures for two previous years.

12. The budget size of the sector in 2012 was N29.39b, 30.44b in 2013 and N29.39b in 2014.

Chart 2.1: Education Sector Budget, 2012 - 2014
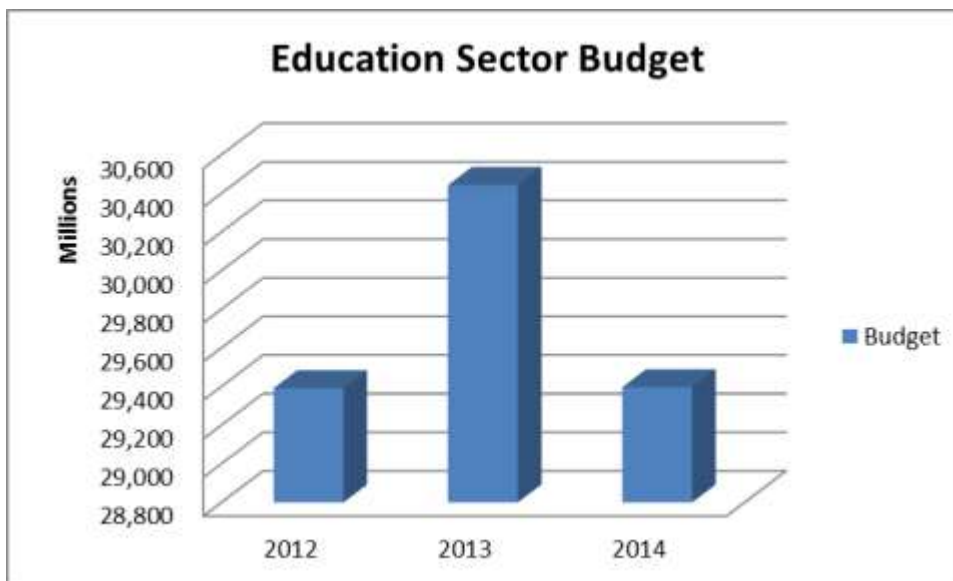
Source: Kaduna State Approved Estimate

13. The budget was lower than 2014 MTSS costed activities by N4.1b due to activities proposed to be financed by the GPE grant. Counterpart funds were accessed. Security challenges in the State affected the execution of projects in the state.

14. Evidences received on other sources of funds from donors such as funds from donor partners (MDG, UNICEF, ESSPIN, SURE-P, SBMCs, PTAs, Individuals and groups) are not captured in the budget as expenditure directed at areas of interest were not made available.

15. The education sector allocation as a proportion of the total state allocation was 18.5% in 2012, it decreased to 17.25% in 2013 and further dropped to 14.04% in 2014. There is therefore a need

for increased funding in the forth coming years for the sector to achieve the EFA goals and other state educational objectives. .

Chart 2.2: Kaduna State Approved Budget and Education Sector Allocations, 2012 - 2014
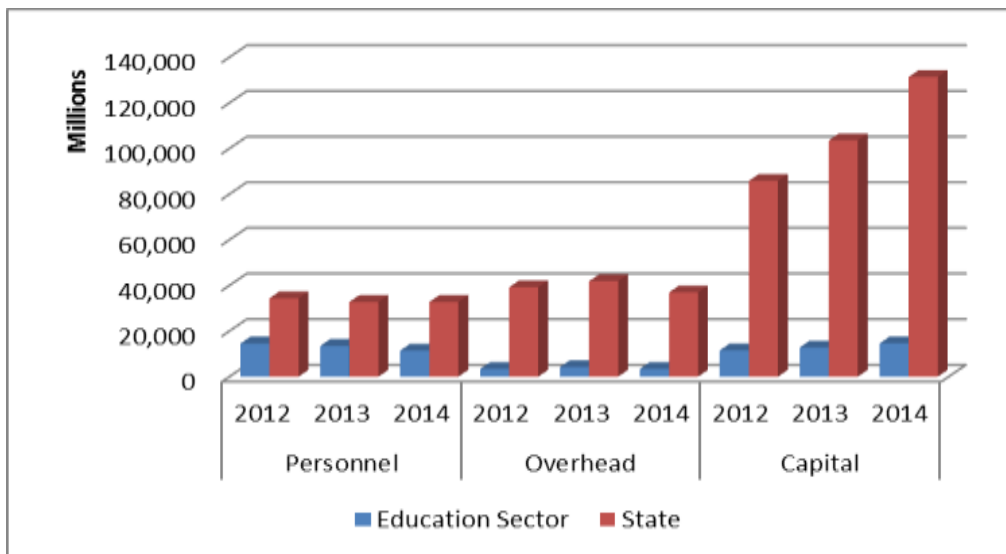
Source: Kaduna State approved Budget Estimate 2012 - 2014

Proportion of LGA fund allocated to education.

16. Information on the proportion of Local Government fund allocated to education was not available. However, it is worthy to note that Primary school teachers' salaries are funded by LGAs.

UBEC grant as % total education budget

17. The UBE-IF grant was ₦1.2 billion in 2014. The grant as a total of education sector budget was 24.07%, this represents a sharp increase from 12% in 2013.

UBEC Intervention Fund, 2014

S/n	Intervention	Amount (₦)
1.	Teacher Professional Development	162,000,000
2.	Projects (construction, rehabilitation, renovation and furniture	962,000,000
3.	Almajiri Education	65,750,396
4.	Private providers of special needs Education	22,000,000

18. Year on year comparison by subsector (i.e. education levels) and economic classification

Chart 2.3: Subsector Budget and Expenditure, 2012 and 2014
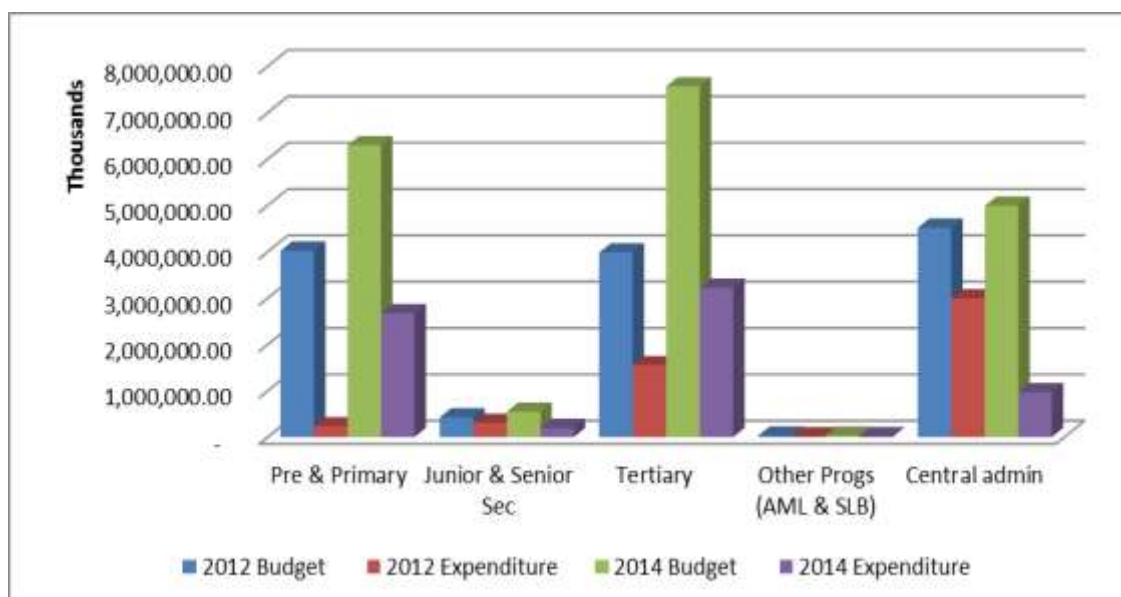
Source: 2013 AG's draft report

There was no breakdown of expenditure by subsector in 2013. However, a total of N18, 196b out of the budgeted sum of N30, 443b was spent in 2013 representing 59.7%.

Analysis of Budget and Expenditure

19. The total budget allocation for the education sector in 2012 was N29.39b representing an increase of N5.35b, expenditure was N16.75b representing 57% performance. The 2013 education sector budget was N30.41b, a total of N18.20b was expended. In 2014, N37.36b representing a performance of 47.67% of N17.81b was expended.

Table 2.1: Education Sector Budget and Expenditure ('000), 2012 - 2014

	2012 Budget	2012 Actual	2013 Budget	2013 Actual	2014 Budget	2014 Actual
State	142,520,933	160,246,226	141,639,290	136,680,700	141,503,845	136,176,221
Education	29,391,836	16,670,156	30,415,981	18,204,739	37,365,447	17,818,669
Recurrent	*17,894,809*	*13,731,481*	*17,211,146*	*15,266,064*	*18,305,933*	*17,130,547*
Capital	*11,497,027*	*2,938,675*	*13,204,835*	*2,938,675*	*19,059,514*	*688,122*

Source: 2014 AG's draft report

Utilization rate by Economic classification and MDA

20. The utilization rate for personnel cost in 2012 was 78.37%, this rose to 80% in 2013 and sustained in 2014. The budget utilization rate for overhead cost in 2012 was 72.2%. This dropped sharply to 58.8% in 2013 and 59% in 2014. The utilization rate for capital budget in 2012 was 29.5%, rose significantly to 38.7% in 2013 and 39% in 2014.
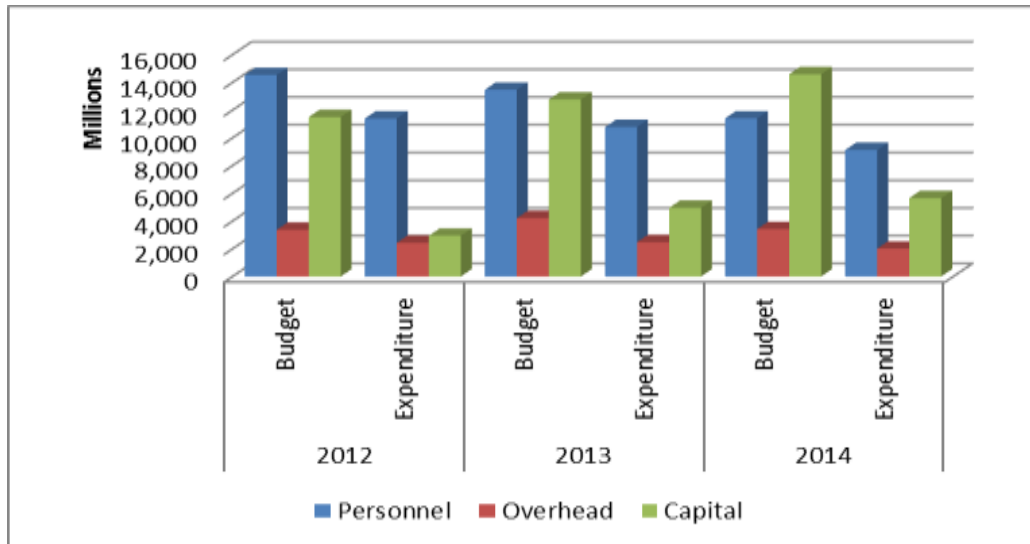
Source: 2013 AG's draft report

21. The Private Schools Board has the highest utilization rates of 85.6%. This is closely followed by the State Library Board with 78.9%, State polytechnic has 76.0%, Agency for Mass literacy has utilization rate of 64.5%, Teachers Service Board has 60.8%, 10 Management schools have 59.7%, Quality Assurance Board has 59.6%, Scholarship Board has 51.8% and all others are below the utilization rate of 40% as shown in the chart below.

Chart 2.5: Utilization Rates by MDA, 2014
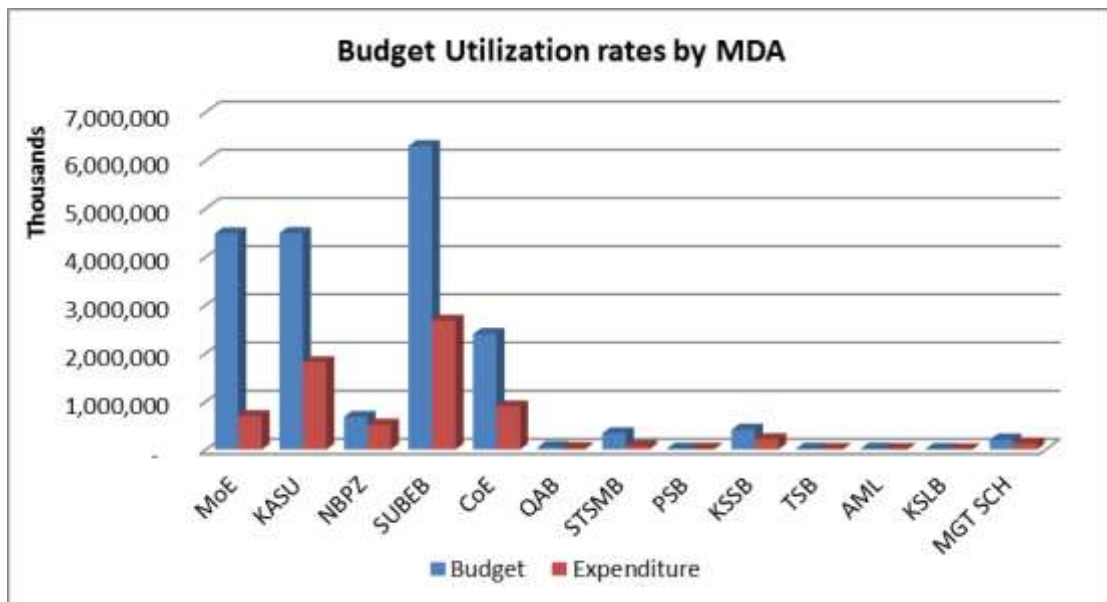
Source: 2014 AG's draft report

The summary of expenditure achieved in respect to the budget theme for the year

22. The sum of N161 million in all was accessed for training in 2014, out of this amount, N74.3 million was used for the rollout of the Schools Improvement Programme (SIP), N40million was used for Schools Based Management Committee (SBMC) training, N8million for ECCDE, N30million was used for to strengthen Mathematics and Science Education teachers (SMASE) and N4million was used for IQTE training.

Chapter 3 – Strategies and Main Activities

23. This chapter describes the main programmes and activities in governance and management that were undertaken to improve the effectiveness and efficiency of education service delivery. These are contained in the 2014 – 2016 MTSS documents.

Policy and strategy

Goal 1: Basic Education

Pre-primary education policy

24. One of the objectives of goal one of the MTSS is to;

    Provide free pre-primary education of good quality in public schools targeting increased intake by 5% (4,000 new intakes annually).

    With the Early Child care Development (ECD) National policy in place:

    i.   Caregivers and ECD managers are now acquainted with ECD National policy and IECD policy materials.
    ii.   More children now have access to ECD with the establishment of 49 Community Based Child care Centres (CBCCs) in hard-to-reach areas in the state.

Basic education policy

Provide Free and compulsory education of good quality in public primary schools.

25. The targets set to deliver this goal was:

    Provide 50% of pupils with adequate learning support and quality teaching.

    As an indicator of achievement of the set target, the following results were achieved:

    - The following IECD curriculum materials were procured and distributed to all ECD centres in the state
    – All 2400 copies of National policy on ECCDE in Nigeria, National Minimum Standard for ECCDE centres in Nigeria, National IECD Curriculum for 0-5 years, Nigerian National Manual for toy making and National ECCDE Caregivers' Manual

    - The following trainings were conducted for ECCDE teachers, desk officers and supervisors:
    - 200 caregivers and 69 ECCDE managers trained on improvisation
    - Trained 269 care givers and ECCDE managers on the UBEC ECDE training manual
    - All 23 ECCDE Desk officers and 46 supervisors were trained in clusters on the implementation of the National Minimum Standard of ECD. Trained 2,300 Primary school teachers on Strengthening of Mathematics and Science Education (SMASE cycle II)

    - Some of the teaching and learning materials distributed to schools include;
    - Distributed library resource materials to all LGEAs.
    - Distribution of 2400 sets of IECD curriculum materials to ECCDE centres.

