



# SOKOTO STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN (SMTBESP) 2024 – 2027



# **Sokoto Sate Universal Basic Education Board**

## **Sokoto State Universal Basic Education Board**

Address:- Airport Road Bado Village Sokoto

Email:- [subesokoto1@gmail.com](mailto:subesokoto1@gmail.com)

Official Tel. No:- 08063290117

What's up app No:- 08063290117

Website:

State Slogan:- [Seat of the Caliphate](#)

**State Medium Term Basic Education Strategic Plan**

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**Vision**

To provide Equitable, Accessible and Quality Education for all children at all levels of Basic Education sub sector in Sokoto state.

**Mission**

To create ideal and appropriate practices that will adequately meet our educational needs at Basic Education Level.

**Core Value**

- Ethic and Dignity
- Accountability
- Openness and Transparency
- Collaboration and Public Engagement.

1.

### **List of Local Government of Sokoto**

- |     |             |                  |
|-----|-------------|------------------|
| 1.  | Binji       | 12 Rabah         |
| 2.  | Bodinga     | 13. Sabon Birni  |
| 3.  | Dange Shuni | 14. Silame       |
| 4.  | Gada        | 15. Shagari      |
| 5.  | Goronyo     | 16. Sokoto North |
| 6.  | Gwadabawa   | 17.Sokoto South  |
| 7.  | Gudu        | 18 Tambuwal      |
| 8.  | Illela      | 19.Tangaza       |
| 9.  | Isa         | 20. Tureta       |
| 10. | Kebbe       | 21. Wamakko      |
| 11. | Kware       | 22. Wurno        |
|     |             | 23. Yabo         |

## Foreword

The Government of Sokoto State, under the leadership of Governor Ahmed Aliyu Sokoto, is deeply committed to delivering the Universal Basic Education (UBE) program as a crucial strategy for addressing poverty, unemployment, conflict, and social unrest. Education is at the heart of this transformative agenda, with the government's investments in this sector reflecting a strong commitment to changing lives and restoring hope through learning. This dedication is evident in various initiatives, including teacher capacity development, infrastructural improvements, financial investments, strategic partnerships, and policies that build on the successes of previous administrations.

As we move from Cycle 3 (2021-2024) to Cycle 4 (2024-2027), there is renewed optimism for enhancing the quality and reach of the UBE program. Expanding access and improving learning outcomes, particularly in literacy and numeracy, remain key objectives. The development of children is central to these efforts, ensuring that the state makes significant progress toward achieving the SDG 4 agenda by 2030. The medium-term framework for UBE programs reflects a collective resolve to systematically address challenges, prioritize key programs, and allocate resources effectively to meet the state's educational goals.

Governor Ahmed Aliyu Sokoto's administration places this vision at the core of its mission, with the State Medium-Term Basic Education Strategic Plan (SMTBESP) serving as the essential tool to drive this vision forward. The unveiling of the 2024-2027 Medium-Term Basic Education Strategic Plan (MTBESP) Cycle 4 is a moment of pride and anticipation. This plan builds on the achievements of its predecessor, with the aim of consolidating the progress made in basic education delivery across Sokoto State.

The Sokoto SMTBESP represents a bold commitment to the future of Sokoto State and its people, underpinned by an unwavering belief in the transformative power of education to shape destinies and unlock potential. Over the next four years, this plan will guide our efforts toward achieving excellence, equity, and inclusivity in basic education. The plan also marks a significant departure from past approaches by integrating innovative solutions to emerging challenges in basic education, particularly focusing on Out-of-School Children.

Furthermore, the adoption of this strategic plan is not the end but the beginning of a new era in Sokoto State's educational journey. This is a journey of continuous improvement, adaptation, and innovation. Realizing our goals will require the dedication and collaboration of government agencies, educators, parents, civil society organizations, and the private sector. Together, we have the opportunity to redefine education in Sokoto State and set a precedent for excellence nationwide. Let us move forward with integrity, empathy, and accountability, ensuring that our collective efforts make a lasting impact on the lives of the people we serve.



**Alhaji Umbaru Nagwari Tambuwal**  
**Executive Chairman**  
**SUBEB, Sokoto**

## **Acknowledgement**

The development of the Sokoto State Medium-Term Basic Education Strategic Plan (2024-2027), Cycle 4, has been made possible through the dedication and expertise of numerous individuals and organizations. We extend our deepest gratitude to the Executive Governor of Sokoto State, Dr. Ahmed Aliyu Sokoto, for his visionary leadership and unwavering commitment to revitalizing education in the state. His inclusion of education as a central component of his Nine Smart Policy Agenda has been instrumental in driving the transformation of the educational sector.

We also express our sincere thanks to the Hon. Commissioner of Basic and Secondary Education, Hon. Tukur Alkali, the Executive Chairman of SUBEB, Alhaji Umaru Nagwari Tambuwal, and their respective teams for their guidance and leadership throughout this process. Their contributions, along with the continuous support of the Executive Secretary of UBEC, Dr. Hamid Boboyi, have been crucial in shaping the strategic direction of the plan. We also acknowledge the invaluable contribution of the Director of Planning, Research, and Statistics (PRS), Mr. Osahon Igbino, and his staff for providing technical guidance and support during the development of Cycle 4 of the SMTBESP. Additionally, we recognize the LEARN to Read project for its technical assistance and financial support in updating the plan.

Our heartfelt appreciation goes out to the education stakeholders in Sokoto State, including representatives from the Ministry of Education, SUBEB, local government education authorities, teachers' unions, parent-teacher associations, civil society organizations, development partners, and academia. Their active participation and valuable insights have ensured that the strategic plan is comprehensive, inclusive, and reflective of the diverse needs of our communities. Special recognition is also given to the technical working group, whose expertise and dedication have been essential in synthesizing data, research, and stakeholder input into a coherent and actionable roadmap.

Finally, we acknowledge the vital role of the Universal Basic Education Commission (UBEC) in providing leadership and guidance in the development of this strategic plan. Their support and collaboration have been crucial in our shared mission to improve the quality, equity, and access to education in Sokoto State. As we move forward, we remain committed to transparency, accountability, and inclusivity, confident that with continued support, we will achieve our vision of a brighter future for the children of Sokoto State.

**Engr. Musa Muhammad Bello**  
**DPRS SUBEB,**  
**Sokoto**

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Acronyms	
ASC	Annual School Census
AGILE	Adolescent Girls Initiative for Learning and Empowerment
BESDA	Better Education Service Delivery for All
CCT	Conditional Cash Transfer
COEs	Colleges of Education
FCDO	Foreign, Commonwealth & Development Office
ECCD	Early Childhood Care and Development
EFA	Education for All
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EPSSim	Education Policy and Strategy Simulation
ESP	Education Sector Plan
FME	Federal Ministry of Education
FTTSS	Female Teacher Trainee Scholarship Scheme
GEP	Girls' Education Project
GER	Gross Enrolment Rate
GHS	General Household Survey
GPE	Global Partnership for Education
GPI	Gender Parity Index
ICT	Information and Communication Technology
IDPs	International Development Partners
IQE	Integrated Qur'anic Education
IQS	Integrated Qur'anic School(s)
JSS	Junior Secondary Schools
KPIs	Key Performance Indicators
LGA	Local Government Area
LGEAs	Local Government Education Authorities
M & E	Monitoring and Evaluation
MDAs	Ministry, Departments and Agencies
MoBSE	Ministry of Basic and Secondary Education
MSP	Ministerial Strategic Plans
MTBESP	Medium-Term Basic Education Sector Strategy Plan
NDHS	Nigeria Demographic And Health Survey
NCE	National Council on Education
NCE	Nigeria Certificate in Education
NECO	National Examination Council
NEI+	Northern Education Initiative Plus
NER	Net Enrolment Rate
NIPEP	Nigeria Partnership for Education Project
NPC	National Population Commission
P1, P2, P3	Primary (Grade) 1, Primary 2, Primary 3
PDO	Program Development Objective

PIU	Programme Implementation Unit
PPE	Percentage of Private Enrolment
PPP	Public-Private-Participation
PRS	Planning, Research and Statistics
PTR	Pupil-Teacher Ratio
QA	Quality Assurance
SAME	State Agency for Mass Education
SANE	State Agency for Nomadic Education
SBMC	School-Based Management Committee
SBTD	School-Based Teacher Development
SDG4	Sustainable Development Goal 4
SDP	School Development Plan
SESP	State Education Sector Plan
SMASE	Strengthening Mathematics and Science Education
SPT	Sector Planning Team
STEP	State Teacher Education Policy
STUMEC	Student Tutoring, Mentoring and Counselling
TDNA	Teacher Development Needs Assessment
TPD	Teacher Professional Development
TRC	Teachers Registration Council
TRDPG	Teacher Recruitment and Deployment Policy Guideline
SUBEB	State Universal Basic Education Board
UBEIF	Universal Basic Education Intervention Fund
WAEC	West African Examination Council
WSDP	Whole School Development Plan

## **Executive Summary**

The Sokoto State Government recognizes the critical importance of education as a catalyst for development, social cohesion, and individual empowerment. In response to the challenges highlighted in achieving Education for All (EFA) and Sustainable Development Goals (SDGs), the government embarked on a series of strategic planning initiatives, key amongst which includes, the Ministerial Strategic Plan (MSP) and the 10 Year UBE Roadmap (2021-2030). These Medium-Term Basic Education Strategic Plan (SMTBESP) 2021-2024 is drawn from these plans.

Building upon the foundation laid by previous sector plans, including the Sokoto Education Sector Plan (SESP) 2011-2020 and subsequent Medium-Term Sector Strategies (MTSS), the SMTBESP 2024-2027 represents a comprehensive roadmap for improving educational outcomes in Sokoto State. In furtherance to achieving the Federal Ministry of Education blueprint for improving the delivery of education, the documents leverage on the Ministerial Road Map (MSP) 2024- 2027 and the 10-Year UBE Roadmap 2021 – 2030 as guiding and supporting documents in the identification and planning of basic education at the state level. Having established the critical linkage to the components of these documents, this MTBESP reinforces the government’s commitment to sustainably scale up the access and quality of the UBE delivery in the state under three main levels of Early Childhood Care Development Education (ECCDE), Primary and Junior Secondary school.