26. Some activities were carried out to enhance relationship between SUBEB and other stakeholders which included:

    - 5 Officers attended annual National IECD consultative committee meeting

- Conducted the Annual State and LGEA Early Childhood consultative committee meetings
- Inter sectoral collaboration with line ministries for effective implementation of ECD programme in the State.
- Collaborated with the ECD Department of KSCoE Gidan Waya in the training of ECD Care-givers and Managers.
- Trained 1,046 Head Teachers, 23 SSSOs, 70 DSOs, 227 SSOs and 5,197 Class Teachers on literacy and numeracy, trained head teachers to improve their leadership and administrative skills and 6,563 teachers on leadership one and four.
- To ensure a child friendly environment for quality and inclusive learning activities that took place in 2014 included:
- 340 classes were renovated and 157 of classrooms constructed.

Efficiency in governance, planning and management for quality education provision (SBMC to connect the school, community and Government)

27. All the following activities proposed were carried out:-
- Mobilized and sensitized 10,000 participants (traditional leaders, NUT and SBMCS) to support the enrolment of children with special needs.
- Sensitization training for Nomadic Education coordinators on the importance of enrolment, retention and progression particularly girl-child education.
- Trained 120 SMOs on gender and child awareness, TOT I and II, monitoring and mentoring cycle 1-4 and step down to 9,200 SBMC members in 230 clusters across the state.
- Trained 5,750 SBMC members on their roles and responsibilities
- Out of school household survey report was presented to stakeholders as a source of valuable information on the number of out of school children in their vicinity as well as whether they are willing to attend school or not.
- The SCOIE quarterly meeting was conducted to enhance donor participation in Basic Education delivery.

Expand and improve educational opportunities for children with special needs

28. Conducted sensitization training for 1,500 Albino Children and their parents on the importance of protective clothing in 9 LGEAs.
- Trained 109 teachers on basic sign language.
- Procured and distributed 12 tri-cycles, 12 mobility canes and 12 hearing aids to the children with special needs.
- Trained 23 LGEA desk officers and an over view of inclusive education and practical braille.

Provide basic education to learners in qur'anic schools under the IQTE policy.

29. The following activities were carried out;
- Paid allowances to 35 proprietors (Alarammas) of pilot schools.
- Distributed 10,827 teaching and learning materials on four core subjects supplied by UBEC to the 5 new almajiri schools.
- Distributed support materials to 35 pilot Quranic schools by SUBEB
- Fed 186 pupils of Umar Musa Yar'adua Bilingual Almajiri Model Primary schools.
- 246 volunteer teachers were trained on child centred approach in 9 selected LGEAs

- Mobilized Alarammas and relevant stakeholders, screened and admitted 249 almajiris into boarding and day schools

S/N	SCHOOL	ENROLMENT
1	Hunkuyi Almajiri Boarding	83
2	Almajiri Boarding Primary School, Birnin Gwari	83
3	Almajiri Day Primary School, Jere	83
	TOTAL	249

Ensure effective communication and information dissemination of government activities to all school communities

30. In a bid to strengthen communication and knowledge management with stakeholders, activities carried out by Social Mobilisation Department included:
- Development and production of 7,000 copies of SUBEB newsletters
- Provided 24 servicom suggestion boxes for LGEA and SUBEB
- Developed and aired jingles on TV and Radio on the state benchmark on numeracy and literacy in Hausa and English.
- Conducted community theatre in three senatorial zones reaching 336 school communities on the importance of girl-child education in collaboration with ESSPIN
- Trained 30 LGEA SMD staff on communication and knowledge management concept.
- Conducted Almajiri Education (IQTE) TV/Radio discussion with Alarammas across the state and TV documentary on Almajiri education IQTE in cluster schools.

31. To enhance the capacity of SUBEB, LGEAs and Schools to mobilize resources for Basic education, the Social Mobilization Department;
- Trained 449 SSOs on the principles of Continuous School Improvement Programme (CSIMP) components
- LGEAs and SSOs were prepared and introduced to the activities of school improvement programme
- As a result of the SBMC resource mobilization, the following resources were mobilised from the following:

S/n	Donors	Amount (₦)
1.	Local Government Council	43,051,400
2.	Development Area	85,642,900
3.	SBMC	92,143,774
4.	Local Development Partners	20,382,705
5.	International Development Partners	224,183,825
6.	Corporate Organizations	99,605,400
7.	Individual/Philanthropist	82,298,360
	TOTAL	**647,308,364**

32. To Strengthen Human Resource systems for improved performance, the Human Resource Department of SUBEB
- Procured 3 computers and accessories to enhance administrative systems.

- Released 15,785 staff promotion notification for 2009, 2010 and 2011 in the state
- Conducted 2012 - 2014 promotion examination and interviews for 28,486 staff on grade level 07 – 16

33. Management carried out activities to build capacity for effective service delivery (training plans, capacity assessments) to ensure that goals were achieved and MTSS targets met. This activities included series of trainings for Staff of different MDA's and are listed below:
- Computer training for 18 SUBEB Staff on Micro soft office and application.
- Trained 23 Guidance and Counselling desk officers in the 23 LGEAs on effective counselling delivery in schools. There are 3,285 guidance counsellors in primary schools in the state.
- Inauguration of school based Guidance and Counselling committee.
- Trained 2,850 teachers were trained on general health talks for primary school teachers across the LGEAs.
- Trained desk officers in the 23 LGEAs on basic library skills i.e. collection, development, preservation of library materials and promotion of reading habits.

Ensure timely availability of complete and credible data for planning
- Activities carried out to achieve available and reliable data for planning and management was;
- 2014/2015 Annual School Census (ASC) conducted
- Generated LGEA score cards and school report cards.
- Activities carried out to strengthen budgeting processes.
- 2015 - 2017 Medium Term Sector Strategy (MTSS)
- Trained 14 officers and 46 officers (ESs, HOD PRSs) on work plans and MTSS template
- Trained 7 Desk officers of SUBEB on review of 2014 work plan..
- Activities were carried out to coordinate the Development of Education Planning achieved and targets met
- Presented SUBEB service charter and formal take off of servicom.
- Activities carried out on sporting and extra curricula activities includes;
- Participated in channels football competition and took 4th position
- Participated in the 54th Independent Anniversary Debate competition and took 2nd position
- Attended National sports festival and came 3rd position.

34. To strengthen monitoring and evaluation systems to ensure accountability, the following activities were carried out.
- Monitored 430 FTS teachers 2013/2014 batch in the state to assess classroom performance which has improved the attendance and performance of the teachers
- Conducted the monitoring of distribution and utilization of textbooks for JSS which were successfully distributed and textbooks were effectively utilized for teaching and learning purposes.
- Head teachers were trained on school leadership role to enhance supervisory roles.
- 60 ECCDE centres in the 23 LGEAs were monitored to ensure compliance with standards.
- Monitored the use of Basic Education instructional materials provided for primary and junior secondary schools for effective learning

Goal 2 - Post Basic Education:

Provide Quality Senior Secondary, Science, Technical and Vocational Education (STVE)

35. A key objective of the second goal of the MTSS is to expand and make secondary education more efficient and appropriate for higher education, employment needs and self-reliance irrespective of gender. Targets set for achieving this objective include;

Upgrade 57 Public Senior Secondary and Technical Schools to attain specified minimum quality standard.

The following activities were carried out.

- Rehabilitated 5 hostels, 10 classrooms, 3 laboratories, administrative block, 1 library and 1 borehole at SSS Birnin Gwari supported by CBN Intervention fund.
- Constructed a multi-purpose laboratory complex at SSS Ikara supported by Chevron Star Deep water limited
- Upgraded 6 trades supported by MTN-NYSDP project at GTC Malali

36. Activities carried out to improve Learning conditions in existing SS and STVE institutions include;

- Procured and supplied general Science equipment (Biology, Physics and Chemistry) to 15 secondary schools in the State.
- Procured and distributed Basic science equipment to 13 schools and Basic technology equipment to 3 schools
- Constructed 40 additional block of 3 classrooms
- 2 libraries were expanded
- 13 structures in various secondary schools were rehabilitated
- 24 junior secondary schools were upgraded to senior secondary schools
- 4200 student seat were supplied to 35 secondary schools
- Conducted Examination for:

    i. Junior School Certificate Examination (JSCE) - 80,207
    ii. Senior School II Qualifying Examination (SSIIQE) - 38,884
    iii. Junior Islamic School Certificate Examination (JISCE) - 4,300
    iii. Qualifying Islamic Examination (QIE) - 1,225

37. Sports activities were planned to improve the physical fitness of the students. This included the Etisalat under 15 schools competition, Basketball under 17 championship and Benue 2014 sport festival. Also Students participated in athletics, swimming and cricket competitions

38. Extra-curricular activities to promote Science and Technical Education in schools were carried out which included

- World Schools Debate in Thailand attended by students from three schools in Kaduna.
- Zonal, State and National Debate competition,
- Participated in NNPC quiz finals and lastly in the STSMB Mathematics and English competition

39. Activities carried out to improve the quality of teaching in SSTVE schools includes;

   - Trained 120 teachers on FLHE supported by Global fund, UNICEF and I CARE women and youth.
   - Conducted training and sensitization on Ebola preventive measures for 12,554 teachers.
   - Distributed 6,800 thermometers to 4,602 public primary and secondary schools and 1,200 thermometers to 1,200 private schools.
   - A total of 431 teaching staff and 20 non-teaching staff benefitted on the in-service training.
   - Conducted workshop on the use of teacher curriculum implementation diary for principals, management staff and teaching staff
   - Developed a harmonised scheme of work for STVE schools

40. Activities carried out for special education in secondary schools includes;

   - Conducted screening and placement of children with disabilities into KASSES and 4 other integrated secondary schools

Kaduna State Teachers Service Board

   - Processed and approved the promotion of 2,808 teachers in the State Post Primary Schools out of 2,884 that sat for the exams. This will take effect from 01/01/2015.
   - Conducted an induction course for 1,743 teachers recruited in 2013.
   - Developed a format to track the performance of secondary school teachers.
   - Approved the conversion of 400 teachers to various cadres.
   - Confirmed the appointment of 510 teachers.

Goal 3: Higher Education Policy

Improve quality, affordable and efficient higher education that will be sustainable to individual and global development.

41. Target set to achieve this goal includes*: 20% graduates of higher institutions possess life skills towards self-reliance.*

   - Provisions were made for the recruitment of additional lecturers in Higher Institutions.
     - College of Education, Gidan Waya recruited 193 additional staff.
     - Kaduna State University recruited 60 additional academic and 103 non-academic staff for both senior and junior cadre. A total of 25 senior staff were promoted.
     - Nuhu Bammalli Polytechnic Zaria recruited 205 additional lecturers.
   - Activities were carried out to ensure that Academic performance of the three Higher institutions
     - 57 staff of Kaduna State University were sponsored for Masters and PhD in various fields locally and internationally.
     - 100 academic and non-academic staff were sponsored for international and local conferences to improve performance at Kaduna State University.
     - 24 staff of the College of Education were sponsored for Masters and PhD programmes Nigeria and overseas

42. Activities carried out to improve infrastructure and facilities for accreditation in the three higher institutions. This included rehabilitation, construction and expansions of buildings. The breakdown from the different schools are listed below;

Kaduna State University
- Expanded the Central Library, Constructed 3 blocks of Student Hostels, 6 Lecture halls, 100 and 500 sitting Lecture theatres, Science Laboratory Complex and a Multi-purpose Technology laboratory
- Rehabilitated various Lecture halls, Students hostels, Offices and Laboratory at the College of Basic Studies
- Procured equipment for various faculties, departments, laboratories and libraries.

<u>College of Education</u>
- Constructed Micro teaching laboratory, College Main library, one Language laboratory, Renovated Administrative block, Installation of Geography garden equipment
- Provision of instructional materials, furniture and equipment - 60 office chairs, 28 cushion chairs, 20 filing cabinets, 27 office tables, 23 split unit air conditioners, 25 desktop computers and purchased 6 vehicles

Kaduna State Scholarship Board Paid 26,035 students' scholarship out of an estimated target of 31,565.

Kaduna State Library Board carried out the following activities:

- Sensitization programme to promote reading culture in schools
- Renovation of leakages in Kafanchan and Zaria library branches

Goal 4: Adult and Mass Literacy

Expand access and provide functional adult literacy and continuing education programmes for youths and adults.

43. The Agency had a total enrolment of 14,455 and 7,236 learners were certified in 2014

- Conducted advocacy sensitization and refresher course on Basic, Post Literacy, Quranic, Girl-Child and Functional Literacy programmes.
- Recruited 483 part-time facilitators
- Procured and distributed instructional materials for 23 LGEA centres - 17 packets of 2D and 2B exercise books, 2,700 copies each of primers (koyon lissafi and koyon karatu), and 48 cartons of chalk with pencils, cleaners and sharpeners.
- Procured instructional materials - 6 Basic Science, 12 Civic education text books and registers for continuing education.
- Conducted publicity on Evening Classes programmes.

Goal 5: Policy, Planning and Resource Management

Departments and Units of the MoE and its parastatals meet 80% facilities and office equipment requirement

44. Activities that were carried out in the year 2014 was the renovation of four offices, Departments and Units of the Ministry of Education. CTV cameras were also installed and ipads purchased for key officers.

All Private Schools in the State registered and regulated

45. The Private School board were able to register and regulate Private schools in the State. At the end of the year, 371 Private schools were approved as NECO and WAEC examination centres, a total of 107 Private Schools were monitored during the WAEC/NECO examination with the view to minimize examination malpractice. 41 Private Schools applied for registration, 52 Private schools were granted approval and 532 clusters of Private schools were monitored to ensure standard.

Goal 6: Quality Assurance and Monitoring

Quality Assurances Services and M & E Systems established and sustained

- As part of their duties the board monitored the sector performance against set target by carrying out the following activities:
- The training of the officers of the M & E Unit. As part of its functions, the unit carried out quarterly monitoring and developed the Annual Education report for the Education MDA's. The officers of the department therefore benefited from trainings on the Quarterly monitoring template and the AESPR. This improved the capacity of 46 M&E LGEAs desk officers and 23 Education Secretaries on quarterly monitoring template and 7 M&E officers trained on AESPR. The unit also conducted 2014 -2016 MTSS preparation, costing and validation work shop for SUBEB and LGEAs staff.
- The MDA was able to print 500 copies of 2013 Annual Education Sector Performance Report and distributed them to Stakeholders.

Another target is to inspect and Report on 700 schools using the new Quality Assurance Approach

46. To improve the quality of Education in the State the bureau evaluated 387 Public and Private Schools, trained 481 LGEA Evaluators and 270 Principals (Batch 2) of public secondary schools on School Self Evaluation using the new instrument using the new Quality Assurance approach.

- Full general inspection of forty four (44) Students Exchange Programme (SEP) schools of the Nineteen (19) Northern states was conducted by 22 monitoring inspectors.
- Produced information, education and communication materials to help communicate the new quality assurance Board.
- Granted WAEC/NECO recognition evaluation for thirty two (32) schools in the State seeking examination centres.
- Conducted end of term monitoring in 405 primary schools
- Conducted QA Evaluation of 10 primary and 2 junior secondary schools in collaboration with UBEC

Ensure timely availability of complete and accurate data for evidence - based policy making.

47. To achieve these objectives, planned activities for 2014 were carried out;

- Procured 11 computers for EMIS unit.
- LGEA database installed in 4 pilot LGEA for onward population.

Chapter 4 – Outputs (Achievements)

48. This section highlights the short-term results of the budgetary allocations to the sector (as highlighted in Chapter 2), and as well as processes and activities (as detailed in Chapter 3) to link the budget with results. This chapter analyses the quantum of performance of MDAs in the education sector against set targets.

Goal 1: Basic Education

Pre-primary education policy

49. One of the objectives of goal one of the MTSS is to;

Provide free pre-primary education of good quality in public schools targeting increased intake by 5% (4,000 new intakes annually).
The provision of additional infrastructure, play facility, sanitation and training of staff led to an increase of 8.4% in the ECCDE intake rate.