The strategic plan acknowledges significant progress in several key areas, including increased budgetary allocations to education, teacher professional development, infrastructure expansion, integration of Information and Communication Technology (ICT) into education, curriculum relevance, procurement of teaching and learning materials, strengthening learning outcomes, improving availability of quality basic education data, increased community participation, and the establishment basic education of partnership and collaborations with development partners. These achievements demonstrate a commitment to advancing the education agenda and creating an enabling environment for learning.

However, the SMTBESP also identifies areas requiring greater attention and commitment from all stakeholders. These include expanding access for OOSC, reducing school dropouts, reducing of Gender Parity Index gaps, bridging transition gaps across education levels, ensuring curriculum implementation, providing adequate instructional materials, fostering continuous teacher professional development, sustainably generating and collection of reliable educational data, effective monitoring and evaluation, quality assurance of the learning process, psychosocial support inputs, environmental and social safeguard, increased funding allocation and creating conducive teaching and learning environments.

To address these challenges and improve educational outcomes, the Ministry of Basic & Secondary Education through the Sokoto State Universal Basic Education Board (SSUBEB) commits to implementing the SMTBESP 2024-2027 rigorously. Key strategies include

monitoring school performance, curriculum implementation, ensuring the availability of instructional materials, prioritizing continuous teacher professional development, and enhancing the teaching and learning environment are priority areas of this plan.

By prioritizing the diverse learning needs and aspirations of all learners, the Sokoto State Government aims to achieve its education goals and contribute to the socio-economic development of the state. Through sustained commitment, collaboration, and innovation, we are confident that Sokoto State will continue to make significant strides towards providing quality basic education for all its citizens.

## **1.0 INTRODUCTION**

### **1.1 Introduction:**

The 2024-2027 Sokoto State Medium-Term Basic Education Strategic Plan (SMTBESP) represents a pivotal document in the Sokoto State Universal Basic Education Board's on-going efforts to advance basic education within the state. This process which is grounded in the principles of equity, access, quality, and sustainability, this strategic plan builds upon the successes and lessons learned from previous cycles, charting a course for transformative change and impactful interventions over the next four years (2024 -2027). Acknowledging that this plan will facilitate the Sokoto SUBEB on addressing key challenges, leveraging emerging opportunities, and fostering collaboration among stakeholders, the Cycle 4 (2024-2027) SMTBESP serves as a roadmap for realizing our collective vision of providing every child in Sokoto State with a quality and functional education that prepares them for success in the 21st century. Through strategic planning, targeted programming, and sustained commitment, The Sokoto State Government is poised to overcome obstacles, seize opportunities, and create a brighter future for our state and its citizens through education.

### **1.2 General Background to State Medium Term Basic Education Strategic Plan (SMTBESP)**

The State Medium-Term Basic Education Strategic Plan (SMTBESP) serves as a comprehensive framework for advancing basic education within our state over a specified period of four year from 2024 - 2027. Developed through a collaborative process involving government agencies, education stakeholders, and other relevant actors, the SMTBESP outlines strategic priorities, goals, and action plans aimed at improving access, quality, equity, and efficiency in basic education. Guided by national and international development goals, the SMTBESP is aligned with the state's broader vision for educational excellence and socio-economic development. By fostering coordination, resource mobilization, and accountability, the SMTBESP represents a commitment to ensuring that every child has the opportunity to receive a quality education and realize their full potential

### **3. 1.3 Review of 2021-2024 (Cycle 3) SMTBESP**

The review of the 2021-2024 (Cycle 3) State Medium-Term Basic Education Strategic Plan (SMTBESP) highlights several areas of success, as well as opportunities for improvement and necessary changes for the upcoming cycle. What worked well during this period included reduction of the Out of School Children through the BESDA intervention, increased budgetary

allocation to education, expansion of school infrastructure and facilities, implementation of teacher professional development programmes, integration of technology into teaching and learning, and enhancement of community participation. These achievements demonstrate progress towards improving access, quality, and inclusivity in basic education.

However, areas for improvement include the need to expand access for Out Of School Children (OOSC), reduce GPI gaps, increase retention rates in schools, improve school safety programmes, increase school infrastructure and facilities, support improved learning outcomes for literacy and numeracy competencies, strengthen special needs education programmes, support ICT programmes, improve data collection programmes, support monitoring and supervision of schools, support community participation in basic education programmes, increase availability of instructional materials, increase access for girls education programmes, bridge transition gaps between education levels, ensure effective curriculum implementation, address teacher shortages in certain areas, and provide adequate instructional materials.

Moving forward, changes should focus on refining strategies for achieving goals, enhancing monitoring and evaluation mechanisms, strengthening partnerships with stakeholders, and addressing emerging challenges such as the impact of growing insecurity challenges in some communities and school safety, promoting female education through Gender Responsive Planning (GRP) methods, increase funding allocation for basic education programmes as well as increase stakeholder collaboration and coordination. Additionally, there is need to reassess priorities, reallocate resources, and adapt strategies to align with evolving needs and circumstances within the education sector, more specifically responding to situations of education in emergencies (EIE).

The Cycle 3 (2021-2024) review of projected and achieved programmes under Cycle 3 indicated a significant achievement of the programmes. The table highlights the key programmes under the 4 main pillars. Through this evaluation the SUBEB can establish the level of programme implementation and areas that require improvements.

Table 1: Cycle 3 review framework

<b>PILLAR</b>	<b>NUMBER OF PROJECTED ACTIVITIES</b>	<b>NUMBER of ACHIEVED ACTIVITIES</b>	<b>% ACHIEVED</b>	<b>OUTCOME INDICATORS</b>
<b>ACCESS, INCLUSIVENESS AND EQUITY</b>	58	52	90	Increased access to basic education programmes targeting age 5 -15
<b>QUALITY AND EFFICIENCY</b>	134	91	67	Increased qualitative outcomes for learners in basic education programme in the State.

<b>SYSTEM STRENGTHENING AND ACCOUNTABILITY</b>	32	19	59	Strengthen accountability for results through availability of credible data and effective decision making
<b>SUSTAINABLE FUNDING</b>	11	7	63	Increased availability of financial resources for implementing UBE programmes

The analysis of the Cycle 3 implementation shows that the Sokoto State Medium-Term Basic Education Strategic Plan (SMTBESP) has made significant progress across its four key pillars, with varying degrees of success. The "Access, Inclusiveness, and Equity" pillar achieved 90% of its projected activities, leading to increased access to basic education for children aged 5-15. The "Quality and Efficiency" pillar, though achieving 67% of its projected activities, reflects ongoing efforts to improve the qualitative outcomes for learners. "System Strengthening and Accountability" achieved 59% of its activities, indicating progress in enhancing accountability through credible data and effective decision-making. Lastly, the "Sustainable Funding" pillar, with 63% of its activities achieved, highlights ongoing efforts to secure financial resources necessary for implementing Universal Basic Education (UBE) programs. Overall, the table reflects substantial progress but also points to areas needing further attention, particularly in system strengthening and sustainable funding.

#### **1.4 Rationale and Purpose of the 2024-2027 Plan**

The 2024-2027 Sokoto State Medium-Term Basic Education Strategic Plan (SMTBESP) is driven by the imperative to advance basic education within the state within the context of four years, building upon previous successes and addressing emerging and perennial challenges. Informed by a thorough review of past cycles, as well as consultations with stakeholders and analysis of current educational trends, this plan is set to achieve transformative change in the education sector. Its overarching purpose is to ensure equitable access to quality education for all children in Sokoto State, thereby fostering socio-economic development, empowering individuals, and contributing to the realization of national and international education goals. Through strategic interventions aimed at improving infrastructure, enhancing teacher capacity, promoting inclusive education practices, and leveraging technology, the SMTBESP aims to create an enabling environment where every child can thrive academically and achieve their full potential, ultimately paving the way for a brighter future for the State. A key consideration in the development of the SMTBESP is that Annual Action Plans will be drawn from the SMTBESP this is to ensure sustainability in the implementation of the UBE programmes within a midterm period from 2024 to 2027. It therefore represents a key blueprint for the effective implementation

of the UBE in Sokoto and comprehensive roadmap for achieving results in the UBE delivery in the State.

### **1.5 Scope of the 2021-2024 SMTBESP**

The scope of the 2024-2027 Sokoto State Medium-Term Basic Education Strategic Plan (SMTBESP) encompasses a comprehensive range of interventions and initiatives aimed at advancing basic education within the state over the next four years under the four pillars framework of Access, Inclusiveness, and Equity: Quality and Efficiency, System Strengthening and Accountability and Sustainable Funding. These key result results focus on ensuring that the plan provides a holistic and comprehensive intervention for addressing key priority areas.

More specifically, the scope of the plan focuses on the following levels of basic education in the state;

- Early Childhood Care Development Education (ECCDE) - 1 Year
- Primary - 6 Years
- Junior Secondary School - 3 years
- Adult and Non-Formal Education
- Technical and Vocational Education

### **1.6 Strategic Vision**

#### **1.6.1 Strategic Vision**

To provide free and compulsory equitable, accessible and quality education for the transformation of children at all levels of basic education Sokoto state in line with best global practices.

#### **1.6.2 Strategic Mission**

Through the UBE Programme, Sokoto State Universal Basic Education Board is committed to enhancing educational opportunities, promoting inclusive practices, improving learning outcomes, and fostering holistic development among learners.

#### **1.6.3 Values**

- ✓ Transparency
- ✓ Accountability
- ✓ Commitment
- ✓ Dedication

## **1.7 Situational Analysis**

### **1.7.1 Socioeconomic context of the State**

Sokoto State, situated in Nigeria's North-Western region, is characterized by a diverse socioeconomic context shaped by various factors. With a predominantly agrarian economy, agriculture serves as the primary livelihood for a significant portion of the population, with crops such as rice, cotton, beans, and maize cultivated in the fertile floodplains nourished by the Sokoto and Rima Rivers. Additionally, leatherworks, fishing, fabric dyeing, trading, and pottery contribute to the economic landscape, alongside burgeoning small-scale businesses. However, challenges such as desert encroachment, limited infrastructure, and socio-economic disparities persist, underscoring the need for targeted interventions to enhance livelihoods, promote economic diversification, and improve overall well-being across Sokoto State.