Basic education policy

50. The renovation and construction of additional classrooms have decongested existing classrooms which has reduced the average pupil classroom ratio to 54:1. Insufficient seating remains a problem. Although toilets were constructed demands were not met. The average pupil toilet ratio has improved to 298:1 from 319:1 in 2013. From the SMO report on 2014, a total of 30,622 children registered in public primary schools as a result of SBMC community sensitization of which 9,182 returned to school and 21,440 were newly enrolled.

Goal 2 - Post Basic Education

Provide Quality Senior Secondary, Science, Technical and Vocational Education (STVE)
Targets set for achieving this objective include;

51. *Upgrade 57 Public Senior Secondary and Technical Schools to attain specified minimum quality standard.*

- Only 32 secondary schools were upgraded and granted WAEC/NECO recognition.
- 24 junior secondary schools were upgraded to senior secondary schools
- 6 trades were upgraded in science and technical colleges.
-

52. Results of external examinations in public schools in the state

A total of 25,653 students sat for WAEC out of which 3,156 students passed with five credits and above including English and mathematics

A total of 32,081 students sat for NECO out of which 4,487 passed with five credits and above including English and mathematics

Below is the trend analysis of Public Schools Performance in External examination, 2012 – 2014

Chart 4.1: Performance of Candidates in External Examinations
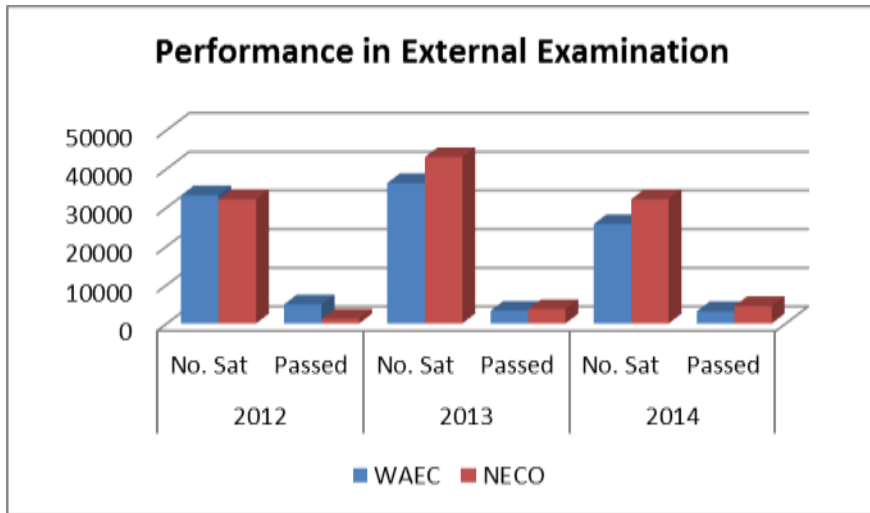
Performance in External Examination

Goal 3: Higher Education Policy

Improve quality, affordable and efficient higher education that will be sustainable to individual and global development.

53. Target set to achieve this goal is *to increase the carrying capacities of higher institutions by 10%*

- Target not achieved as a result of delay in release of funds for the completion of construction, rehabilitation and provision of facilities in Kaduna State Higher institutions.
- The summary of enrolment in Kaduna State Higher Institutions (KASU. NBPZ and CoE Gidan Waya) is shown in the chart below.

Chart 4.2: Enrolment in Kaduna State Higher institutions

Summary of Enrolment in Kaduna State Higher Institutions
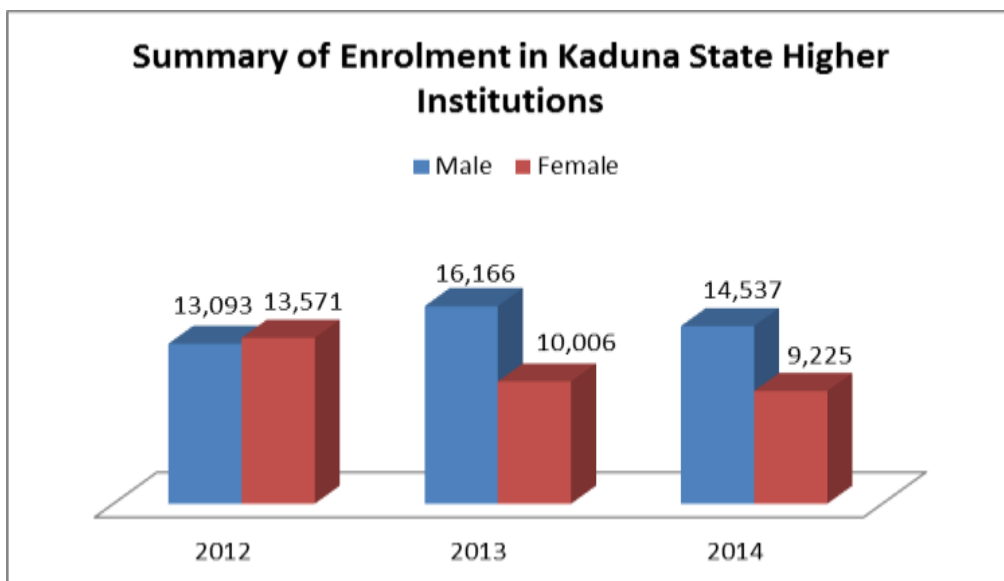
Another target is *to award 31,565 State scholarships to deserving students in tertiary institutions*

- Target not met due to lack of funds. A total of 26,035 students were paid scholarship in 2014.

Goal 4: Adult and Mass Literacy

Expand access and provide functional adult literacy and continuing education programmes for youths and adults.

54. Target set to achieve this goal is *to improve literacy rate from 62.5% to 64.5%.*

- Another target is *to increase the number of continuing education learners by 5% for males and by 10% for females*

The number of continuing learners decreased by 9% but the number of female learners increased by 10.9%. The target for female learners in continuing education has been achieved.

Goal 5: Policy, Planning and Resource Management

- 1,150 public primary schools have functional SBMCs with their SDPs in 2014 bringing the total to 1,795 and were able to mobilise N92, 143,774 which was utilised for the construction of 13 new classrooms and renovation of 83 classrooms.
- A three-year MTSS and annual implementation work plans has consistently been developed and implemented.
- Service charter and servicom was presented and took off in SUBEB.

Register and regulate all private schools in the state

- In 2014, 41 private schools were newly registered to operate as learning centres making a total of 1,011 registered private schools out of 1,683 private schools in the state.

Goal 6: Quality Assurance, Monitoring and Evaluation and EMIS

55. The State has ensured credible and availability of data for planning by consistently conducting the Annual School Census and capacity of staff built on the use of data for educational management.

- Monitored budget implementation through the use of Quarterly Monitoring Reports (QMR)
- As a result of the conduct of quality assurance evaluation/training for schools and evaluators,
- - Learners are involved in decision making process as it relates to them and make inputs in school development planning processes.
- - Principals of schools evaluated are better informed on the processes of school self-evaluation

Chapter 5 – Outcomes (Medium-term Results)

Emerging Trends in Enrolment

Early childhood care and education

56. During the school year 2014/2015:

There were 172,943 (88,526 boys and 84,417 girls) pupils in *public* pre-primary schools, an increase of 8.4% when compared to 159,536 **(**84,248 boys and 75,288 girls) enrolment in 2013/2014.

Enrolment in Private Pre-Primary Schools

57. In 2014, 70,478 children (35,862 boys and 34,616 girls) enrolled in kindergarten and nursery classes attached to private schools, a decrease of 22.9% over 91,444 children (46,771 boys and 44,673 girls) 2012.

58. It is important to note that private schools account for 28.95% of the total pre-primary enrolment in 2014.

Chart 5.1: Enrolment in Private Pre-Primary Schools by Gender and LGA, 2014
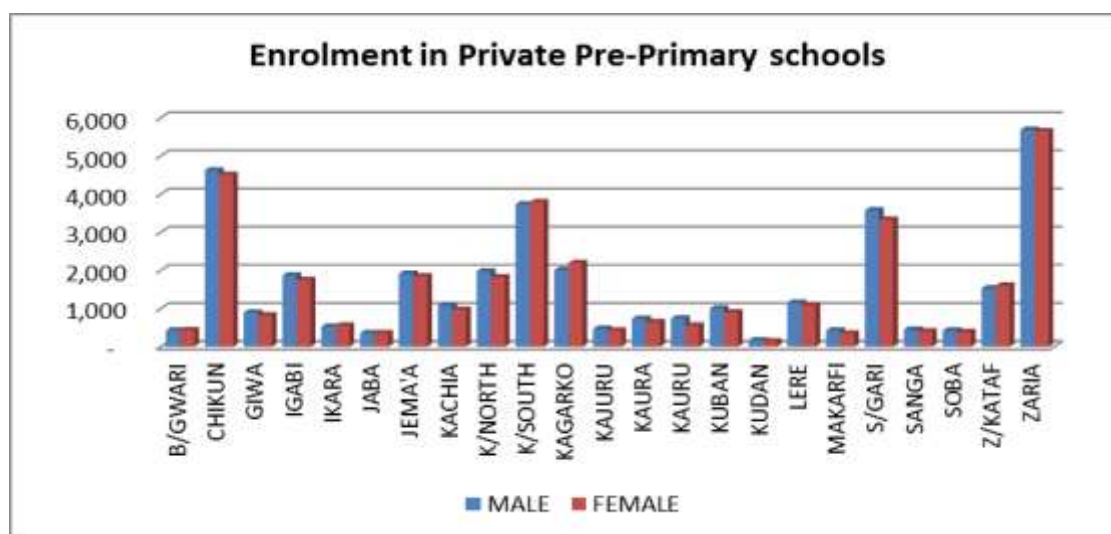
Source: 2014/2015 ASC Report

Chart 5.2: Enrolment trend in Private Pre-Primary Schools, 2012 - 2014
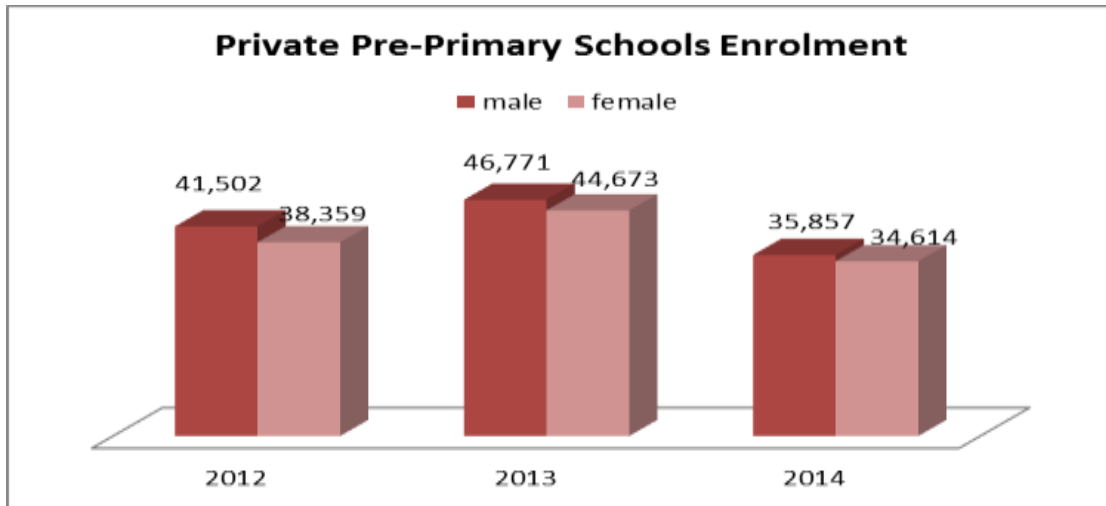
Source: 2012/2013, 2013/2014 and 2014/2015 ASC Reports

a. Primary education

59. In 2014, 1,180,985 pupils (631,775 boys and 549,210 girls) enrolled in public primary schools compared to 1,153,460 (620,305 boys and 533,155 girls) enrolled in 2013 which represents an increase of 2.38%. Primary schools enrolment of girls in 2014/2015 is 46.5%.

Chart 5.3a: Enrolment in Public Primary Schools by Gender and LGA, 2014

Source: 2014/2015 ASC Reports

Chart 5.3b: Enrolment trend in Public Primary Schools, 2012 - 2014
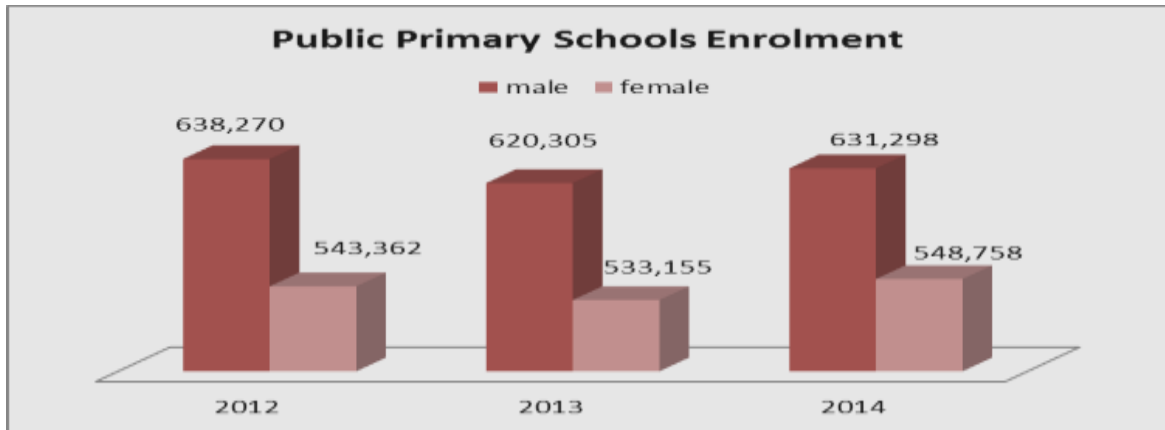
Source: 2012/2013, 2013/2014 and 2014/2015 ASC Reports

Enrolment *in Private Primary Schools*

60. The private primary schools have an enrolment of 129,199 pupils (65,970 boys and 63,229 girls), this represents a decrease of 21.4% from 164,348 pupils (84,287 boys and 80,061 girls) in 2013. In the same vein, the private sector accounts for 9.87% of the total enrolment in 2014 primary education.