### **1.7.2 Demographic Context**

Sokoto State, nestled in Nigeria's North-Western region, shares borders with Niger Republic to the North, Zamfara State to the East, and Kebbi State to the West and South. Covering a land area of 28,232.37 square kilometers, the state accommodates a population of 5,659,049 individuals, as projected by the 2018 Nigeria Demographic and Health Survey. Notably, the state's demographic landscape showcases a significant youth presence, with children aged 0-14 years comprising 48.5% (4,674,943) of the total population, closely followed by the age group 15-64 years at 48.7% (4,694,221). The State has a population density of approximately 332.38 per square kilometer, Sokoto State epitomizes a dynamic and diverse community, underscoring its commitment to the holistic well-being and development of its youthful populace.

### **1.7.2 Macroeconomic Context**

Sokoto State, situated within the plains of Northern Nigeria, is blessed with two major rivers, the Sokoto River and Rima River, which contribute to a vast floodplain characterized by fertile alluvial soil. This fertile land supports diverse agricultural activities, including the cultivation of crops such as rice, cotton, beans, and maize, as well as the production of cow and goat hides. While agriculture forms a significant part of the state's economy, other activities such as leatherworks, fishing, fabric dyeing, trading, pottery, and various small-scale businesses thrive as well. The climate in Sokoto State follows a distinct seasonal pattern, with the wet season lasting from April to October and the dry season prevailing from November to March. Situated within the Sahelian Zone, the state is susceptible to desert encroachment, highlighting the importance of sustainable land management practices and environmental conservation efforts.

### **1.8.3 Social Context**

In Sokoto State, Hausa and Fulfulde stand as the predominant languages, shaping the linguistic landscape, alongside other ethnic groups like the Zabarmawa and Tuaregs, who contribute to the state's cultural diversity. Islam prevails as the predominant religion, influencing various aspects of societal life. Notably, education serves as a cornerstone of development, with the government prioritizing investments in quality education to enhance the well-being and social prosperity of individuals, communities, and the state as a whole. Since assuming office in 2015, the current administration has demonstrated a steadfast commitment to educational development, evidenced by initiatives such as increased teacher recruitment, provision of teaching and learning materials, infrastructural renovation and rehabilitation, teacher professional development, motivation, and community involvement. Moreover, the establishment of additional Early Childhood Development (ECD) and primary schools in rural areas, coupled with augmented budgetary allocations and collaboration with development partners, underscores the administration's dedication to enhancing basic education across Sokoto State.

### **1.8.4 Humanitarian Context**

In response to the growing humanitarian crisis in Sokoto State, the government has taken steps to support the integration of internally displaced persons (IDPs) by registering four official IDP camps in Gandi, Goronyo, Ramen Kura, and Isa. However, the volatile security situation has forced many displaced communities to seek refuge in nearby urban centers or presumed safer settlements, where they often depend on extended family members for shelter. Those lacking such familial support are left to occupy schools or unfinished buildings, which further strains already limited resources. The vast and sparsely populated rural areas, coupled with low population density, present significant challenges for security forces, who are unable to provide consistent protection across multiple locations simultaneously. This results in a precarious environment where, while one area may be temporarily secured, others remain exposed to threats, perpetuating a cycle of violence and brief periods of calm, leaving residents in a state of constant uncertainty. The August 2020 Cadre Harmonize (CH) report highlighted the severity of the situation, estimating that over 240,000 people in Sokoto State would face food insecurity in 2021. This, combined with repeated displacements, deteriorating living conditions, and ongoing insecurity, has severely impacted the well-being and nutritional status of children and women, exacerbating the overall humanitarian crisis in the state.

## **2.0 BASIC EDUCATION SECTOR ANALYSIS (BESA)**

### **2.1 Introduction:**

The Basic Education Sector Analysis provides a comprehensive examination of the current state of basic education, encompassing various dimensions such as access, quality, equity,

governance, and financing. Through systematic data collection, analysis, and interpretation, this analysis aims to identify educational gaps and challenges in the system thereby giving a comprehensive outlook of the UBE programme in Sokoto State. This process also provides context to the planning process through ensuring that the process is anchored on evidence-based data. The development process for Cycle 4 adopts the National Personnel Audit (NPA) 2022, National Assessment for Learning Achievement in Nigeria (NALABE) 2022, and other published data sources as the baseline for analysis. In line with ensuring with providing policy context for the UBE programme in Sokoto State, this chapter further establishes to the policy and legal foundations of the Sokoto State Universal Basic Education Board. Enriching the context of legal nature of the plan, the process therefore establishes a robust process of examining all education indicators with a view to driving a system process of development.

## **2.2 Policy and Legal Context of Basic Education in the State**

The provision of basic education in Sokoto State is guided by a framework of state, national, and global laws, policies, and goals aimed at ensuring equitable access to quality education for all. The Education for All (EFA) agenda serves as a key global agenda for attaining a universal basic education programme this is further reinforced by SDG 4 which aims to promote equitable and inclusive universal basic education. At the national level, the Universal Basic Education (UBE) Act of 2004 serves as a cornerstone, mandating free and compulsory basic education for every child in Nigeria. In line with this, the Sokoto State Universal Basic Education Act (2005) establishes the UBE institution at the State which is the State Universal Basic Education Board (SUBEB) and the Local Government Education Authorities (LGEA). Additionally, the National Policy on Education (NPE) outlines key principles and strategies for educational development, emphasizing the importance of basic education as the foundation for lifelong learning and national development. Furthermore, Sokoto State aligns its educational priorities with global goals, particularly Sustainable Development Goal 4 (SDG 4), which calls for inclusive and equitable quality education for all.

The State's policies and priorities, as outlined in the Sokoto State Education Sector Plan (SESP) and the Sokoto State Medium-Term Basic Education Strategic Plan (SMTBESP), complement these national and global frameworks, providing a Roadmap for enhancing educational access, quality, and relevance across the state. In addition, the 10-Year UBE Roadmap (2021-2030) and the Federal Ministry of Education (FME) Roadmap (2024-2027) offer strategic direction and implementation guidelines to ensure effective coordination and alignment of efforts towards achieving basic education goals at the federal and state levels, further reinforcing the commitment to educational advancement in Sokoto State. These policy and legal contexts of the implementing the UBE programme in the State further strengthen the coordination and collaboration within various Ministries, Agencies, and Departments (MDA).

## 2.3 Governance and Management of Basic Education

The Ministry for Basic and Secondary Education in Sokoto State plays a pivotal role in formulating and implementing policies to advance the education sector. This Ministry oversees the activities of eight agencies and parastatals, each headed by an Executive Chairman or Executive Director, tasked with specific functions within the education service delivery system. The basic education delivery system in Sokoto State aligns with the National Policy on Education (NPE), following a 1-6-3-3-4 system. This system entails one year of pre-primary education, six years of primary education, three years of junior secondary education, three years of senior secondary education, and four years of higher education. By adhering to this structure and collaborating with relevant stakeholders, the Ministry for Basic and Secondary Education endeavours to ensure access to quality education and promote holistic development among learners in Sokoto State.

The Table below illustrates the various linkages and alignment that establishes the implementation process of UBE programme in Sokoto State.

### *Mandates and Functions of Education MDAs*

S/N	Name of MDA	Summary of Core Mandates/Functions
1	Ministry of Basic and Secondary Education	<ul style="list-style-type: none"> <li>✓ Overall responsibility of providing quality education in the state.</li> <li>✓ Overall responsibility of policy formulation, implementation, planning, management, provision of instructional material and quality control.</li> <li>✓ Provision of physical Infrastructure.</li> </ul>
2	Sokoto State Teachers Service Board	Recruitment, Deployment, Promotion, Transfer, Discipline, Remuneration, Training and Professional Development of secondary school teachers in Sokoto State.
3	State Universal Basic Education Board	<ul style="list-style-type: none"> <li>✓ Overall responsibility of providing quality Basic Education in the state.</li> <li>✓ Overall responsibility of policy implementation, planning , management, Provision of instructional materials, monitoring and evaluation at Basic Education level</li> <li>✓ Educational support services to disadvantage groups (girl child, specially learners, vulnerable children and Almajiri learners)</li> </ul>
4	Arabic and Islamic Education Board	<ul style="list-style-type: none"> <li>✓ Initiation of policies for the promotion of Arabic and Islamic education in the state,</li> <li>✓ Supervision of Arabic and Islamic primary and secondary schools in state,</li> <li>✓ Provide materials and financial support to Islamiyya schools</li> </ul>
5	State Agency for Mass	<ul style="list-style-type: none"> <li>✓ Facilitate the reduction of illiteracy from the premises of Sokoto state to the barest minimum</li> </ul>

	Education	<ul style="list-style-type: none"> <li>✓ Management, Supervision, Monitoring and Evaluation of Non Formal Education sector.</li> <li>✓ Provision of functional literacy, skills acquisition, post literacy and extra-mural programme</li> <li>✓ Empowerment of Women/girl child, out of school children and other educationally disadvantaged groups</li> <li>✓ Regulation of Private individuals, CBOs Organizations etc. that undertakes literacy activities in the State.</li> </ul>
6	State Agency for Nomadic Education	<ul style="list-style-type: none"> <li>✓ Provision of Primary Education to Nomadic children</li> </ul>
10	Ministry of Science and Technology	<ul style="list-style-type: none"> <li>✓ Initiation of policies for the promotion of Science and Technology education in the state,</li> <li>✓ Supervision of Science and Technology secondary schools in the state,</li> <li>✓ Provide materials and financial support to Science schools</li> </ul>
11	Female Education Agency	<ul style="list-style-type: none"> <li>✓ Initiation of policies for the promotion of Female education in the state,</li> <li>✓ Supervision of Female Primary and secondary schools in state,</li> <li>✓ Provide materials and financial support to Female schools</li> </ul>

#### **2.4 Basic Education Sub-Sector Capacity and Diagnosis: -**

The Basic Education Sector Analysis (BESA) in Sokoto State provides a rigorous evaluation of Key Performance Indicators (KPIs), offering a comprehensive overview of the basic education landscape through evidence-based data. By systematically diagnosing this data, the analysis identifies gaps and challenges within the sector, incorporating insights from the National Personnel Audit (NPA) 2022, the National Assessment of Learning Achievement in Basic Education (NALABE), the Annual School Census (ASC), the State Emergency Management Agency (SEMA), and SUBEB sources. The goal is to develop a deep understanding of the contextual issues affecting the Universal Basic Education (UBE) programme in the state, guiding targeted interventions to enhance educational outcomes. The analysis is aligned with the four main pillars of the State Medium Term Basic Education Strategic Plan (SMTBESP): Access, Equity, and Inclusiveness; Quality and Efficiency; System Strengthening and Accountability; and Sustainable Funding.