Chart 5.4a: Enrolment in Private Primary Schools by Gender and LGA, 2014
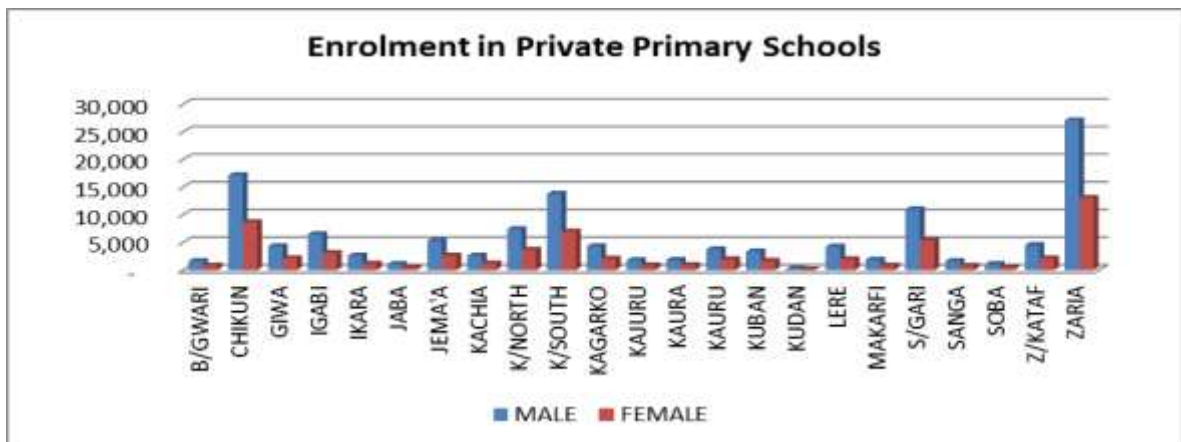
Source: 2014/2015 ASC Report

Chart 5.4b: Enrolment trend in Private Primary Schools, 2012 - 2014
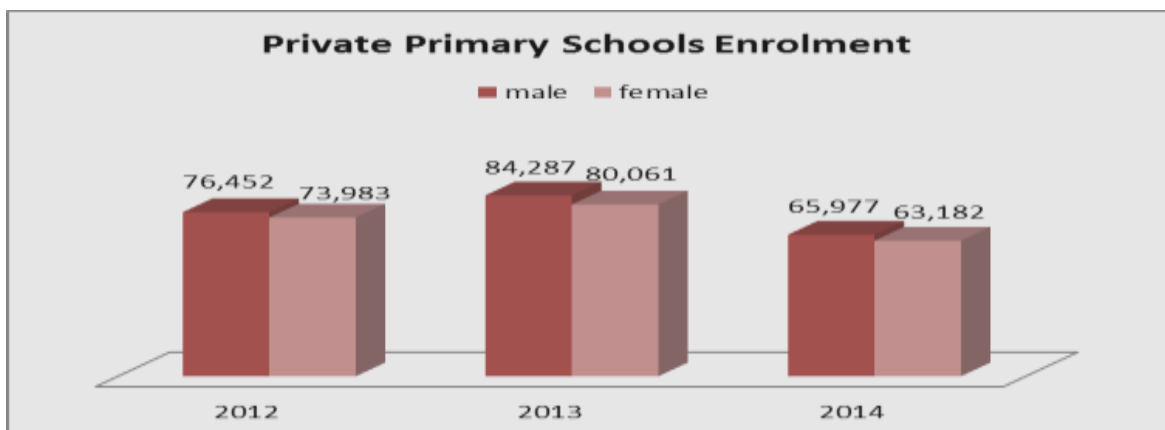
Source: 2012/2013, 2013/2014 and 2014/2015 ASC Reports

Junior secondary education

61. Enrolment in junior secondary school was 147,015 students (80,798 boys and 66,217 girls) in 2014/2015 school year, which was a decrease of 7.1% from 2013 enrolment of 158,274 (90,495 boys and 72,093 girls). 45% of total junior secondary schools enrolments in 2014 are girls.

Chart 5.5a: Enrolment in Public Junior Secondary Schools by Gender and LGEA, 2014
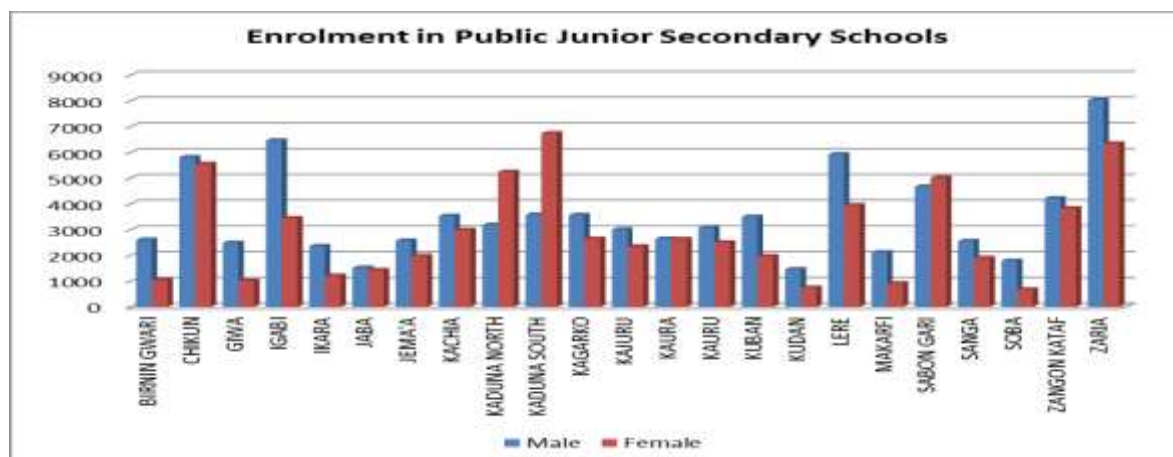
Source: 2014/2015 ASC Report

Chart 5.5b: Enrolment trend in Public Junior Secondary Schools, 2012 - 2014
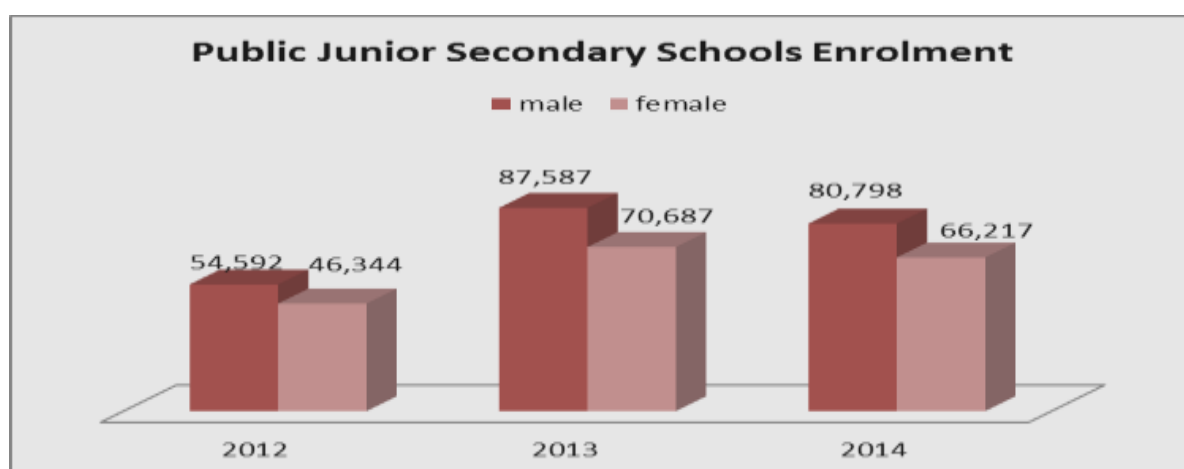
Source: 2012/2013, 2013/2014 and 2014/2015 ASC Reports

43,487 students *(*21871 boys and 21616 girls) enrolled in *private* junior secondary, which represents a significant decrease of 16.3% from a tota*l enrol*ment of 51,942 (26,155 boys and 25,787 girls) in 2013. The private *sec*tor accounts for 22.9% of the total enrolment in junior secondary schools.

Chart 5.6a: Enrolment in Private Junior Secondary Schools by Gender and LGEA, 2014
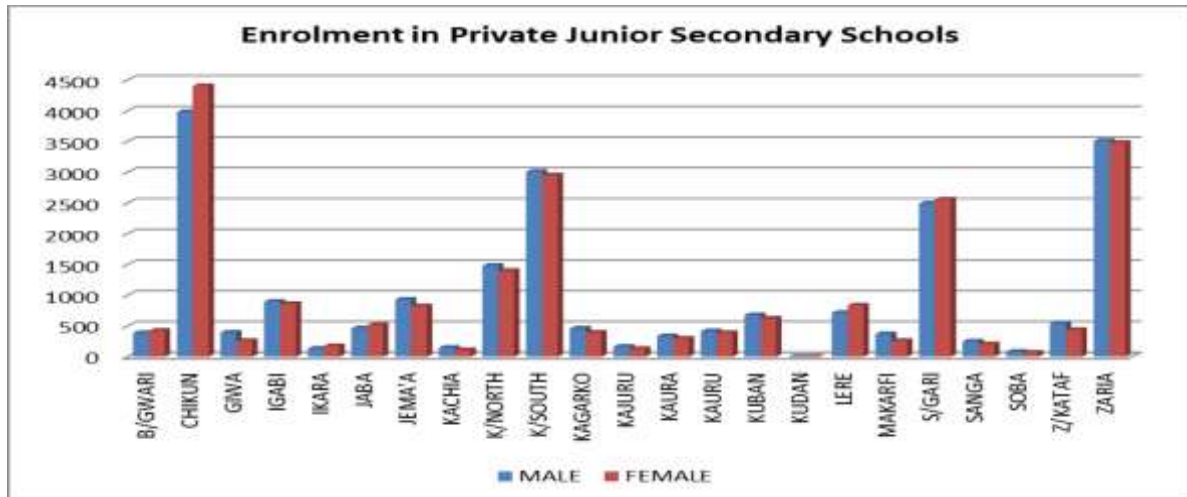
Source: 2014/2015 ASC Report

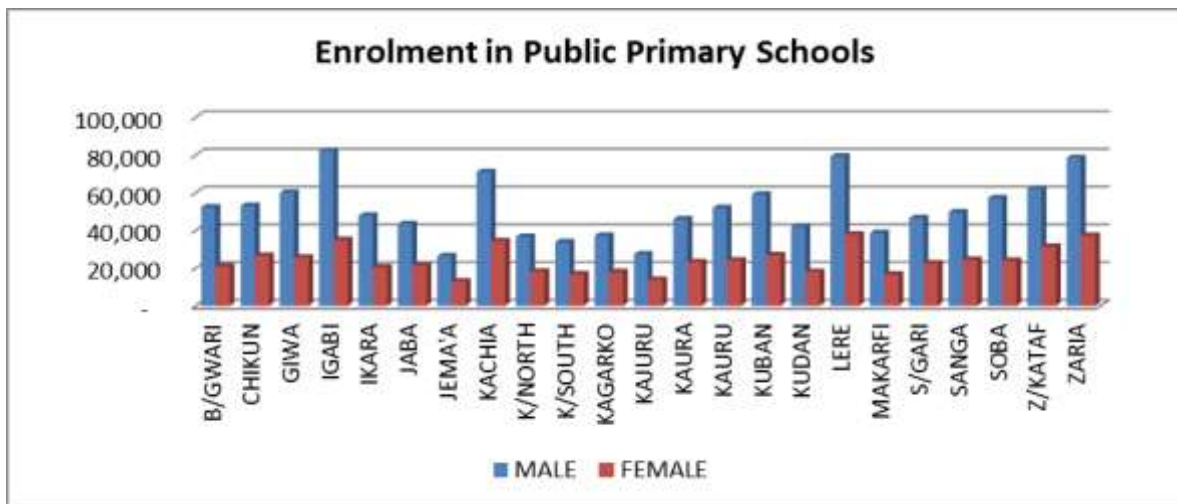**Chart 5.6b: Enrolment trend in Private Junior Secondary Schools, 2012 - 2014**
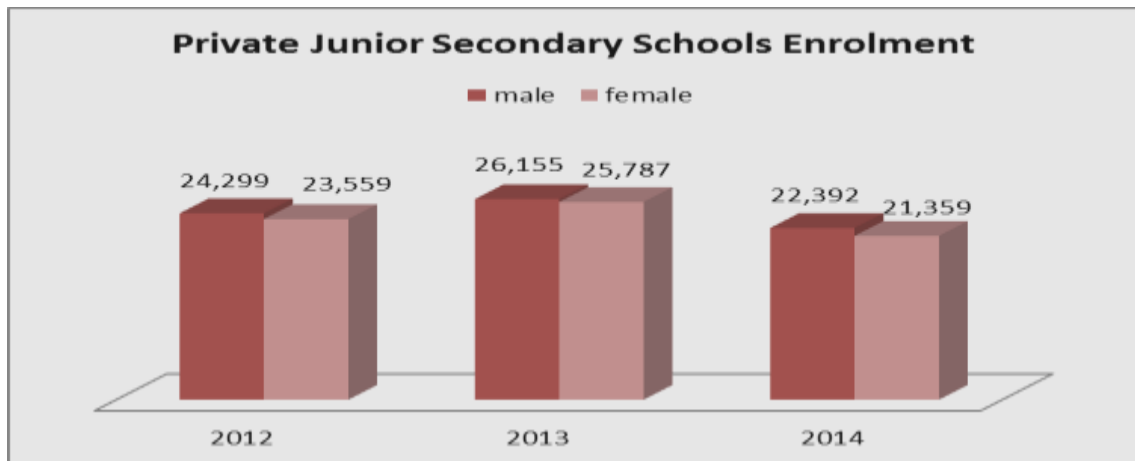
Source: 2012/2013, 2013/2014 and 2014/2015 ASC Reports

Senior secondary education

62. 34. 99,183 students (55,368 boys and 43,815 girls) enrolled in *public* senior secondary schools during t*h*e 2014/2015 school year which represents 9.3% decrease over 109,385 students (63,172 boys and 46,213 girls) in 2013. 44% of the total enrolments in public senior secondary schools in 2014 are girls.

Chart 5.7a: Enrolment in Public Senior Secondary Schools by Gender and LGEA, 2014
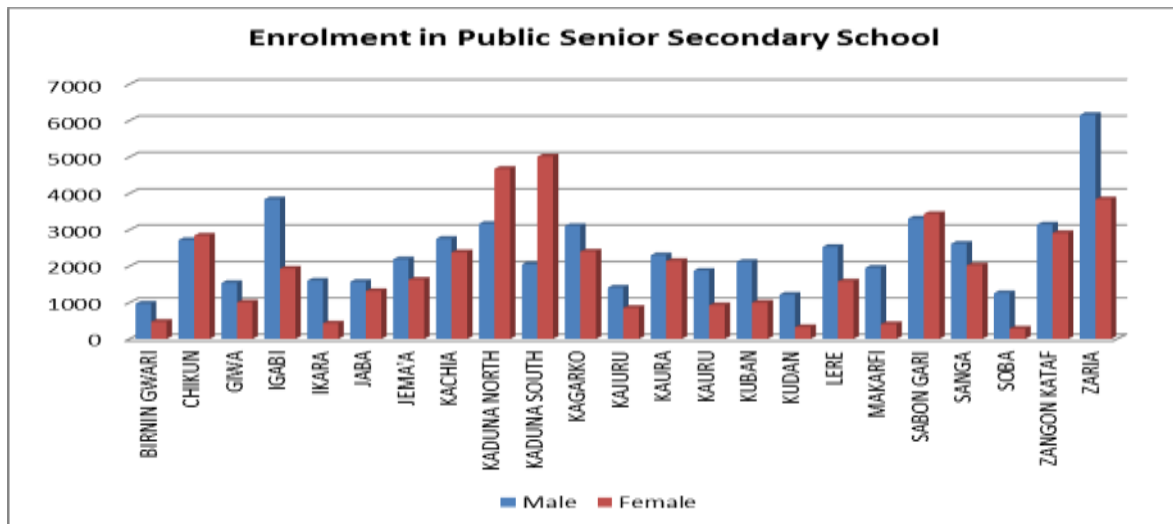
Source: 2013/2014 ASC Report

Chart 5.7b: Enrolment in Public Senior Secondary Schools, 2012 - 2014
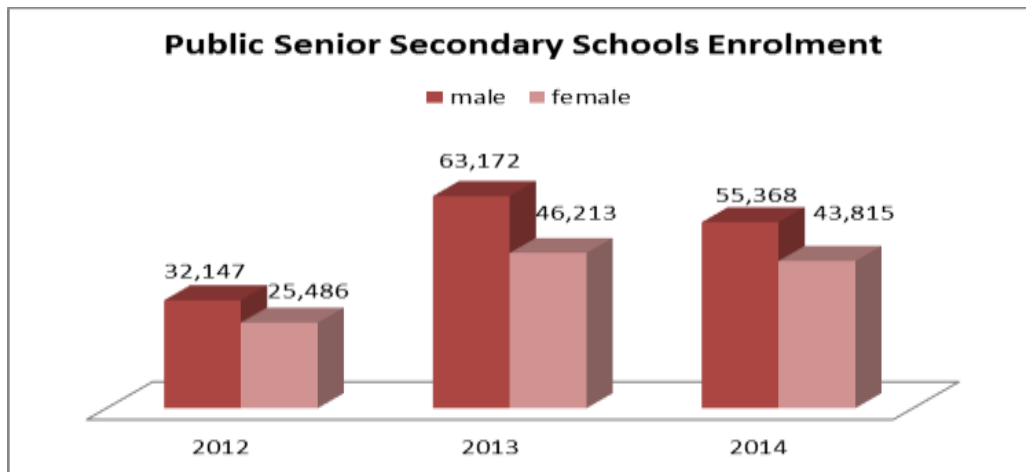
Source: 2012/2013, 2013/2014 and 2014/2015 ASC Reports

33,476 students (16,504 boys and 16,972 girls) enrolled in *private* senior secondary schools. This represents a significant decrease of 18.5% students over to a total enrolment of 41,088 students in 2013, the private sector accounts for 25% of the total enrolment in senior secondary education.