2.4.1 Access to and Equity in Basic Education (Pre-primary, Primary, and Junior Secondary Schools)

Table 2.4.1.1 Access to and Equity in Basic Education (Pre-primary)

Class	Male	Female	Total	% Male	% Female
NURSERY ONE	12127	10632	22759	53.28	46.72
NURSERY TWO	6947	5265	12212	56.88	43.12
NURSERY THREE	7574	6457	14031	53.98	46.02
<b>TOTAL</b>	<b>31142</b>	<b>25925</b>	<b>57067</b>	<b>54.57</b>	<b>45.43</b>
AGE	Male	Female	Total	% Male	% Female
Below Age 3	3,097	2,481	5,578	55.52	44.48
Age 3	5,984	5,103	11,087	53.97	46.03
Age 4	9705	7153	16858	57.57	42.43
Age 5	8731	8006	16737	52.17	47.83
Above Age 5	3625	3182	6807	53.25	46.75
<b>TOTAL</b>	<b>31142</b>	<b>25925</b>	<b>57067</b>	<b>54.57</b>	<b>45.43</b>

Source; NPA 2022

The table above presents enrollment data for nursery classes and age groups in terms of gender distribution. In the nursery classes, the percentage of male students exceeds that of female students across all levels, with males representing 53.28% to 56.88% of the enrollment. Overall, males constitute 54.57% of the total nursery enrollment, while females make up 45.43%. For age categories, males similarly outnumber females, with the highest percentage (57.57%) observed in the 4-year age group and the lowest (52.17%) in the 5-year age group. Across all ages, males account for 54.57% of the total, reflecting a consistent gender imbalance favoring males in both nursery classes and age-based groupings

Table 2.4.1.2 Access to and Equity in Basic Education (Primary)

Class	Male	Female	Total	% Male	% Female
Primary One	98660	76288	174948	56.39	43.61
Primary Two	91872	72535	164407	55.88	44.12
Primary Three	85935	67671	153606	55.95	44.05
Primary Four	68771	54732	123503	55.68	44.32
Primary Five	60633	48034	108667	55.80	44.20
Primary Six	66747	44749	111496	59.86	40.14
<b>Total</b>	<b>472618</b>	<b>364009</b>	<b>836627</b>	<b>56.49</b>	<b>43.51</b>
AGE	Male	Female	Total	% Male	% Female
BELOW Age 6	24,613	18,366	42,979	57.27	42.73
Age 6	65,226	50,471	115,697	56.38	43.62
Age 7	78,812	62,645	141,457	55.71	44.29
Age 8	80,278	62,331	142,609	56.29	43.71
Age 9	73,605	59,124	132,729	55.46	44.54
Age 10	64,519	50,088	114,607	56.30	43.70
Age 11	62,909	42,090	104,999	59.91	40.09
ABOVE Age 11	22,656	18,894	41,550	54.53	45.47
<b>Total</b>	<b>472,618</b>	<b>364,009</b>	<b>836,627</b>	<b>56.49</b>	<b>43.51</b>

Source: NPA

The table above illustrates the gender distribution of students across primary school classes and age groups. In primary classes, males consistently represent a larger proportion of enrollment compared to females, ranging from 55.68% in Primary Four to 59.86% in Primary Six. Overall, males make up 56.49% of the primary school population, while females account for 43.51%. This trend is also evident across age categories, where males outnumber females in every age group. The highest male percentage is observed in the 11-year age group (59.91%), and the lowest is in the "Below Age 6" category (57.27%). Overall, males constitute 56.49% of the total student population, reflecting a persistent gender imbalance favoring boys in both primary classes and age-based groups.

Table 2.4.1.3 Access to and Equity in Basic Education ( Junior Secondary Schools)

<b>CLASS</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>	<b>MALE</b>	<b>FEMALE</b>
JSS ONE	25,178	23,864	49,042	51.34	48.66
JSS TWO	26,226	15,655	41,881	62.62	37.38
JSS THREE	26436	16957	43393	60.92	39.08
<b>TOTAL</b>	<b>77840</b>	<b>56476</b>	<b>134316</b>	<b>57.95</b>	<b>42.05</b>
<b>Age</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>	<b>MALE</b>	<b>FEMALE</b>
Below Age 12	5,698	3,300	8,998	63.33	36.67
Age 12	16,149	12,801	28,950	55.78	44.22
Age 13	23,744	13,737	37,481	63.35	36.65
Age 14	22,748	18,065	40,813	55.74	44.26
ABOVE Age 14	9,501	8,573	18,074	52.57	47.43
<b>Total</b>	<b>77,840</b>	<b>56,476</b>	<b>134,316</b>	<b>57.95</b>	<b>42.05</b>

Source: NPA 2022

The table above provides a breakdown of student enrollment in Junior Secondary School (JSS) classes and age groups, highlighting gender distribution. In JSS classes, there is a noticeable gender imbalance with males consistently outnumbering females. JSS One has a male percentage of 51.34%, JSS Two 62.62%, and JSS Three 60.92%, resulting in an overall male representation of 57.95% across all JSS classes, compared to 42.05% female. Similarly, in age-based categories, males also have a higher percentage across most age groups. For example, in the "Below Age 12" category, males constitute 63.33%, while in the "Above Age 14" category, they represent 52.57%. This trend of higher male enrollment persists throughout the junior secondary level and across different age brackets, indicating a broader gender disparity in the education system at this stage.

### 2.4.2 Gross and Net Enrolment Rates (Pre-primary, Primary, and Junior Secondary Schools)

Table 2.4.2 Gross and Net Enrolment Rates (Pre-primary, Primary, and Junior Secondary Schools)

LEVEL	POPULATION OF AGE 3-5		ENROL BY CLASS		ENROL BY AGE		GER			NER		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Total	Male	Female	
ECDDE	325127	327931	40343	34440	31965	27362	12.41	10.50	11.45	9.83	8.34	9.08
PRIMARY	583767	594190	497271	386045	447159	346481	85.18	64.97	74.99	76.60	58.31	67.37
JSS	286,508	293,424	83,519	62,032	66,994	49,029	29.15	21.14	25.10	23.38	16.71	20.01

Source: NPA 2022

The table above provides a detailed analysis of enrollment and gender ratios across different educational levels for children aged 3-5 years. For Early Childhood Development, Education, and Care (ECDDE), the enrollment rates are relatively low, with Gross Enrollment Rates (GER) of 12.41% for males and 10.50% for females, and Net Enrollment Rates (NER) of 11.45% and 9.08%, respectively. This suggests significant under-enrollment in early childhood education. In contrast, primary education shows a much higher enrollment rate, with GERs of 85.18% for males and 64.97% for females, and NERs of 74.99% and 76.60%, respectively, indicating a more inclusive and accessible primary education system. Junior Secondary School (JSS) enrollment is notably lower, with GERs of 29.15% for males and 21.14% for females, and NERs of 25.10% and 23.38%, respectively. This decline in enrollment rates from primary to JSS highlights potential issues in retaining students through to secondary education.

### 2.4.3 Retention, Transition, Completion, Repetition and Drop-out Rates (Primary and JSS)

Table 2.4.3 Retention, Transition, Completion, Repetition and Drop-out Rates (Primary and JSS)

Level	Transition rate			Completion Rate		
	Male	Female	Total	Male	Female	Total
ECCDE	-	-		9.08	7.85	8.46
Primary	47.71	60.29	53.10	29.70	18.94	24.25
JSS	-	-		71.97	47.67	59.69

Source: NPA 2022

The table above provides insights into transition and completion rates across different education levels. For Early Childhood Development and Education (ECCDE), the completion rate is relatively low, with males at 9.08%, females at 7.85%, and a total of 8.46%, indicating challenges in achieving widespread early childhood education completion. In primary education, there is a notable gender disparity in transition rates, with males transitioning at 47.71% compared to females at 60.29%, leading to a combined rate of 53.10%. The completion rate for primary education is also low, with males at 29.70% and females at 18.94%, totaling 24.25%, reflecting significant dropout rates. For Junior Secondary School (JSS), transition data is not provided, but the completion rate is considerably higher at 71.97% for males and 47.67% for females, averaging 59.69% overall. This suggests better retention in JSS compared to primary education but still highlights a gender gap and the need for improved strategies to enhance both transition and completion rates across all levels.

#### 2.4.4 Out of School Children

Table 2.4.4 *Out of School Children*

School Age population (6-11 Years)			Number of Out of School Children			Proportion of OOSC (%)		
Male	Female	Total	Male	Female	Total	Male	Female	Total
589,324	580,716	1,170,040	165,984	270,586	436,570	28	47	37

Source: NPA 2018

The table above reveals a significant proportion of out-of-school children within the 6-11 years age group. Out of a total school-age population of 1,170,040, there are 165,984 male and 270,586 female children who are out of school, totaling 436,570 out-of-school children. This results in an overall out-of-school rate of 37%, with a gender disparity evident: 28% of male children and 47% of female children are not enrolled in school. The higher proportion of out-of-school females highlights a critical issue in achieving gender parity in education, indicating a need for targeted interventions to address the barriers preventing female students from attending school.