Chart 5.8a: Enrolment in *Private* Senior Secondary Schools by Gender and LGEA, 2014
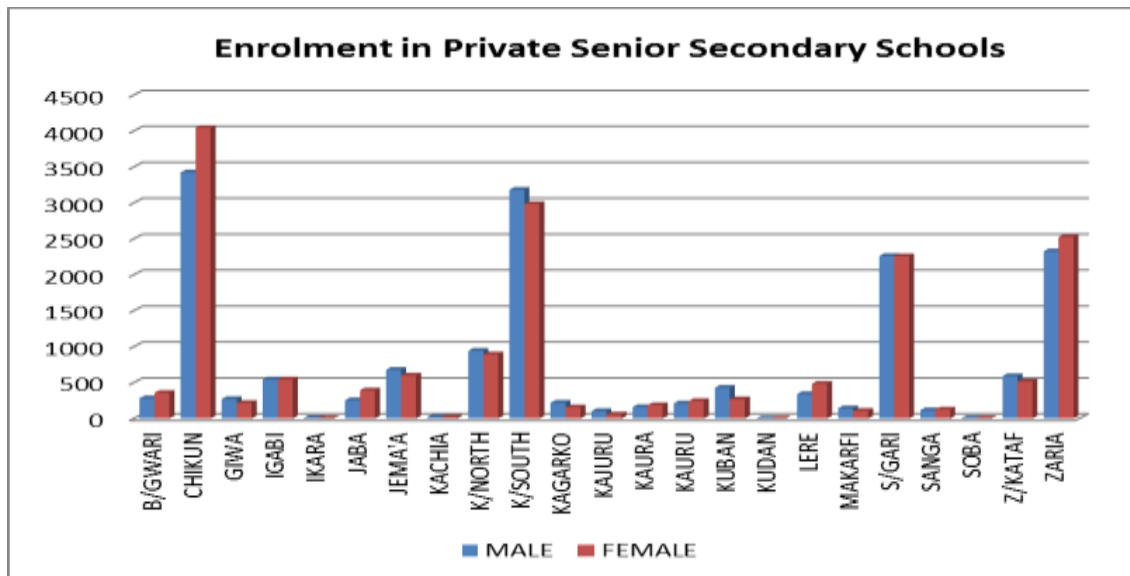
Source: 2014/2015 ASC Reports

Chart 5.8b: Enrolment trend in *Private* Senior Secondary Schools, 2012 - 2014
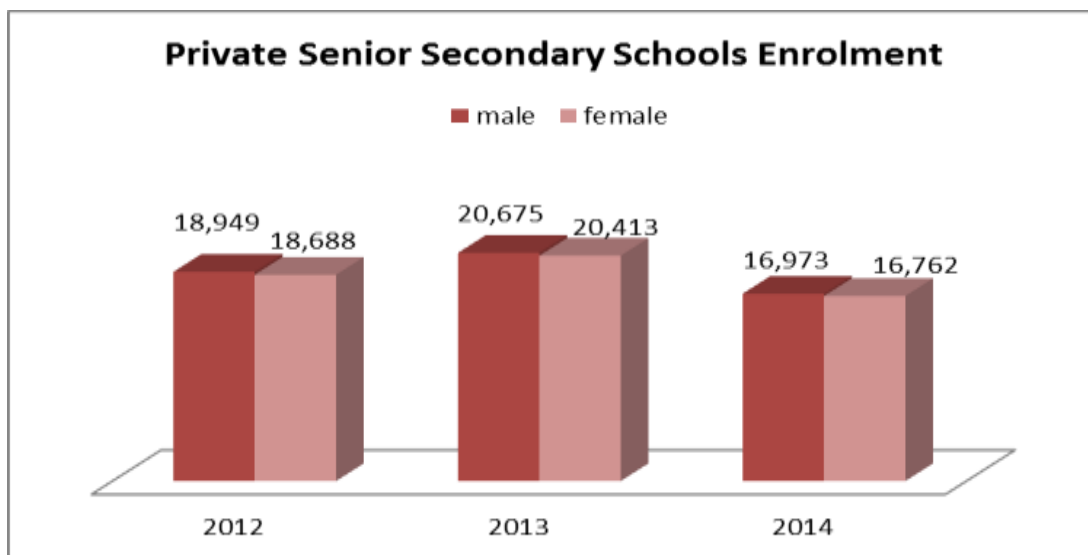
Source: 2012/2013, 2013/2014 and 2014/2015 ASC Reports

Science, Technical and Vocational Schools

63. Total of 6,071 students (3,854 boys and 2,217 girls) enrolled in *public* science and technical schools in 2014.

Non-formal Education

64. 14,446 learners were enrolled for non - formal education in 2014. This was an increase of 21% from the enrolment of 11,396 learners in 2013.

Chart 5.9a: Non-formal enrolment, 2014

Enrolment in Adult Literacy

■ Male   ■ Female

	Basic Literacy	Functional Literacy	Quranic	Girl-child	Post Literacy	Continuing Education
Male	3,549	0	379	0	191	168
Female	8,327	530	186	551	382	183
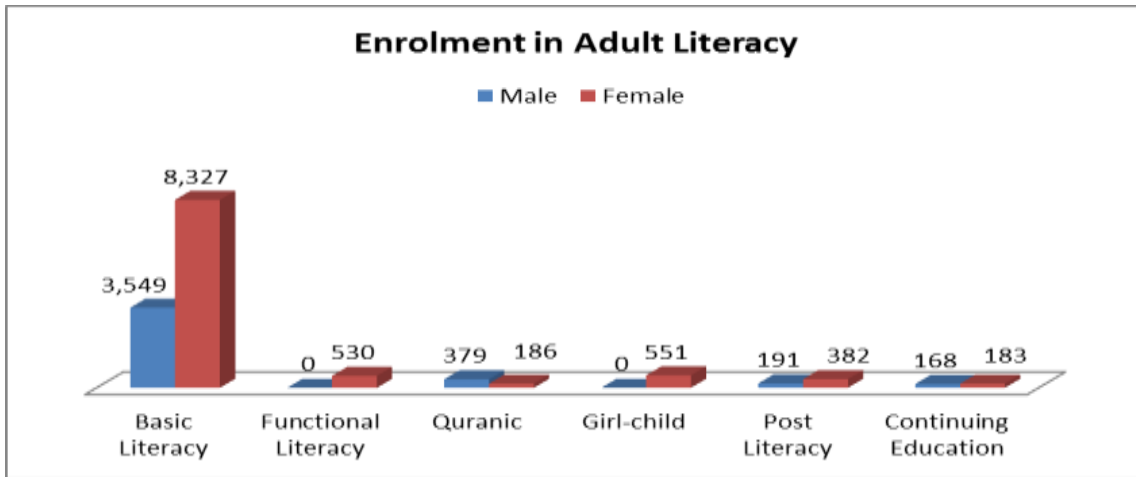
Source: Agency for Mass Literacy

Chart 5.9b: Certified Learners in Non-formal Education, 2014

Number of Certified Learners

■ Male   ■ Female

	Basic Literacy	Post Literacy	Quranic	Girl-child	Functional Literacy
Male	2,347	160	221	0	0
Female	3,425	321	92	342	328
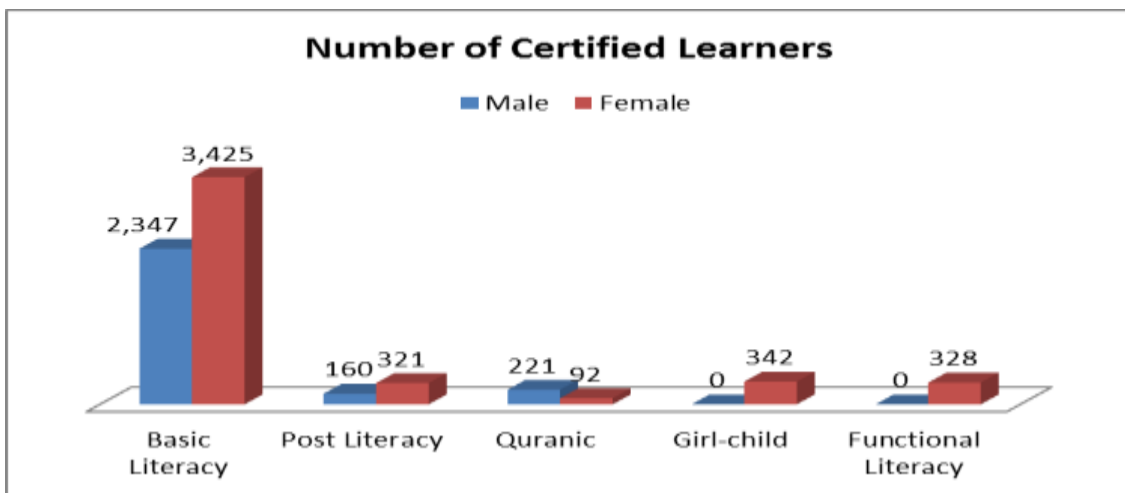
Source: Agency for Mass Literacy

Chart 5.9c: Non-formal Education trend, 2013 - 2014

■ Enrolment   ■ Certified learners   ■ Instructors

(Categories: 2013 — Male, Female; 2014 — Male, Female)
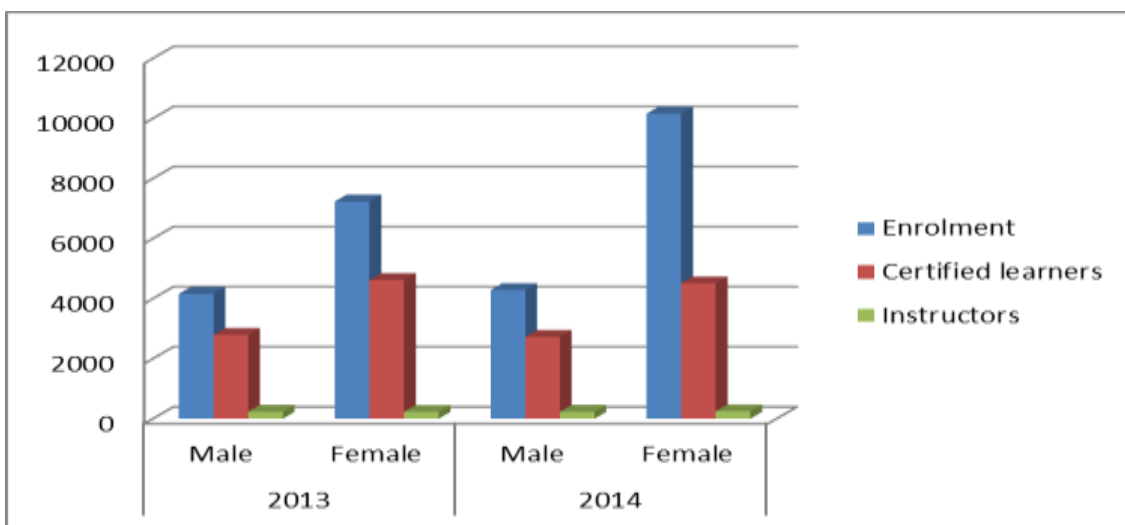
Source: Agency for Mass Literacy

Post-Secondary Schools

65. A total of 23,762 students (13,478 males and 8,761 females) are enrolled in Kaduna State higher institutions in 2014. This represents a decrease of 9% students from a total enrolment of 2, 672 students in 2013.

Chart 5.10a: New Intake and Graduates in Higher Institutions, 2014
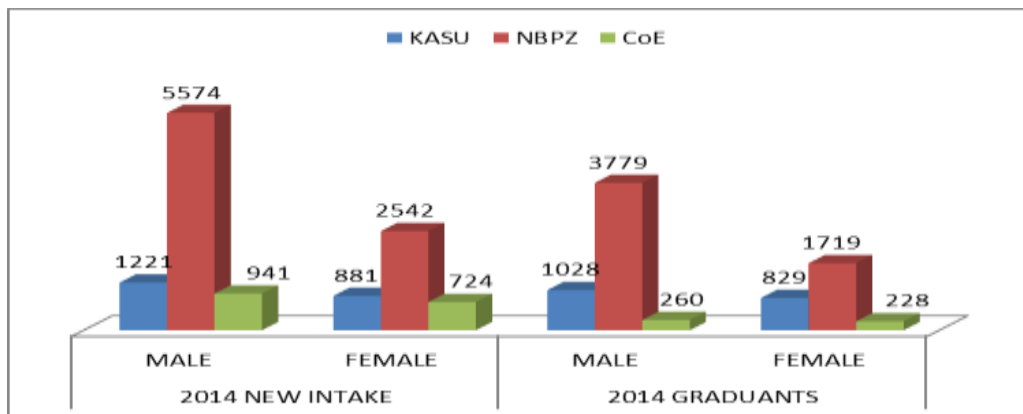
Source: KASU, NBPZ and CoE Gidan Waya

Chart 5.10b: Lecturers in Higher Institutions, 2014
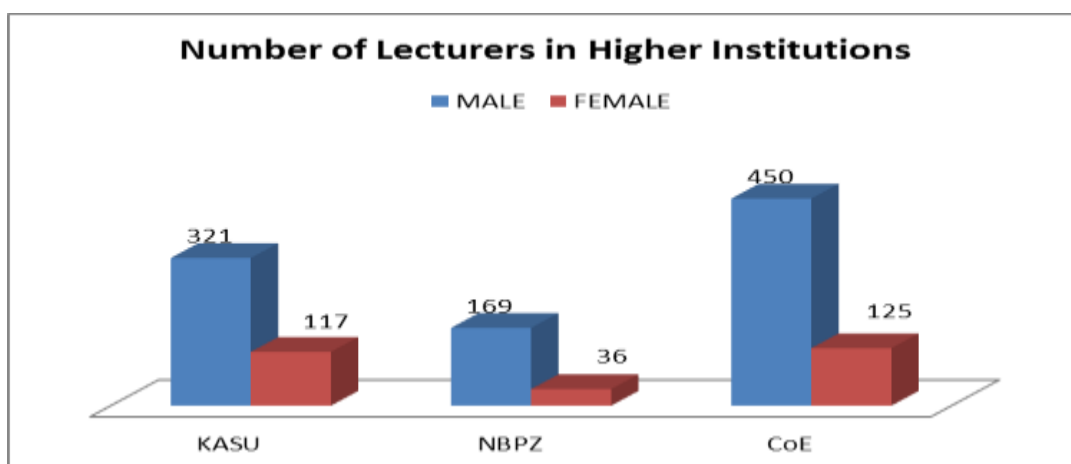
Source: KASU, NBPZ and CoE Gidan Waya

Table 5.1: Gross and Net enrolment rate in Kaduna State, 2012-2014 (%)

LEVEL	Gross enrolment 2012			Gross enrolment 2013			Gross enrolment 2014		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	90.48	84.50	87.49	98	85	91	110	97	104
JSS	45	38	41.5	34	28	31	39	34	36
SSS	35	28	31.5	29	20	24	30	25	28

LEVEL	Net enrolment 2012			Net enrolment 2013			Net enrolment 2014		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	100	87	94	86	75	81	97	86	92
JSS	32	26	29	24	19	22	28	24	26
SSS	24	19	22	18	14	16	21	18	20

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

Access and equity

66. **Intake rate:** The gross intake rate,   (the total number of new entrants into first grade of primary education, regardless of age, as a percentage of the population of the official primary school-entrance age i.e. 6 years) is 93.3% compared to 97% in 2013. This shows a decrease of 3.7% intake rate.