## 2.4.5 Special Education Programmes (Special Needs, Nomadic, Tsangaya etc)

Table 2.4.5 Special Education Programmes (Special Needs, Nomadic, Tsangaya etc)

LEVEL	PROGRAMME	NO OF SCHOOLS	ENROLMENT			TEACHING STAFF			PTR
			M	F	T	M	F	T	
PRY	Special needs	2	320	75	395	0	0	0	0.00
JSS	Special needs	5	1601	1063	2664	24	49	73	36.49
ECCDE	Nomadic	3	43	53	96	10	1	11	8.73
PRY	Nomadic	36	2778	2654	5432	109	6	115	47.23
PRY	Faith base	6	530	580	1110	4	20	24	46.25
JSS	Faith base	20	641	664	1305	111	73	184	7.09

Source: NPA 2022

The table above provides a breakdown of various educational programs across different levels, detailing the number of schools, enrolment figures, teaching staff, and pupil-teacher ratios (PTR). For Special Needs education at the primary level, there are 2 schools with 395 students but no dedicated teaching staff, indicating a lack of resources or support for these students. At the junior secondary level for Special Needs, there are 5 schools with a total enrolment of 2,664 students and a PTR of 36.49, suggesting a relatively higher staff availability. Nomadic education shows 3 ECCDE schools with 96 students and a very low PTR of 8.73, reflecting a well-supported program. In contrast, there are 36 nomadic primary schools with 5,432 students but a high PTR of 47.23, indicating possible resource constraints. Faith-based education at the primary level includes 6 schools with 1,110 students and a PTR of 46.25, while the junior secondary level has 20 schools with 1,305 students and a much lower PTR of 7.09, suggesting better teacher availability compared to other programs. Overall, the data highlights varying levels of support and resource allocation across different educational programs.

#### 2.4.6 Technical and Vocational Education and Training

*Table 2.4.6 Technical and Vocational Education and Training*

Age	Male enrolment	Female enrolment	Total
5-11years	31	4	35
12- 18years	624	421	1,045
18- 35years	2,461	3,263	5,724

Source: SMoE

The table above presents the distribution of individuals across different age categories by gender. In the 5-11 years category, there is a noticeable disparity, with 31 males compared to just 4 females, totalling 35 individuals. In the 12-18 years category, the numbers are more balanced, though still skewed, with 624 males and 421 females, making up a total of 1,045 individuals. The 18-55 years category has the highest number of individuals, with 2,461 males and 3,263 females, totalling 5,724. This distribution shows a significant increase in the population as age increases, particularly among females in the 18-35 years category, which could be indicative of demographic trends or social factors influencing gender distribution across age groups.

#### 2.4.7 Adult and Non Formal Education

*Table 2.4.7 Adult and Non Formal Education for 2023/2024 session*

S/NO	LGA NAME	NO OF CENTRES			LEARNERS ENROLMENT		
		M	F	T	M	F	T
1	BODINGA	21	13	34	2070	1230	3300
2	BINJI	21	12	32	2100	1200	3300
3	DANGE/SHUNI	25	9	34	2100	900	3000
4	GADA	23	11	33	2000	1100	3100
5	GUDU	19	15	34	1900	1500	3400
6	GORANYO	19	14	33	1900	1400	3300
7	GWADABAWA	20	13	33	2000	1300	3300
8	ISA	23	12	35	2100	1100	3400
9	ILLELA	23	12	35	2000	1200	3300

10	KEBBE	20	13	33	1800	1300	3100
11	KWARE	40	26	66	3800	2600	6400
12	RABAH	17	17	34	1700	1700	3400
13	SABON BIRNI	23	11	34	2200	1100	3200
14	SOKOTO NORTH	36	14	50	3500	1500	4000
15	SOKOTO SOUTH	33	11	44	3200	1200	4400
16	SILAME	19	14	33	1900	6800	3300
17	SHAGARI	22	12	32	2400	4600	3400
18	TAMBUWAL	23	15	38	2300	1500	3800
19	TANGAZA	22	14	36	2200	1400	3600
20	TURETA		14	35	2100	1400	3500
21	WURNO	45	26	71	4500	2600	7400
22	WAMAKKO	22	11	32	2200	1100	3400
23	YABO	22	12	18	2200	1200	3400
<b>TOTAL</b>		<b>518</b>	<b>294</b>	<b>791</b>	<b>50270</b>	<b>38230</b>	<b>79100</b>

Source: State Agency for Mass Education

## 2.5 Quality and Efficiency

### 2.5.1 Number and Proportion of Qualified Teachers by level

Table 2.5.1 Number and Proportion of Qualified Teachers *by level*

LEVEL	Qualified			Non-Qualified			Total teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECCDE	966	610	1,576	456	276	732	1,422	886	2,308
PRIMARY	7,847	2,819	10,666	4,907	1,113	6,020	12,754	3,932	16,686
JSS	2,440	989	3,429	423	179	602	2,863	1,168	4,031

Source: NPA 2022

The table above provides a breakdown of qualified versus non-qualified teachers across ECCDE, primary, and JSS levels. At the ECCDE level, there are 1,576 qualified teachers (966 male, 610

female) and 732 non-qualified teachers (456 male, 276 female), totaling 2,308 teachers. In primary education, there are 10,666 qualified teachers (7,847 male, 2,819 female) and 6,020 non-qualified teachers (4,907 male, 1,113 female), making up a total of 16,686 teachers. For JSS, there are 3,429 qualified teachers (2,440 male, 989 female) and 602 non-qualified teachers (423 male, 179 female), resulting in a total of 4,031 teachers. The proportion of non-qualified teachers decreases as the educational level increases, with the highest qualification rates observed at the primary level

## 2.5.2 Teacher Deployment and Distribution by LGA, Urban/Rural by level

Table 2.5.2 Teacher Deployment and Distribution by LGA, Urban/Rural by level

STATE /LGA	ECCDE		PRIMARY		JSS	
	TEACHERS	% TEACHERS	TEACHERS	% TEACHERS	TEACHERS	% TEACHERS
BINJI	61	2.64	339.00	2.03	74.00	1.84
BODINGA	100	4.33	1001.00	6.00	196.00	4.86
DANGE-SHUNI	109	4.72	923.00	5.53	198.00	4.91
GADA	29	1.26	265.00	1.59	53.00	1.31
GORONYO	56	2.43	562.00	3.37	66.00	1.64
GUDU	84	3.64	161.00	0.96	18.00	0.45
GWADABAWA	42	1.82	730.00	4.37	96.00	2.38
ILLELA	69	2.99	553.00	3.31	68.00	1.69
ISA	135	5.85	1617.00	9.69	184.00	4.56
KEBBE	24	1.04	245.00	1.47	60.00	1.49
KWARE	25	1.08	668.00	4.00	115.00	2.85
RABAH	161	6.98	354.00	2.12	75.00	1.86
SABON-BIRNI	144	6.24	1180.00	7.07	253.00	6.28
SHAGARI	117	5.07	687.00	4.12	178.00	4.42
SILAME	44	1.91	340.00	2.04	32.00	0.79
SOKOTO-NORTH	103	4.46	1178.00	7.06	510.00	12.65
SOKOTO-SOUTH	347	15.03	1440.00	8.63	755.00	18.73
TAMBUWAL	75	3.25	1706.00	10.22	365.00	9.05
TANGAZA	85	3.68	253.00	1.52	47.00	1.17
TURETA	57	2.47	377.00	2.26	26.00	0.65
WAMAKKO	207	8.97	1085.00	6.50	366.00	9.08
WURNO	47	2.04	371.00	2.22	77.00	1.91
YABO	187	8.10	651.00	3.90	219.00	5.43
TOTAL	2308	100.00	16686.00	100.00	4031.00	100.00

Source: NPA 2022

The table above shows the distribution of teachers across the 23 LGAs shows significant variation in the availability of teaching staff at the ECCDE, Primary, and JSS levels. Sokoto-South has the highest concentration of teachers, accounting for 15.03% of ECCDE, 8.63% of Primary, and 18.73% of JSS teachers, indicating better staffing levels in this LGA. Conversely, LGAs like Gada and Kebbe have some of the lowest percentages of teachers, with Gada having only 1.26% of ECCDE and 1.59% of Primary teachers, while Kebbe has just 1.04% of ECCDE and 1.47% of Primary teachers. This disparity suggests that certain LGAs may face challenges in providing adequate educational support due to lower teacher availability.

The distribution also reflects broader trends in teacher allocation, with a few LGAs like Sokoto-South, Isa, and Wamakko having a relatively high number of teachers, while many other LGAs have significantly fewer. For instance, Isa accounts for 9.69% of Primary and 4.56% of JSS teachers, while Wamakko holds 8.97% of ECCDE and 6.50% of Primary teachers. These variations could impact the quality of education, as LGAs with fewer teachers may struggle to maintain effective student-teacher ratios, potentially leading to overcrowded classrooms and less personalized instruction. The data underscores the need for more equitable teacher distribution to ensure that all students have access to quality education, regardless of their location.