67. **Gender parity:** The 2014 gender parity index slightly increased to 0.87 from 0.86 in 2013 at the primary level. Increased to 0.82 from 0.81 in 2013 at the junior secondary level. Whereas the gender parity index at the senior secondary level in 2014 improved to 0.79 from 0.73 in 2013.

In primary education, the gender parity index is below 0.9 in 10 out of 23 LGAs as it was in 2013. In junior secondary education, the gender parity index is below 0.9 in 16 LGAs compared to 17 LGAs in 2013.

Table 5.2: Gender parity index at Public Schools, 2012 - 2014

Level	Primary			JSS			SS		
Year	2012	2013	2014	2012	2013	2014	2012	2013	2014
Average	0.9	0.86	0.87	0.8	0.81	0.82	0.7	0.73	0.79

Source: 2012/13, 2013/2014 & 2014/2015 ASC Reports

Children with special needs

68. 3,345 children at the pre-primary and primary level, 516 children at the junior secondary level and 402 children at senior secondary schools have at least one form of disability.

Chart 5.11a: Enrolment of Special needs children in public schools, 2014.
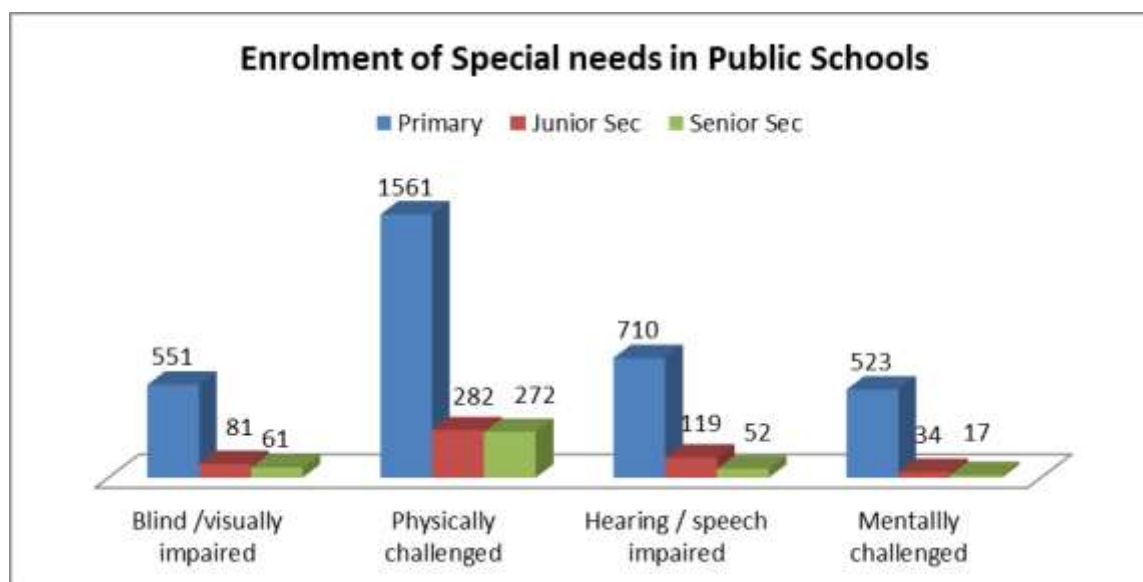
Source: 2014/2015 ASC Reports

Notes* Totals may include same student more than once if student has multiple disabilities
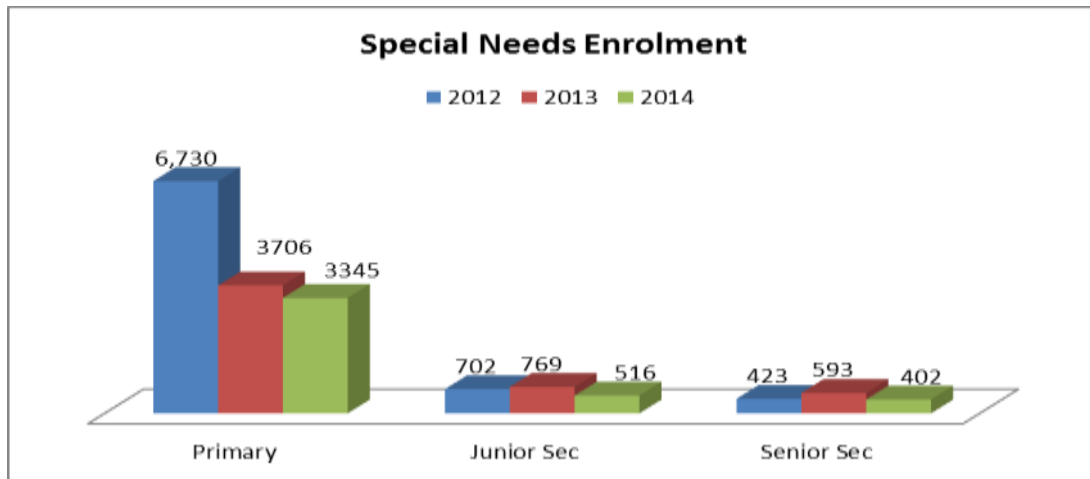
Internal efficiency

69. **The survival rate** refers to the percentage of a cohort enrolled in primary 1 in a given school year expected to reach the completion year. (Class 6 for primary education), which is 62.90% to primary 6 but only 18.20% to JSS3.

70. **The transition rate** refers to the number of pupils admitted to JSS1 in 2014/15 expressed as a percentage of the number of pupils enrolled in the PRY 6 in 2013/14 excluding the JSS1 repeaters, which is 34%. The transition rate for girls is the same as that of boys. In junior secondary, the transition rate is 60% and transition for girls is 4% higher than that of boys.

71. The average **repetition rates** decreased from 2.6% in 2013/2014 to 1.58% in 2014/15 at the primary level (falling progressively from 2.3% at PRY 1 to 0.8% at PRY 6) and dropped slightly to 1.6% at the junior secondary level from 1.7% in 2013/2014. Repetition rate for JS 1 dropped from 2.4% in 2013/14 to 2.1% at junior secondary level and also increased from 1.6% to 4.5% at senior secondary level.

Pupil-Classroom Ratio

72. The average pupil-classroom ratio was 70:1 in 2012, improved to 54:1 in 2013 and declined to 67:1 in 2014 in public pre-primary and primary schools. The average pupil-classroom ratio in 2012 was 53:1 in junior secondary schools and 44:1 in 2013 and improved to 41:1 in 2014. It was 48:1 in senior secondary schools in 2012, improved to 37:1 in 2013 and further improved to 32:1 in 2014.

Chart 5.12a: Pupil Classroom Ratio in Public Schools, 2012 - 2014
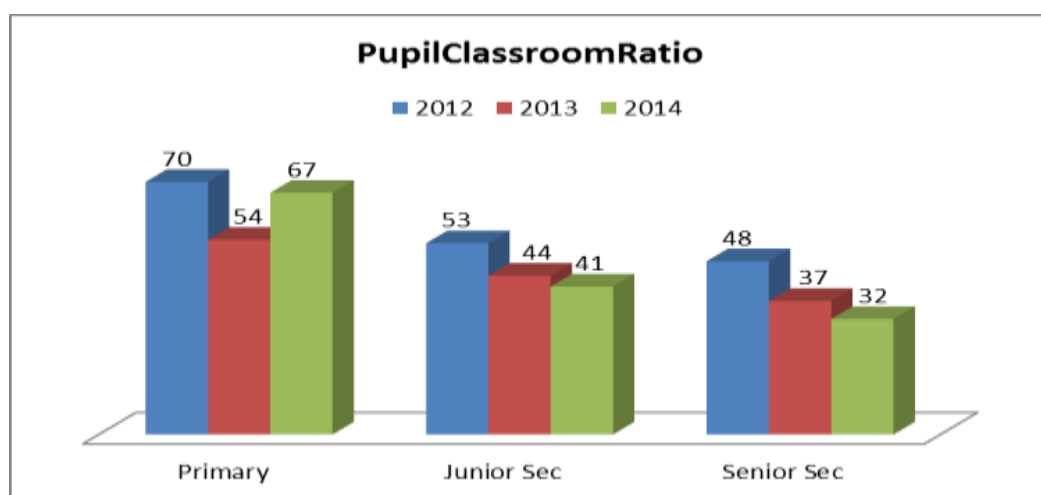
Source: 2012/2013, 2013/2014 & 2014/2015 ASC Reports

Chart 5.12b: Classroom Condition in Public Schools, 2014
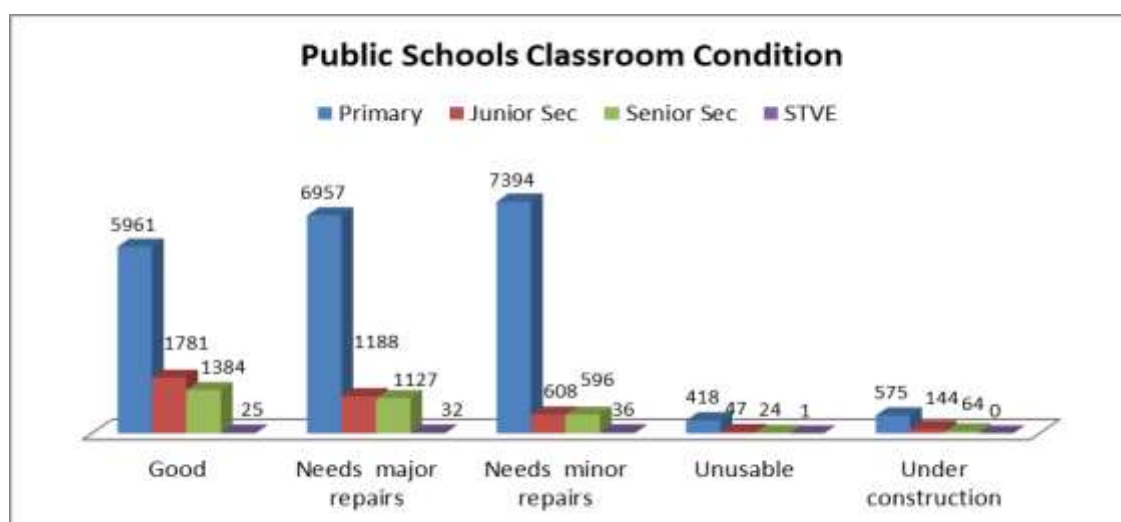
Source: 2014/2015 ASC Report

Water and sanitation

73. Primary schools with source of potable water decreased to 30% compared to 31% in 2013. The lowest percentage is found in Kagarko LGEA with 14%. The highest percentage is found in Kaduna North LGEA with 86%. The percentages in junior secondary schools improved to 83% from 80% in 2012 and 2011. About 87% of senior secondary schools have source of potable water. An increase of 1% over 2012.

Table 5.3: Summary of main source of Safe water in Public Schools, 2014

S/N	Source	Primary	Junior Secondary	Senior Secondary
1	Piped water	43	19	23
2	Bore Hole	790	205	157
3	Well	345	107	88
4	Other Source	102	11	1
5	No Source	2,946	69	40

Source: 2014/2015 ASC Reports

74. The average pupil-toilet ratio improved to 298:1 from 319:1 in 2013 in primary schools (Kaduna North has the lowest toilet-pupil ratio of 137:1, while Lere has the highest toilet-pupil ratio of 385:1), 82:1 in junior secondary schools, 58:1 in senior secondary school.

Chart 5.13: Pupils per functional toilets in Public schools, 2012 - 2014
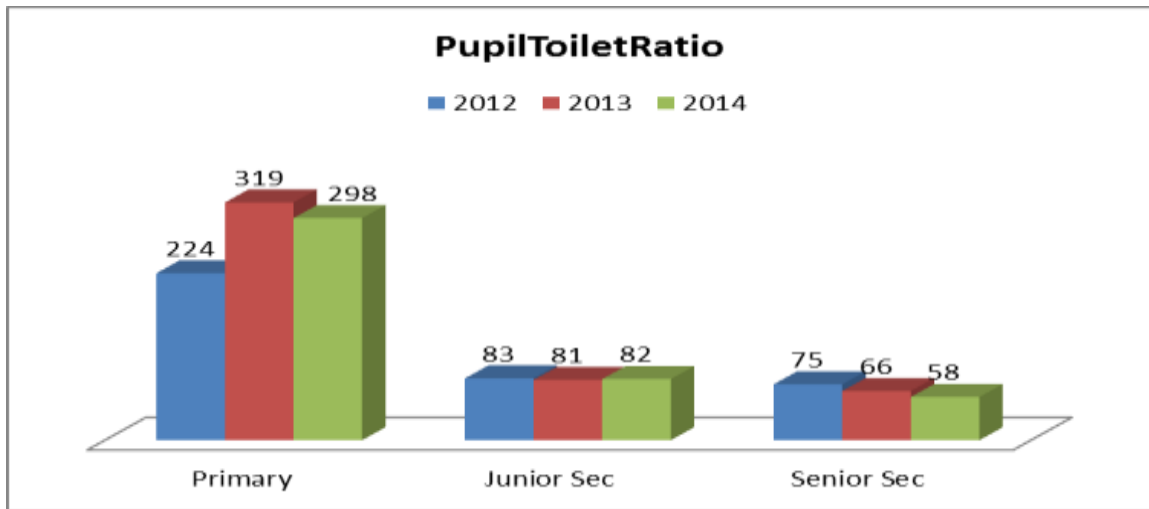
Source: 2012/2013, 2013/2014 & 2014/2015 ASC Reports

Teachers

75. The average pupil-teacher ratio declined from 32:1 in 2013/2014 to 36:1 in 2014/2015 in primary schools; remained 28:1 in junior secondary schools. Also, the pupil-teacher ratio increased from 25:1 in 2013/2014 to 19:1 in 2014/2015 in senior secondary schools. Similarly, the average pupil-qualified teacher ratio in primary schools declined slightly from 51:1 in 2013 to 52:1 in 2014. There was an improvement from 32:1 to 30:1 in junior secondary schools and 31:1 to 21:1 in senior secondary schools.

Chart 5.14: Average Pupil-Teacher Ratio in Public schools, 2012 - 2014
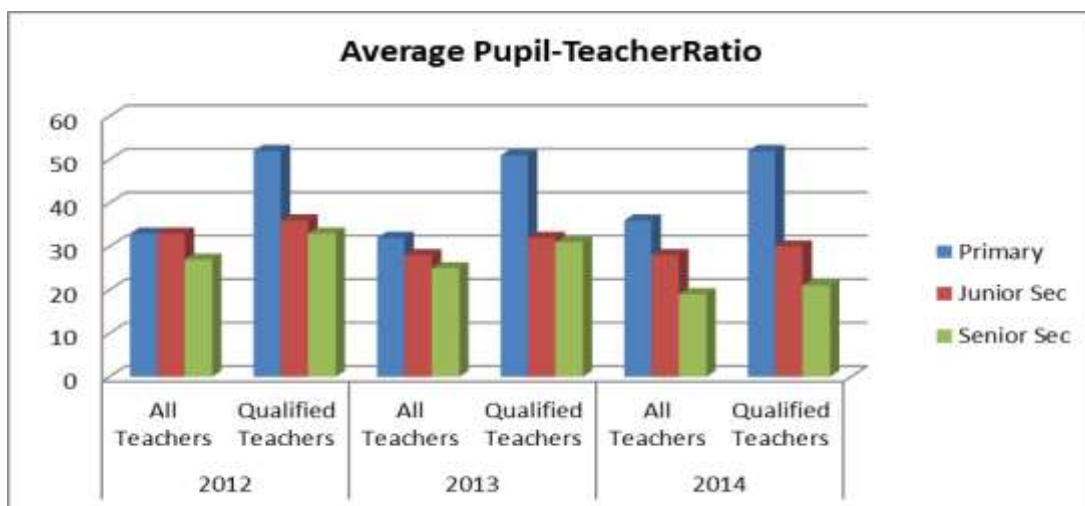
Source: 2012/2013, 2013/2014 & 2014/2015 ASC Reports

76. The total number of teachers in public primary schools in 2014 is 33,458 (528 pre-primary teachers and 32,930 primary teachers) a decrease from 36,669 in 2013. On the whole, 69% of primary school teachers have at least NCE as minimum teaching qualifications whereas 31% have

33

no teaching qualifications at all in 2014. The total number of teachers in secondary was 5,213 in 2012 and increased sharply to 9,908 in 2013 and is 9,947 (Science and Technical school teachers inclusive) in 2014.