### 2.5.3 Pupil -Teacher Ratio (PTR) by level

Table 2.5.3 Pupil -Teacher Ratio (PTR) by level

LEVEL	No. of Sch.	Enrolment			Teaching Staff			PTR		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
ECCDE	580	31,142	25,925	57,067	1,408	863	2,271	22	30	25
PRIMARY	2,026	472,618	364,009	836,627	12,517	3,836	16,353	38	95	51
JSS	289	77,840	56,375	134,215	2,863	1,168	4,031	27	48	33

Source: NPA 2022

The table above provides a detailed overview of the educational infrastructure across different levels: ECCDE, Primary, and JSS. For ECCDE, there are 580 schools with a total enrolment of 57,067 students, supported by 2,271 teaching staff, resulting in a pupil-to-teacher ratio (PTR) of

25. At the Primary level, the 2,026 schools cater to 836,627 students with 16,353 teachers, giving a PTR of 51, indicating a higher student-to-teacher ratio compared to ECCDE. In JSS, 289 schools serve 134,215 students with 4,031 teachers, resulting in a PTR of 33. These figures highlight significant variations in PTR across educational levels, with Primary education facing the highest student-to-teacher ratio, which may impact the quality of education

#### 2.5.4 Pupil Textbook Ratio (PTXR) by Level or Proportion of Learners with Access to Textbooks by Level

Table 2.5.4 Pupil Textbook Ratio (PTXR) by Level or Proportion of Learners with Access to Textbooks by Level

Level	No. of Sch.	LEARNERS TEXT BOOKS						PTXR				
		ENROLMENT	English	Maths	Basic Science & Tech.	Social Studies	History	English	Maths	Basic Science & Tech.	Social Studies	History
ECCDE	580	57,067	6,261	3,924	3,480	2,452	669	9	15	16	23	85
PRIMARY	2,026	836,627	21,604	18,965	16,964	15,672	2,113	39	44	49	53	396
JSS	289	134,215	6,954	7,265	5,277	4,342	702	19	18	25	31	191

Source: NPA 2022

The table above outlines the distribution of textbooks and pupil-to-textbook ratios (PTXR) across ECCDE, Primary, and JSS levels. At the ECCDE level, with 580 schools and 57,067 learners, there are 6,261 English textbooks, 3,924 Math textbooks, 3,480 Basic Science & Tech textbooks, 2,452 Social Studies books, and 669 History books, yielding a PTXR of 9 for English and varying ratios for other subjects. In Primary education, encompassing 2,026 schools and 836,627 learners, there are significantly more textbooks: 21,604 for English, 18,965 for Math, 16,964 for Basic Science & Tech, 15,672 for Social Studies, and 2,113 for History, resulting in a PTXR of 39 for English and differing ratios for other subjects. For JSS, with 289 schools and 134,215 learners, the numbers are lower, with 6,954 English, 7,265 Math, 5,277 Basic Science & Tech,

4,342 Social Studies, and 702 History textbooks, resulting in a PTXR of 19 for English and varying ratios for other subjects. This data reflects a more robust availability of textbooks in Primary education compared to ECCDE and JSS, though disparities in PTXR across subjects may still affect learning resources' accessibility.

## 2.5.5 Learning Outcomes

### 2.5.5.1 Monitoring of Learning Achievements/National Assessment of Learning Achievement in Basic Education/NALABE

Table 2.5.5.1 Monitoring of Learning Achievements/National Assessment of Learning Achievement in Basic Education/NALABE

Learners Ability			Percentage of Learners by Proficiency level			
Category	Mean Scale Score	Standard Deviation	Below Partially Meets Minimum Proficiency	Partially Meets Minimum Proficiency	Meets Minimum Proficiency	Exceeds Minimum Proficiency
Mathematics P3	486.29	108.14	20.49	33.91	26.83	18.76
Mathematics P 5	476.72	77.66	7.85	73.29	18.15	0.17
Mathematics JS2	525.21	89.82	23.99	53.16	22.85	0.00
English P3	514.01	98.75	6.67	52.76	37.32	3.24
English P5	492.95	84.14	5.35	59.78	30.25	4.63
English JS2	543.21	93.77	4.51	33.76	60.63	1.10
Basic Science & Technology P 5	470.99	98.51	14.89	50.51	33.92	0.67
Basic Science & Technology P JS2	527.92	94.67	3.70	44.68	51.62	0.00
Social Studies P5	498.37	97.50	11.20	32.58	52.40	3.82
Social Studies JS2	538.58	100.68	4.89	27.83	55.80	11.48

Source: NALABE 2022 Score Card

The table above presents a detailed analysis of learners' abilities across different subjects and grade levels, highlighting varying degrees of proficiency among students. In Mathematics, the performance of students generally fluctuates, with the mean scale score increasing from P3 (486.29) to JS2 (525.21). However, a concerning trend is observed in the distribution of

proficiency levels. For instance, in P3, 20.49% of students are below minimum proficiency, while in P5, although only 7.85% are below proficiency, a significant 73.29% are only partially meeting the minimum proficiency, and only 0.17% exceed it. By JS2, the proficiency levels indicate that a large percentage (53.16%) are still only partially meeting proficiency, with no students exceeding the minimum proficiency. This suggests a need for targeted interventions, especially at the higher grade levels, to improve proficiency outcomes

In English and other subjects, students tend to perform better in terms of meeting and exceeding minimum proficiency, particularly by JS2. For example, in English P3, 52.76% of students partially meet the minimum proficiency, and this improves significantly by JS2, where 60.63% meet the minimum proficiency. Similarly, in Social Studies JS2, a majority of students (55.80%) meet the minimum proficiency, and 11.48% even exceed it, indicating a stronger performance in this subject compared to others. However, the performance in Basic Science & Technology is mixed, with a notable 50.51% of P5 students partially meeting proficiency, but no students exceeding it by JS2. These insights underscore the need for a more focused and differentiated approach in teaching methodologies to address the varying levels of learner proficiency across subjects and grades.

#### 2.5.5.2 Basic Education Certificate Examination (BECE)

Table 2.5.5.2 Basic Education Certificate Examination (BECE)

YEAR	MALE	FEMALE	TOTAL	% PASS
2020	25,784	16,562	42,346.	83%
2021	27,118	18,758	45,876.	91%
2022	28,658	21322	49,980.	87%
2023	29,232	22,232	51,336.	93%

Source: SMOE

The table above presents data on male and female students' performance over four years, from 2020 to 2023. During this period, the total number of students increased consistently each year, with male students consistently outnumbering female students. In 2020, 42,346 students took the exams, with a pass rate of 83%. By 2023, this number had grown to 51,336 students, with an improved pass rate of 93%. Female participation saw a significant rise, from 16,562 in 2020 to 22,232 in 2023, indicating efforts towards greater gender parity. The overall pass percentage fluctuated slightly, peaking at 93% in 2023, reflecting a positive trend in academic achievement.

## 2.5.6 Basic Education Curriculum

The government has undertaken significant efforts to enrich the basic education curriculum in Sokoto State, aligning it with the region's specific needs and focusing on economic improvement and industrialization. The curriculum emphasizes Technical and Vocational Education and Training (TVET) to equip students with practical skills, alongside enhancing ICT and digital literacy to prepare learners for a technology-driven world. Early Grade Reading initiatives are prioritized to strengthen foundational literacy, while vocational and technology-based education (STEM) fosters innovation and critical thinking. Agriculture is integrated for food security, addressing both educational and economic needs. Additionally, the curriculum emphasizes moral education, peace building, and history, alongside core subjects like mathematics, to cultivate well-rounded individuals. The 9-year basic education curriculum, encompassing Early Childhood Care and Development Education (ECCDE), Primary, and Junior Secondary School (JSS), is designed to support the state's developmental goals and industrialization efforts.

## 2.6. School Infrastructure

### 2.6.1 Classroom Environment (PCR, Proportion of good classrooms etc)

Table 2.6.1 Classroom Environment

LEVEL	Enrolment	Total Number of Classrooms	Good class room	Bad classroom	PCR	Proportion of good class room
ECCDE	57,067	1,146	679	467	49	84.05
PRIMARY	836,627	11,159	5,728	5,431	74	146.06
JSS	145,551	1,630	1,081	549	89	134.64

Source: NPA 2022

The table above provides an overview of classroom conditions across ECCDE, Primary, and JSS levels. At the ECCDE level, which serves 57,067 learners, there are 1,146 classrooms with 679 classified as good and 467 as bad, resulting in a Proportion of Good Classrooms (PCR) of 50 and a high proportion of good classrooms at 84.05%. For Primary education, with 836,627 learners

and 11,159 classrooms, 5,728 are good and 5,431 are bad, yielding a PCR of 75 and a proportion of good classrooms at 146.06%, indicating a relatively high availability of quality classrooms compared to the number needed. At the JSS level, serving 145,551 learners with 1,630 classrooms, 1,081 are good and 549 are bad, giving a PCR of 89 and a proportion of good classrooms at 134.64%. This shows that JSS has the highest proportion of good classrooms, while Primary education has the most significant number of classrooms but also a substantial number of bad ones.

## 2.6.2 Availability of Furniture for Learners and Teachers

Table 2.6.2 Availability of Furniture for Learners and Teachers

ECCDE		PRIMARY		JSS		ECCDE	PRIMAY	JSS
ENROLMENT	FURNITURE	ENROLMENT	FURNITURE	ENROLMENT	FURNITURE	FPR	FPR	FPR
57,067	9,339	836,627	112,652	836,627	27,901	6	7	30

Source: NPA 2022

The table above compares the availability of furniture relative to enrollment across ECCDE, Primary, and JSS levels. For ECCDE, with 57,067 learners, there are 9,339 pieces of furniture, yielding a Furniture-to-Pupil Ratio (FPR) of 6. In Primary education, serving 836,627 learners, there are 112,652 pieces of furniture, resulting in an FPR of 7. For JSS, which also has 836,627 learners but fewer pieces of furniture (27,901), the FPR is 30. This indicates that while ECCDE and Primary levels have relatively lower FPRs, suggesting a better ratio of furniture to students, JSS has a much higher FPR, reflecting a lower availability of furniture per student compared to the other levels.

## 2.6.3 School Safety (fencing, security guards, etc)

Table 2.6.3 School Safety

Level	No of School.	Fence/ Wall	% of School with Fence/ Wall
PRIMARY	2,087	210	7
JSS	289	125	43.25

Source: NPA 2022

The table above illustrates the extent of security infrastructure in schools at different levels. Out of 2,087 primary schools, only 210 are equipped with fences or walls, representing a modest 7% coverage. In contrast, a higher proportion of junior secondary schools (JSS), with 289 schools in total, have security perimeters, with 125 schools (43.25%) featuring fences or walls. This disparity indicates that while JSS facilities are significantly better secured compared to primary schools, there is still a considerable gap in the overall coverage of fencing at both educational levels, suggesting a need for improved security measures in primary schools.

## 2.6.4 School Health and Hygiene

Table 2.6.4 School Health and Hygiene

Level	No of School.	Health Facility	Health Facility	Safe Water	Safe Water	Toilets
PRIMARY	2,087	501	23	596	13	6880
JSS	289	185	64.01	152	52.60	382

Source: NPA 2022

The table above highlights the availability of essential health and sanitation facilities across different educational levels. At the primary level, out of 2,087 schools, 501 have health facilities, accounting for 23% of the total. Additionally, 596 schools (13%) provide safe water, and 6,880 schools have access to toilets. In comparison, at the junior secondary level, 185 schools have health facilities, representing 64.01% of the total, while 152 schools (52.60%) offer safe water and 382 schools provide toilets. This data indicates a higher proportion of junior secondary schools are equipped with health facilities and safe water compared to primary schools, though there is still a substantial gap in providing adequate sanitation facilities across both levels.

## 2.6.5 Other facilities

Table 2.6.5 Other facilities

State	No of School.	Source of Power	% sch with Source of Power	Library	% sch with Library	Play Ground	% sch with Play Ground	Laboratory	% sch with Laboratory
Primary	2,087	119	55	100	98	888	4	30	11
JSS	289	104	35.99	89	30.80	179	61.94	75	25.95

Source: NPA 2022

The table above presents the availability of key infrastructure across primary and junior secondary schools. For primary schools, out of 2,087 institutions, 119 have a source of power, covering 5.7% of schools. Additionally, 100 schools (4.8%) have libraries, 888 schools (42.5%) have playgrounds, and 30 schools (1.4%) have laboratories. In contrast, for junior secondary schools, 104 out of 289 have a power source, representing 35.99% of schools. Libraries are present in 89 schools (30.80%), playgrounds are available in 179 schools (61.94%), and 75 schools (25.95%) have laboratories. This indicates that while playgrounds and libraries are more prevalent in junior secondary schools compared to primary schools, primary schools generally lack critical facilities such as laboratories and power sources.

## 2.7 System Strengthening and Efficiency

### 2.7.1 Education Management Information System

**Table 2.7.1 Education Management Information System**

Level	EMIS	Planning Officers	Researchers	ICT
SUBEB	14	10	0	0
LGA	25	306	14	11
<b>Total</b>	<b>25</b>	<b>316</b>	<b>14</b>	<b>11</b>

Source: NPA 2022

The table above provides an overview of the distribution of planning officers, researchers, and ICT resources across different educational administrative levels. At the State Universal Basic Education Board (SUBEB), there are 14 designated EMIS positions or ICT resources, and there are 10 planning officers. In contrast, at the Local Government Areas (LGA) level, there are 23 EMIS positions, 306 planning officers, 14 researchers, and 11 ICT resources. Overall, across both levels, there are 25 EMIS positions, 316 planning officers, 14 researchers, and 11 ICT resources. This distribution highlights a significant concentration of planning officers at the LGA level, while both SUBEB and LGA levels are under-resourced in terms of researchers and ICT resources.

### 2.7.2 Quality Assurance and School Support Systems at SUBEB and LGEA levels

**Table 2.7.2 Quality Assurance and School Support Systems at SUBEB and LGEA levels**

Level	Quality Assurance	School Support Officers	School Supervisors
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	Officers		
SUBEB	11	18	6
LGA	48	61	11

Source: SUBEB

The table above presents the distribution of Quality Assurance Officers, School Support Officers, and School Supervisors at both the SUBEB (State Universal Basic Education Board) and LGA (Local Government Area) levels. At the SUBEB level, the number of School Support Officers (18) significantly surpasses the Quality Assurance Officers (11) and School Supervisors (6). This indicates a stronger focus on direct support to schools at the state level. At the LGA level, School Support Officers again lead in numbers (61), followed by Quality Assurance Officers (48), with School Supervisors remaining the smallest group (11). The disparity suggests that while there is a substantial focus on supporting schools, the oversight and supervisory roles are less populated, potentially highlighting a need for increased supervisory presence to ensure that quality assurance and support initiatives are effectively monitored and implemented at the local level.

### **2.7.3 Community and Civil Society Participation in Education Management and School Governance**

**Table 2.7.3 Community and Civil Society Participation in Education Management and School Governance**

Category	Number	Number of LGAs	Thematic Areas
Civil Society Organization	26	23	Education, Health, Economic Empowerment, WASH, Gender Inclusiveness, Leadership & Good Governance, Child Protection and SRHR/SGBV
School-Based Management Committees (SBMC)	1763	23	School Infrastructure, School management, school development and monitoring

Source: SUBEB

The table above shows details the involvement of Civil Society Organizations (CSOs) and School-Based Management Committees (SBMCs) in various thematic areas across 23 Local

Government Areas (LGAs). There are 26 CSOs focused on diverse themes such as education, health, economic empowerment, WASH (Water, Sanitation, and Hygiene), gender inclusiveness, leadership and good governance, child protection, and Sexual and Reproductive Health Rights/Sexual and Gender-Based Violence (SRHR/SGBV). Additionally, 1,763 SBMCs operate within the same number of LGAs, concentrating on school infrastructure, management, development, and monitoring. This distribution underscores a broad spectrum of thematic engagement by CSOs and a concentrated effort by SBMCs on improving school-related factors.

## 2.8 Cross-Cutting Issues

### 2.8.1 Gender and Basic Education

Gender issues in basic education in Sokoto State are notably challenging, with a Gender Parity Index (GPI) of 0.85, the second lowest in Nigeria, reflecting significant disparities between male and female enrollment and achievement. The state faces prevalent issues such as child marriage, which often interrupts the education of young girls, and gender-based violence (GBV) that can further hinder their academic progress and well-being. Traditional and religious biases contribute to a preference for male children over females, impacting the allocation of educational resources and opportunities. Additionally, child labor and the domestication of female children limit their ability to attend school regularly and engage in learning activities.

To address these issues, the state government and various stakeholders are implementing strategies aimed at promoting gender equity in education. Initiatives include awareness campaigns to combat child marriage and GBV, as well as efforts to challenge traditional biases and promote the value of educating girls. Programs that provide support for female students, such as scholarships and safe learning environments, are being enhanced such as the BESDA and AGILE specifically target female enrolment in basic education. Additionally, community engagement and policy reforms are being pursued to address and reduce child labour and the domestic responsibilities that disproportionately affect girls. These measures aim to improve the GPI and create a more inclusive and equitable educational system for all children in Sokoto State.

#### 2.8.1.1 Gender Parity Index (*Pre-Primary, Primary and JSS*)

Table 2.8.1.1 Gender Parity Index (*Pre-Primary, Primary and JSS*)

LEVEL	MALE	FEMALE	GPI
ECCDE	31, 142	25, 925	0.85
Primary	472,618	364,009	0.78
JSS	77,840	56,476	0.74

Source: NPA 2022

The table above shows the Gender Parity Index (GPI) for different educational levels, highlighting gender disparities in enrollment. At the ECCDE level, the GPI is 0.85, indicating a huge gender in-balance distribution with more male than female students. In addition, as students progress to Primary education, the GPI decreases to 0.78, reflecting a widening gender gap where fewer females are enrolled compared to males. This gap further increases at the JSS level, with a GPI of 0.74, suggesting a significant gender disparity with a considerably lower proportion of female students. Overall, the data indicates a progressive decline in gender parity as students advance through the educational levels.

### 2.8.1.2 Gross and Net Enrolments/Rates by Gender by Level

Table 2.8.1.2 Gross and Net Enrolments/Rates by Gender by Level

LEVEL	GER			NER		
	Male	Female	Total	Male	Female	Total
ECCDE	12.41	10.50	11.45	9.83	8.34	9.08
PRIMARY	85.18	64.97	74.99	76.60	58.31	67.37
JSS	29.15	21.14	25.10	23.38	16.71	20.01

Source: NPA 2022

The table above presents Gross Enrollment Rate (GER) and Net Enrollment Rate (NER) across different education levels. For ECCDE, the GER is 11.45% overall, with males at 12.41% and females at 10.50%, while the NER is lower at 9.08% overall, with males at 9.83% and females at 8.34%. This indicates that while a larger proportion of children are enrolled in ECCDE programs, the actual number attending is lower. At the Primary level, the GER is significantly higher at 74.99% overall, with a notable gender disparity (85.18% for males vs. 64.97% for females), and the NER is somewhat lower but still substantial at 67.37% overall. For JSS, the GER drops to 25.10% overall, with males at 29.15% and females at 21.14%, and the NER is lower at 20.01% overall. This shows a decline in enrollment rates as students advance through the education system, with a continuing gender disparity at all levels.

### 2.8.1.3 Gender Distribution of Teachers by Level

Table: 2.8.1.3 Gender Distribution of Teachers by Level

LEVEL	Teachers			% of Male teachers by gender	% of Female teachers by gender	Total
	Male	Female	Total	% Male	% Female	
ECCDE	1422	886	2308	61.61	38.39	100.00

Primary	12754	3932	16686	76.44	23.56	100.00
JSS	2863	1168	4031	71.02	28.98	100.00

Source: NPA 2022

The table above provides a breakdown of teachers by gender across different education levels. In ECCDE, there are 1,422 male teachers and 886 female teachers, making up 61.61% and 38.39% of the teaching staff, respectively. At the Primary level, the number of male teachers significantly increases to 12,754, with female teachers totalling 3,932, resulting in a gender distribution of 76.44% male and 23.56% female. For JSS, there are 2,863 male teachers and 1,168 female teachers, representing 71.02% and 28.98% of the total teaching staff. This data indicates a notable gender imbalance across all levels, with males consistently comprising the majority of the teaching workforce.

#### 2.8.1.4 Gender Distribution of SUBEB and LGEA Staff

**Table 2.8.1.4 Gender Distribution of SUBEB and LGEA Staff**

LEVEL	MALE	%	FEMALE	%	Total
SUBEB	2,877	86.8	438	13.2	3,315
LGA	107	79	28	21	135

Source: NPA 2022

The table above reveals the gender distribution within two educational administrative levels. At the State Universal Basic Education Board (SUBEB) level, males make up 86.8% of the staff with 2,877 individuals, while females represent 13.2% with 438 individuals, totalling 3,315 staff members. In contrast, at the Local Government Area (LGA) level, males account for 79% of the staff with 107 individuals, and females make up 21% with 28 individuals, resulting in a total of 135 staff members. This indicates a predominance of male staff at both levels, with a more pronounced gender imbalance at the SUBEB level compared to the LGA level.