Learning Outcomes

Narrative summary of QA report

77. The Quality Assurance Board planned and co-ordinated the evaluation of three hundred and eighty seven (387) schools in the state. A total of one hundred and two (102) public secondary schools, forty-five (45) private secondary schools, sixty-seven (67) private pre-primary and primary schools and one hundred and seventy three (173) public pre-primary and primary schools were evaluated in 2014. At the end of each evaluation visit, a verbal feedback is given to the school and the community.

78. Challenges observed include:

    a. Non-existence of extra curricula activities like Quiz, debates and clubs in some schools has under developed the intellectual and physical skills of the learners.

    b. Achievement and standards in the 4 core subjects (i.e. Maths, English, Science and Social Studies) developing pupils personal skills through creative arts and crafts, pupils' participation in the classroom activities, curriculum utilization, leadership and management need further improvement.

    c. Most schools require fences to protect them from insecurity, vandalization and disruption of lesson by youths who use the school playground for football.

    d. Non stepping down of training to non-beneficiary teachers in schools

Chapter 6 – Impact, Implications and Recommendations

Challenges of Education Development

- Although significant improvements have been made in education delivery in recent times, the Sector need to address the following issues listed below to attain EFA, MDGs and its development objectives. Expanding access in terms of equitable coverage across the LGAs of the state school enrolment, retention and completion rates.

- Gross Enrolment Ratios have improved substantially in all levels of education. Community mobilization for school child enrolment should continue in communities by the social mobilization department of SUBEB to address this trend.

- Achieving gender parity in education - bridging the gap between boys and girls in school enrolment, retention and completion;

- There are enormous rural – urban disparities in female and male Gross Enrolment Ratios (GER) in virtually all LGEAs. Sanga for example, has primary school GER of 141% and yet have 34% of classrooms in need of major repairs, 68% with insufficient seating, schools where 63% of classes are held outside, 96% without a health facility and 66% with no source of drinking water compared with only 57% in urban LGEAs such as Kaduna South with 22% of classrooms in need of major repairs, 66% with insufficient seating, schools where 0% of classes are held outside, 3% without health facilities and 33% with no source of drinking water. The appropriate use of ISDs is expected to address this problem.

- Improving school environments and conditions for effective teaching and learning:

- Failure to provide adequate physical facilities, like toilets and running water, do not aid sanitary conditions. The LGEA with the highest Pupil Toilet Ratio of 835:1 is Lere in primary schools. 70% of public primary schools have no source of safe water at all. Even when toilets have been built, they are often poorly serviced and maintained; particularly as majority of the schools have no source of water. It is strongly recommended that a deliberate attempt be made to improve the provision of water and sanitation in public schools.

- Improving teacher quality and performance: Strategies that have yielded higher results and need to be sustained include:

- The School - Based Management Committee policy should be sustained. This intervention has not only provided Kaduna with an improved teaching workforce, but also with an improved school based governance, management and support network.

- Teacher Development

- There should be an increase in state counterpart fund for teacher development. This will ensure additional teachers are trained to meet the current demand of quality for effective teaching and learning.

- Inspection Process Reform/Quality Assurance should be sustained because it has ended the era of ''School inspection '' marked by uncoordinated school visits inconsistent data and reports; "policing mentality" to find fault and criticize has had a negative effect on the quality of education delivered in schools.

- The child centred approach to learning has had impact. Repetition rate is now at 1.6% in primary, 1.7% in junior secondary and 2.5% in senior secondary schools.

- Low learning achievement is evident at primary and SSS level where there is poor performance in SSCE results, particularly in science and technical subjects as indicated in the quality assurance report. In 2014, only 12.3% and 14.0% of candidates who sat for   WAEC and NECO SSCE examinations respectively achieved the minimum success level of five credits including English and Mathematics. This represents a slight increase of 4.13% from 2013. The government's incentive of paying SSCE fees for state indigenes has not addressed the fundamental problems.
- There is need for retraining of teachers and provision of materials/equipment and facilities.
- Limited resources - This incapacitate government from meeting the ever increasing educational needs of the populace.
- Shortage of teachers in both the required quantity and quality, especially at basic education level. This particularly affects the Sciences, Technical subjects and English Language.
- There is substantial infrastructural deficit. There are also problems with sanitation and water supplies. The high and increasing population of primary and Junior Secondary school age children who are out of school create enormous pressures and constraints in expanding equitable access to Basic Education. Equally worrying, there are very large enrolment disparities between rural and urban areas of the state.
- Expanding and strengthening community and private sector participation in education;
- Improving quality assurance and ensuring compliance to set standards in education provision for quality learning outcomes.
- Addressing the Almajiri syndrome and its social vices.
- Policy environment, characterized by weak policy development process, the existence of conflicting policies, frequent policy changes, ineffectual policies and poor policy implementation;
- Weak governance framework resulting in duplication of roles and responsibilities, lack of coordination and synergies in the sector;
- Poor planning and management which prevents the optimal use of available resources to improve service delivery;
- Ineffective monitoring and evaluation to ensure accountability and responsiveness for improved sector performance; and
- Inadequate transparency and accountability mechanisms to minimize leakages in funding flow and optimize funds utilization.

Potential and Opportunities

79. Despite this array of constraints to the development of the sector, there are numerous opportunities for meeting the challenges.
- There is political commitment of Government to provide quality education;
- Government dedication to implementation of reform recommendations
- Integration of Islamiyya schools into the formal educational system will improve access to education as well as enhance community participation.
- Development of key policy documents to guide specific interventions
- Reforms bordering on the office of the Education Secretary
- Teacher deployment

Recommendations

Basic Education

- Direct UBEC training funds to teacher development, using the existing structures of SSIT, DEOs and DESs for the training.
- Target the infrastructure interventions (classrooms, water and sanitation) to the LGAs with the highest need, using the Integrated Schools Development (ISD) approach
- Consider the 2,430 non-functional SBMCs for capacity building towards reviving their functionality for sustainable community participation in basic education delivery.
- Use the results of the TDNA, MLA, HTs and Out of school surveys to develop high target plans for effective reforms.
- Monitor the results from the implementation of teacher professional development programmes and use the lessons to improve teacher training.
- Target and expand almajiri education in 9 LGAs
- Provision of teaching and learning materials in IQTE schools

Senior Secondary, Technical and Vocational Education

- Upgrade SSTVE schools to meet minimum standards.
- Re-training of teachers
- Provision of adequate infrastructure
- Recruitment of Science and English teachers

Higher Education

- Consider the targeted use of scholarships to increase access to tertiary education.
- Expand carrying capacities to enhance enrolment of students.
- Sponsor research fellows in different educational fields

Adult and Non-formal Education

- Improve the monitoring of the effectiveness of continuing education programmes.

Policy, Planning and Resource Management

- Accelerate the provision of direct funding to schools through capitation grants or other mechanisms that empower the school based management committees to execute their SDPs.
- MTSS to inform sector budget
- DWPs to form basis for release of funds in all education MDAs.
- Address the inequity in the distribution of teachers by school.

Quality Assurance, Monitoring and Evaluation

- Ensure that the activities of the different agencies are fully coordinated and complementary to each other.
- Schools services to implement QAE reports/recommendations
- The SBMC and PTA should be involved in the development of SDP as stated in the QA report.

- Capacity building for M & E desk officers in all the MDAs and EMIS staff.
- Ensure that the M & E Units in the PRS Department of SMoE and SUBEB produce this report every year.
- Performance indicators are key components of the indication and monitoring process. Appropriate data collected will guide the planning, management and the implementation process and also aid in subsequent decision making processes as it affects the sector plan.
- The following needs will be addressed by the performance monitoring system.
  i. The need to pay attention to the main issues affecting education, develop the ability to forecast future likely problems and putting appropriate machinery in place towards solving them.
  ii. The need to inform managers and necessary stakeholders of the key issues and challenges related to the education sector so that they would have a better understanding of the situation on ground and be in a position to make decisions.
  iii. The need to provide regular feedback of gains made, problems encountered, opportunities strengths and weaknesses within the sector, therefore getting stakeholders interested in proffering ways of solving the problems and seizing the opportunities. This is expected to encourage participatory approach in educational development in the state.
  iv. The need to provide opportunity for both private sector and external partnership in education.

Annex 1 – ESP and MTSS monitoring indicators

This annex presents the ESP and MTSS indicators.

Comparative table of education indicators for each EPSSim scenario

Indicator value for year 2011/2012 for each scenario

Table A1.1 - Access and Equity & Efficiency Indicators

	BASELINE			
ACCESS AND EQUITY	**2011**	**2014**	**2015**	**2016**
	2012	**2015**	**2016**	**2017**
Literacy rates (16 +)	67%	68%	70%	70%
Male	78%	80%	81%	81%
Female	55%	56%	57%	58%
Gender parity index	0.71	0.70	0.70	0.71
Gross Enrolment Ratio (GER)				
Pre-primary	14%	67%	70%	74%
Male	59%	71%	74%	78%
Female	53%	63%	66%	69%
Gender parity index	0.90	0.89	0.89	0.89
Share of private education	38%	36%	35%	35%
Primary	83%	95%	96%	98%
Male	99%	99%	100%	102%
Female	87%	91%	93%	95%
Gender parity index	0.88	0.93	0.93	0.93
Share of Private Education	12%	12%	13%	13%
Junior Secondary	40%	41%	45%	48%
Male	43%	46%	49%	51%
Female	36%	37%	41%	45%
Gender parity index	0.84	0.81	0.84	0.88
Share of private education	21%	21%	21%	21%
Senior Secondary	35%	29%	28%	30%
Male	45%	36%	36%	37%
Female	26%	23%	22%	23%
Gender parity index	0.58	0.62	0.61	0.62
Share of private education	22%	23%	23%	23%
Higher Education	4%	4%	5%	6%
Male	3%	5%	5%	6%
Female	3%	4%	4%	5%
Gender parity index	0.84	0.82	0.82	0.82
EFFICIENCY INDICATORS	**2011**	**2014**	**2015**	**2016**
	2012	**2015**	**2016**	**2017**
Primary				
Survival rate M	33.3%	45.0%	49.6%	54.6%
Survival rate F	34.4%	45.9%	50.4%	55.1%
Wastage rate M	122.3%	80.1%	68.6%	58.2%

Wastage rate F		132.3%	86.0%	73.7%	62.6%
Coefficient of efficiency M		45.0%	55.5%	59.3%	63.2%
Coefficient of efficiency F		43.1%	53.8%	57.6%	61.5%
Pre-primary	Public	256.8	209.7	194.1	178.4
	Private	151.9	112.1	98.8	85.5
Primary	Public	28.7	31.7	32.8	33.9
	Private	35,379.0	3,510.4	1,625.2	752.4
Junior	Public	46.0	41.0	39.4	37.9
Secondary	Private	59.6	44.3	40.1	36.3
Senior	Public	43.3	38.8	37.5	36.2
Secondary	Private	63.3	49.5	45.6	42.1
Pupil/classroom ratios					
	Public	212.9	228.8	227.5	222.9
Pre-primary	Private	222.9	157.9	137.3	117.2
Primary	Public	118.0	105.6	101.8	98.1
	Private	19.4	19.6	19.9	20.2
Junior	Public	84.1	71.3	67.5	63.8
Secondary	Private	98.1	68.5	60.7	53.8
Senior	Public	92.3	70.8	65.0	59.7
Secondary	Private	88.9	68.6	62.9	57.6

Table A1.2 - Resource Utilisation

	BASELINE			
BUDGET AND EXPENDITURE (N.00)	**2011**	**2014**	**2015**	**2016**
	2012	**2015**	**2016**	**2017**
Pre-primary education (public)	786,455	1,214,088	1,405,508	1,631,973
Recurrent costs	786,455	1,214,088	1,405,508	1,631,973
Construction & other investments	0	0	0	0
Unit cost	3	4	4	4
Salaries as % of recurrent total	62%	67%	68%	70%
Recurrent as % of total	100%	100%	100%	100%
Primary education (public)	21,794,310	26,947,905	27,553,708	28,326,494
Recurrent costs	20,267,425	24,162,321	24,667,120	25,202,362
Construction & other investments	1,526,885	2,785,584	2,886,588	3,124,133
Unit cost	20	23	22	22
Salaries as % of recurrent total	90%	77%	77%	76%
Recurrent as % of total	93%	90%	90%	89%
Junior Secondary (public)	6,499,381	6,961,018	7,925,406	9,012,100
Recurrent costs	5,085,157	5,120,692	5,801,439	6,541,600
Construction & other investments	1,414,224	1,840,326	2,123,967	2,470,500
Unit cost	37	35	36	37
Salaries as % of recurrent total	73%	82%	82%	82%
Recurrent as % of total	78%	74%	73%	73%
Senior Secondary (public)	4,196,163	4,247,507	4,791,065	5,730,260
Recurrent costs	3,960,036	3,596,009	3,678,362	4,029,339
Constructions & other investments	236,127	651,497	1,112,703	1,700,921

	BASELINE			
Unit cost	31	35	39	44
Salaries as % of recurrent total	65%	75%	75%	76%
Recurrent as % of total	94%	85%	77%	70%
Higher Education (public)	9,267,026	11,079,729	11,874,962	12,856,120
Recurrent costs	8,721,539	9,886,714	10,452,261	11,131,711
Constructions & other investments	545,487	1,193,015	1,422,700	1,724,409
Unit cost	625	524	488	452
Salaries as % of recurrent total	19%	18%	18%	18%
Recurrent as % of total	94%	89%	88%	87%
Literacy programmes	94,511	157,759	163,662	188,479
Recurrent costs	94,511	157,759	163,662	188,479
Construction & other investments	0	0	0	0
Unit cost	9	7	7	7
Teacher salaries as % of recurrent total	61%	64%	65%	60%
Recurrent as % of total	100%	100%	100%	100%
Total costs	46,660,459	54,699,162	57,993,827	62,289,215
Recurrent costs	42,314,198	47,439,145	49,533,307	52,211,027
Capital costs	4,346,262	7,260,018	8,460,520	10,078,187
Percentage distribution of cost estimates for education by level				
Early childhood care	0.0%	0.0%	0.0%	0.0%
Pre-primary education	1.7%	2.2%	2.4%	2.6%
Primary education (public)	46.7%	49.3%	47.5%	45.5%
Nomadic education	1.3%	0.6%	0.6%	0.5%
Junior Secondary education (public)	13.9%	12.7%	13.7%	14.5%
Senior Secondary education (public)	9.0%	7.8%	8.3%	9.2%
Science, technical & commercial Educ.	1.6%	1.4%	1.5%	1.7%
Higher education (public)	19.9%	20.3%	20.5%	20.6%
Mass Literacy	0.2%	0.3%	0.3%	0.3%
Other non formal programmes	0.0%	0.0%	0.0%	0.0%
Continuing education	0.0%	0.0%	0.0%	0.0%
Cross-cutting expenditures	5.7%	5.4%	5.3%	5.1%
Total	100.0%	100.0%	100.0%	100.0%

Table A1.3: MTSS Indicators

Goal	Objectives	Targets	KPI	Data Source	Time Line
Goal 1: Basic Education Free and compulsory quality basic education provided to all children and young person's irrespective of gender, faith, social background and special needs	1. Provide free pre-primary education of good quality in public schools.	Intake into public pre-primary schools Increased by 5%. (4,000 new intakes)	% increase in pre-Primary school Enrolment Rate	Annual School Census	Annually
		Reduce Pupil Classroom Ratio to 30:1	% decrease in PCR	ASC	Annually
		Reduce Pupil-toilet Ratio to 40:1	% decrease in PToiletR	ASC	Annually
		Provide 50% of Pre Primary schs with water	No. of Pre-Primary schools with portable water	ASC	Annually
		25% care-givers trained	No. of care givers trained	ASC	Annually
	2. Provide free and compulsory education of good quality in public Primary Schools	PE GPI increased to 0.9 from 0.85	% increase in GPI	ASC	Annually
		134 SSOs demonstrate ability to support Head teachers and teachers effectively	Numbers of SSOs trained to support Head Teachers and teachers	AESPR	Annually
		55 DSOs demonstrate ability to support Head Teachers and teachers effectively	Numbers of DSOs trained to support Head Teachers and teachers	AESPR	Annually
		4092 class teachers demonstrate ability to deliver competent lessons in literacy and numeracy	Number of class teachers trained in literacy and numeracy	AESPR	Annually
		Provide 50% of pupils with adequate learning support &quality teaching.	Pupil/Quality Teacher Ratio	ASC	Annually
		50% increase in learning achievements	% of pupils who score 50% & above in MLA test	MLA report	Annually
		Community & Private sector participation in education provision and quality improved by 30%	Number of functional SBMCs in primary schools	ASC	Annually
			Number of CSOs trained in supporting SBMCs	AESPR	Annually
		Decrease Pupil-Classroom Ratio to 35:1	% decrease in PCR in primary schools	ASC	Annually
		Decrease Pupil:Textbook ratio in core subjects to 1:1	PTextbookR in primary schools	ASC	Annually
		Decrease PToiletR to 40:1	PToiletR in PS	ASC	Annually
		Provide 50% of schools with portable water.	No. of Primary schools with portable water	ASC	Annually
		Decrease PTeacherR to 40:1	PTR in primary schools	ASC	Annually
		Decrease PFurnitureR to 1:1	PFR	ASC	Annually
	3. Provide free and compulsory education of good quality in Public Junior Secondary Schools.	Increase transition rate from PS to JS from 70% to 75%	%Increase in transition rate from PS to JS	ASC	Annually
		Decrease Pupil-Classroom Ratio to 50:1	% decrease in PCR in JSS	ASC	Annually
		Decrease Pupil:Textbook ratio in core subjects to 1:1	PTextbookR in JSS	ASC	Annually
		Decrease Pupil:Toilet Ratio to 40:1	PToiletR in JSS	ASC	Annually
		Provide 50% of schools with portable water.	Number of JS schools with portable water	ASC	Annually
		Decrease PTeacherR to 1:40	PTR in JSS	ASC	Annually
		Decrease pupil-furniture ratio to 1:1	PFR	ASC	Annually
	4. Expand and improve educational opportunities for children with special needs	Maintain PTR at 1:40	Pupil Teacher Ratio	ASC	Annually
		Decrease Pupil-Classroom Ratio to 50:1	% decrease in PCR in special schools	ASC	Annually
		Decrease Pupil:Textbook ratio in core subjects to 1:1	PTextbookR in special schools	ASC	Annually
		Decrease Pupil:Toilet Ratio to 40:1	PToiletR in special schools	ASC	Annually
		Provide 50% of schools with portable water.	No. of special schools with portable water	ASC	Annually

		Decrease pupil-furniture ratio to 1:1	PFR	ASC	Annually
	5. Provide Basic Education to learners in Qur'anic Schools	35 Qur'anic Schs. supported to teach 4 core subjects	No. of Qur'anic schools that teach 4 core subjects	IQTE report	Quarterly
		At least 50% in-school youths have basic knowledge & access to quality HIV/AIDS services	% of schools that teach Family Health Education	SSO reports/QA reports	Annually
	6. Ensure Efficiency in the Plg and Mgt of Basic Education	Measure performance, Monitor, assess against set goals and report	Number of MDAs preparing DWPs /Quarterly monitoring reports table	Quarterly monitoring reports/AESPR	Quarterly/A nnually
Goal 2: Senior secondary, including science, technical and vocational education: To provide quality senior secondary, science, technical and vocational education (STVE)	1. Expand &make SS more efficient & appropriate to HE, employment needs and self-reliance irrespective of gender	57 public SSS and Technical Schs. upgraded to attain specified minimum quality standard	Number of Technical schools that attain minimal standard	QA reports	Annually
		30% increase in girls' enrolment in STVE institutions achieved	Increase in number of girls enrolled in STVE	Annual School Census	Annually
	2. Provide quality senior secondary, science, technical and vocational education (STVE)	Adequate Instructional materials in 60 schools	% of SSTVE sch children with 4 core text books	ASC	Annually
		No of SSTVE graduates qualified for admission into higher institutions increased by 40%	% increase no. of SSTVE graduates admitted into the university	SSTVE schools	Annually
		30% increase in girls' enrolment in STVE institutions achieved.			
		Learning conditions in existing SS and STVE institutions improved	% increase in PTR, PCR, PToiletR/Pupil - textbook Ratio	SS and STVE schools	Annually
Goal 3: Higher Education: Improve quality, affordable, efficient HE that will be sustainable to individual and global devt needs	1. Improve governance and stewardship role on educational support programmes	20% graduates of higher institutions possess life skills towards self-reliance by 2014	% of graduates in self-employment	Employment Centre	Annually
		Enhance the carrying capacity of State tertiary educational system by 10%	% increase in College enrolment	Tertiary institutions	Annually
		Enhance the scope of Kaduna State Library Board by 10%	% increase in quality books in the libraries	Kaduna State Library	
		Improve academic performance in HE by 10%	% graduates with distinction	Tertiary institutions	Annually
Goal 4: Adult & Mass Literacy: Expand access & provide functional adult literacy and continuing educ. Programme	Expand and improve adult literacy irrespective of gender	Improve the literacy rate from 48.5% to 62.5%	% adult population that can read and write	AML	Annually
		Increase Nos. of continuing education learners by 15 % for males and by 20% for females	% male and female adult population that are literate	Agency for Mass Literacy	Annually
Goal 5. Improved Management of education service delivery:	1. Efficiency in governance, planning and management for quality education provision.	682 head teachers manage their schools effectively	No of HTs trained in school improvement	AESPR	annually
		700 public Schools have functional SBMCs and implement standard SDP	*No of functional SBMCs. *No of schools implementing SDP	SSO reports/ QA reports	Annually
		Departments & Units of the MoE and its parastatals meet 80% facilities and office equipment requirements	Number of offices with adequate office facilities and equipment	Audit report	Annually
		Review the legal framework to clarify mandates and functions of the MoE, SUBEB, LGEAs and other education Departments and Agencies	Number of MDAs with mandates and functions clarified	Legal framework report	Once
		Annual budgets and Implementation Plans developed from MTSS and in use in all education MDAs	Number of MDAs preparing and using MTSS	MDAs	Annually
		All Private Schools in the State registered & regulated	Number of Private schools registered	PSB	

	2. Ensure effective communication and information dissemination of govt activities (HIV /AIDS and other related diseases) to sch communities	At least 50% in-school youths have basic knowledge and access to quality HIV/AIDS services	Number of schools where HIV clubs have been established	SSO and QA reports	Annually
	3. Enhance sector financial system & process to ensure prompt release of budgetary	Capacity building programmes in Financial Management (FM) and Public Expenditure Tracking (PET) developed and operational	Number of officers trained in budget tracking	Workshop attendance/ Certificate of attendance	Annually
Goal 6: Quality Assurance and Monitoring: Quality Assurance services and M&E system established and sustained	2000 schools meet minimum standard	Establish QA board with legal backing Passage of QA bill	QA Board in place and QA bill operational	QA bill	Once
		Ensure timely availability of complete & accurate data for evidence-based policy making including M & E	ASC Report and Annual Education Sector Performance Report produced	MDAs	Annually
		Staff have capacity & use SEMIS data for educ. plg and managt	Number of staff trained in data entry and data analysis	AESPR	
	Ensure the use of QA instruments in the evaluation of schools	Inspect &Report on 700 schs using the new QA approach	No of schs inspected using the new QA instrument	QA report	Quarterly
		Sector Performance Monitored, assessed against set targets; and Reported on	*MDAs that prepare DWPs * MDAs that submit QMRs * AESPR produced	MDAs	Quarterly/Annually

Annex 2 – Population assumptions

The population of Kaduna State for 2009 by LGA has been estimated using:

- the 2006 National Population and Housing Census figures:
  - by LGA   -   by age group, as they appeared in the publication Priority tables (vol.1)
- the United Nations population growth rate for Nigeria

Sprague multipliers were used to transform the age-group population figures into single-year population figures. These were then regrouped according to official Nigerian age groupings by education level: 3-5 years for pre-primary education, 6-11 years for primary education, 12-14 years for junior secondary education and 15-17 years for senior secondary education. Figure A2.1 shows the total figures.

Projections by LGA are listed in Table A2.1 and are based on the assumption that in 2009:

- the share of Kaduna State in the national population would be the same as in 2006
- the share of LGAs would remain the same as in 2006

Table A2.1 Projected population by LGEA, 2014

LGEA	Age group 6-11			Age group 12-14			Age group 15-17 years		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Birnin Gwari	26,159	26,394	52,553	11,039	10,989	22,028	9,932	10,091	20,023
Chikun	38,092	38,596	76,689	16,075	16,070	32,145	14,463	14,756	29,219
Giwa	29,397	30,262	59,659	12,406	12,600	25,006	11,161	11,570	22,731
Igabi	44,696	44,892	89,588	18,862	18,691	37,553	16,970	17,163	34,133
Ikara	19,745	20,654	40,399	8,333	8,600	16,932	7,497	7,897	15,393
Jaba	16,365	15,980	32,345	6,906	6,653	13,559	6,213	6,110	12,323
Jema'a	29,693	28,317	58,009	12,530	11,790	24,320	11,273	10,826	22,100
Kachia	25,410	25,455	50,864	10,723	10,598	21,321	9,647	9,732	19,379
Kaduna North	37,968	36,480	74,448	16,023	15,189	31,211	14,415	13,947	28,363
Kaduna South	42,905	40,837	83,742	18,106	17,003	35,109	16,290	15,613	31,903
Kagarko	25,981	24,150	50,130	10,964	10,055	21,019	9,864	9,233	19,097
Kajuru	23,517	22,814	46,331	9,924	9,499	19,423	8,929	8,722	17,651
Kaura	17,611	17,792	35,403	7,432	7,408	14,840	6,686	6,802	13,489
Kauru	11,356	11,737	23,093	4,792	4,887	9,679	4,312	4,487	8,799
Kubau	29,076	29,665	58,741	12,270	12,351	24,621	11,039	11,342	22,381
Kudan	14,463	14,479	28,942	6,103	6,028	12,132	5,491	5,536	11,027
Lere	34,121	34,850	68,971	14,399	14,510	28,909	12,955	13,324	26,279
Makarfi	15,207	15,249	30,455	6,417	6,349	12,766	5,774	5,830	11,603
Sabon Gari	30,373	29,338	59,711	12,817	12,215	25,033	11,532	11,217	22,748
Sanga	15,550	15,545	31,094	6,562	6,472	13,034	5,904	5,943	11,847
Soba	30,292	30,784	61,076	12,783	12,817	25,600	11,501	11,770	23,271
Zangon Kataf	32,746	33,138	65,884	13,819	13,797	27,616	12,433	12,669	25,102
Zaria	43,633	41,313	84,946	18,413	17,201	35,614	16,566	15,795	32,361
Total	**634,354**	**628,719**	**1,263,074**	**267,700**	**261,772**	**529,472**	**240,846**	**240,376**	**481,222**

Annex 3 – Case Studies

Case Study 1: More beneficiaries of the IQTE intervention are transiting to Junior Secondary School

Another Quranic student (Tijani Sani) from Mallam Sanusi's Tsangaya school in Janjala Kagarko has transited to Junior Secondary. The Islamiya Quranic Tsangaya Education initiative is delivering quality basic education to Almajiris in Kaduna.

In the past, a lot of Almajiris were regarded as 'out-of-school' in several communities. They hardly benefitted from the public school system, and were therefore marginalised and vulnerable until the DFID's ESSPIN introduced the IQTE initiative to help provide them with access to quality basic (western) education. Today some of these pupils who have benefitted from the IQTE have transited to Junior Secondary Schools in their communities to further their education.

Above:
Tijani Sani (middle) sitting in the midst of fellow Quranic students learning.

In 2013, a beneficiary of the IQTE initiative-Abdullahi Adamu (from Mallam Sanusi's Tsangaya school) transited to Junior Secondary to continue his learning. In 2014 also, 13 year old Sani is being celebrated by fellow Tsangaya students for his achievement *'I am from Kachia Local Government, I came here to learn the Quran. I never had an experience of western education until I came to Janjala'.*

Below:
Tijani sits in front of the camera to tell how he benefitted from the IQTE initiative- even his transition to Junior Secondary.

Sani was able to transit to Junior Secondary as a promotion from the IQTE classes.

Most Alarammas support any child who wants to proceed to public secondary schools. *'We don't keep these children forever; they come to learn for a few years and then they go back to their parents or communities. So we encourage them to embrace this new form of knowledge so that their chances of survival outside Tsangaya schools will increase greatly'* said the Tsangaya Proprietor Mallam Sanusi (Alaramma).

Other Tsangaya Proprietors agree that the IQTE initiative provides a platform for secular basic education to complement religious studies.

The Chairman Alaramma Association Imam Musa Kawo said, '*We have graduated many who would complete their Quranic studies before proceeding to western schools at older ages, but the initiative provides opportunity for students to learn both skills at once and still proceed for higher western education when we are done with them'.*

DFID ESSPIN and Kaduna state government are still working together, delivering quality basic education through their trained volunteer teachers and the Alarammas to help more Aalmajiri children have access to quality basic education.

Case Study 2
SBMC made a Big catch
83 year old man enrolled in school

An 83 year old man who goes to school and attend lesson with his great-grand children is believed to be the oldest pupil in the State. Sitting in front of class four in his uniform at LGEA Gamalo in Zangon Kataf LGEA, Mr. Emmanuel Dambvo listens attentively; he writes the English name of plants and items in his note book.

Emmanuel went directly to Head teacher office, asking for admission into the school and fortunately on that day SBMC visited the school and recommended him for admission. The Head teacher asked him why do you want to be registered at this age?... he said "I attended SBMC meeting of LGEA Gamalo where issue of Community sensitization was discussed by the SBMC on the importance of enrolling everybody to school irrespective of age, that message motivated me and I developed interest to go back to school".

The SBMC of the school supported him with uniform and writing materials and was admitted into class two in 2013 and presently in class five. Today, there is remarkable improvement as he can read and write, reported by the Head Teacher, when asked to write his name he did immediately and correctly.

Emmanuel said "he was not happy as there are too many older children not in school; they even have children themselves when asked why they are not in school. "They tell me they are too old" he says, I tell them, "well I am at school and so should you."

"I see children who are lost, who are without fathers, just going round and round hopelessly, I want to inspire them to go to school."

His class teacher believes Emmanuel, is an example to the rest of the class pupils. "I'm proud of him" he says getting him in the class has been a blessing to the school, he has been a motivator to all the pupils, everybody wants to learn from his wealth of experience in life.

In his white and green school uniform, he also tells stories to his classmates under trees near the playing ground to make sure his knowledge of tradition and local customs are passed on to the younger generation.

Emmanuel pointed out that, after completing class six, he want to further his education up to secondary school only if his sight and life will not fail him. He thanked SBMC and his classmates who made him feel comfortable whenever attending lesson in the class. In other to retain and encourage him, the immediate passed Education Secretary took care of his bills- cured him of an eye problem that had troubled him for a long time.

He also urged other children especially girls, that education will be your wealth, don't look back, with education you can be whatever you want, a teacher, lawyer, doctor, etc. Emmanuel's own story is a clear testimony that, it is never too late to learn.

Emmanuel participating in class lesson