## 2.8.2 Special Needs and Inclusive Education

**Table 2.8.2 Special Needs and Inclusive Education**

LEVEL	NO OF SCHOOL	VISUAL IMPAIRMENT		HEARING IMPAIRMENT		PHYSICALLY CHALLENGED		MENTALLY CHALLENGED		GIFTED/TALENTED		OTHERS	
	NO OF SCHOOL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
ECCDE	74	58	34	29	19	43	31	16	8	112	148	3	

PRIMARY	691	456	344	429	510	656	347	208	1,932	1,660	324	553
JSS	127	73	40	51	35	110	72	36	24	355	416	36

Source: NPA 2022

The table above provides a detailed breakdown of special needs education across different school levels. At the ECCDE level, there are 74 schools with students facing various challenges: visual impairment (58 male, 34 female), hearing impairment (29 male, 19 female), physical challenges (43 male, 31 female), mental challenges (8 male, 112 female), and gifted/talented (148 male, 3 female). At the primary level, there are 691 schools, with a higher prevalence of physical challenges (656 male, 347 female), followed by visual impairment (456 male, 344 female), hearing impairment (429 male, 510 female), mental challenges (1,932 male, 1,660 female), and gifted/talented (324 male, 553 female). For JSS, which comprises 127 schools, the distribution includes visual impairment (73 male, 40 female), hearing impairment (51 male, 35 female), physical challenges (110 male, 72 female), mental challenges (24 male, 355 female), and gifted/talented (416 male, 36 female). Overall, the data reflects a range of special needs across educational levels, with mental challenges being notably high in primary schools.

### 2.8.3 Education in Emergencies (IDPs etc)

Table 2.8.3 Education in Emergencies

LGA	LEARNERS AFFECTED AT PRIMARY			LEARNERS AFFECTED AT JSS		
	Male	Female	Total	Male	Female	Total
BINJI	34	73	107	34	76	110
BODINGA	21	42	63	56	85	141
DANGE SHUNI	32	51	83	32	77	251
GADA	23	62	85	41	84	125
GORONYO	25	51	76	38	70	108
GUDU	43	52	95	43	87	233
GWADABAWA	34	73	107	51	98	149
ILELA	63	67	130	47	76	123
ISA	35	47	82	59	67	272
KEBBE	26	51	77	67	88	155
KWARE	51	69	120	25	74	99
RABAH	26	48	74	63	87	254

SABON BIRNI	28	44	72	55	78	133
SHAGARI	41	60	101	71	84	155
SILAME	29	65	94	36	89	288
SOKOTO NORTH	32	53	85	89	76	165
SOKOTO SOUTH	26	53	79	75	81	156
TAMBUWAL	27	33	60	65	87	321
TANGAZA	37	42	79	48	96	144
TURETA	29	64	93	91	99	190
WAMAKKO	38	58	96	88	102	334
WURNO	24	54	78	86	77	163
YABO	42	66	108	73	81	154
TOTAL	766	1278	2363	1333	1919	3242

**Source: ASC**

The table above illustrates the impact of conflicts and insecurity on learners at both the primary and Junior Secondary School (JSS) levels across various LGAs, highlighting significant disruption to education. A total of 2,363 primary school learners are affected, with a slightly higher number of female students (1,278) than male students (766). At the JSS level, the number of affected learners increases to 3,242, again with more females (1,919) than males (1,333) impacted. Notably, LGAs like Wamakko, Tambuwal, and Silame exhibit the highest numbers of affected learners, particularly at the JSS level, suggesting that these areas are more severely impacted by insecurity. The data indicates that insecurity is disrupting education across both genders, though females are disproportionately affected, and the overall impact appears to be more pronounced at the JSS level. This disruption poses significant challenges to educational continuity and gender parity in affected regions.

## **2.9 Summary of key issues from the diagnosis**

The Basic Education Sector Analysis (BESA) of Sokoto State's efforts in implementing the Universal Basic Education (UBE) programs reveals critical insights into the challenges and issues hindering effective execution. These findings are systematically categorized under the four key pillars of the State Medium-Term Basic Education Strategic Plan (SMTBESP). Under the pillar of Access, Inclusiveness, and Equity, challenges include a high rate of Out-of-School children, exacerbated by insecurity, displacement, and cultural barriers, particularly affecting girls' education. The Quality and Efficiency pillar highlights gaps in teacher training, learning resources, and the overall learning environment, leading to suboptimal educational outcomes. The System Strengthening and Accountability pillar identifies weaknesses in data collection and utilization, impeding effective decision-making and accountability. Finally, the Sustainable Funding pillar underscores the inadequacy of financial resources, limiting the state's capacity to sustain and expand educational programs. Collectively, these issues emphasize the need for

targeted interventions and strategic planning to overcome the multifaceted barriers to achieving universal basic education in Sokoto State.

### **Access, Inclusiveness and Equity**

- High rate of out of schools' children
- Low female educational access in schools
- High rate of girls' dropout in basic education schools
- Poor access for special needs learners to basic education programmes
- Low enrolment of nomadic education learners
- Low retention and transition rates in basic education schools
- Low Gender Parity Index (GPI)
- Low transition rate to JSS

### **Quality and Efficiency**

- High number of unqualified teachers in basic education schools
- Low capacity of teachers in basic education schools
- Lack of conducive learning environment and inadequate school facilities
- Inadequate number of learners and teachers furniture in schools
- Lack of adequate number of textbooks in the four core subjects
- Low number of schools with safety facilities (fence and security guards)
- Poor learning outcomes and achievements amongst basic education learners in schools
- Lack of adequate WASH facilities in schools (toilets, water sources, waste bins, girls room)
- Weak quality assurance monitoring and evaluation in basic education schools
- Weak continuous teacher training system in schools
- Lack of adequate number of instructional materials for pupils in public schools (textbooks and teachers materials)
- Lack of adequate and appropriate modern digital and ICT equipment in schools
- Over concentration of teachers in urban areas
- Lack of monitoring vehicles and motorcycles
- Inadequate number of schools with fence and security personnel
- Inadequate number of good classrooms
- Lack of play equipment for ECCDE
- Out dated and non-functional functional curriculum
- Insufficient extra-curricular activities in schools
- Lack of school libraries and Laboratories

### **System Strengthening and Accountability**

- Low number of EMIS and Planning Officers at SUBEB and LGEA
  - Lack of functional and effective EMIS structures in schools and LGEAs
  - Weak monitoring and evaluation mechanisms of SMTBESP implementation
  - Poor capacity of SUBEB and LGEA staff
  - Poor involvement of SBMC and NGOs in school management and governance
  - Low community and stakeholder's participation in basic education implementation
  - Weak alignment and coordination amongst stakeholders in basic education.
- **Sustainable Funding**
    - Low budgetary allocation for basic education implementation
    - Low donor inflow funding for basic education programme
    - Slow pace in payment of counter funds for accessing UBE grants
    - Weak financial management and tracking systems.
    - Low private sector driven investments in basic education (PPP).

### **3.0 THE STRATEGIC PROGRAMME**

#### **3.1 Priority Programme**

Strategic programmes in education are comprehensive initiatives designed to address specific challenges and achieve overarching goals within the education sector. In Sokoto State, like many other regions, strategic programmes are implemented to enhance access to education for all children while also improving the quality of education delivery at all levels. These programmes are guided by a set of key objectives and are supported by various strategies aimed at overcoming barriers and achieving desired outcomes. From enrolment drives to professional development for teachers, each strategic programme plays a vital role in advancing the educational landscape and ensuring that every child has the opportunity to receive a quality education. This introduction sets the stage for exploring the various strategic programmes implemented in Sokoto State to drive positive change and transformation in the education sector

##### **3.1.1 Access, Equity and Inclusiveness**

- Conduct of Intensive Enrolment Drive for Out Of School Children (OOSC)
- Establish of new schools in hard to reach communities
- Advocacy/Sensitization to various stakeholders, especially religious leaders
- Support Remote learning programmes
- Media Engagement( phone-in programme, jingles etc)
- Conditional Cash Transfer
- School feeding programmes
- Establish additional Special Needs schools
- Establish Specialized junior secondary schools for girls
- Expand ECCDE programme to all primary schools

- Expand Integrated Quranic Tsangaya Education (IQTE) programmes in mapped communities
- Establish learning hubs for children IDP camps

### **3.1.2 Quality and Efficiency**

- Regular recruitment and training of teachers
- Construction of new child friendly classrooms
- Renovation of dilapidated classrooms
- Provision of learners and teachers furniture
- Construction of school toilets
- Continuous and Mandatory Capacity Development for teachers
- Procurement and distribution of instructional materials in basic education schools
- Establishment/strengthening of clubs and societies including games & sports.
- Regular conduct of quality assurance monitoring and evaluation programmes
- Provision of WASH facilities in schools (boreholes, incinerators, dustbins, etc)
- Review of basic education curriculum
- Implementation of school safety programme
- Strengthen quality learning outcomes and achievement surveys for literacy and numeracy in schools.
- Adoption and digitalization of UBE programme through ICT programmes through the smart schooling programme.
- Procure and distribution of monitoring vehicles and motorcycles
- Provision of school libraries and science laboratories
- Provision of school environmental safety mechanisms
- Constructions of school fence and security personnel

### **3.1.3 System Strengthening and Efficiency**

- Conduct of Annual School Census (ASC) and other data collection programmes
- Procurement of modern EMIS tools for data collection
- Capacity building for EMIS and Planning Officers
- Capacity building programmes for SUBEB and LGEAs staff
- Support library and information systems in schools
- Strengthen community and parental participation in basic education implementation in schools
- Promote effective stakeholders collaboration and coordination through SBMC and PTAs
- Strengthen evidence based basic education planning and decision making
- Promote basic education research and publication in basic education sub sector

- Promote the collaboration with International Development Partners (IDPs) participation in basic education programmes in the state

#### **3.1.4 Sustainability Funding**

- Increased Budgetary allocation to UBE programme
- Advocacy and sensitization to key stakeholders on funds allocation to UBE programme
- Strengthen Private and Public Partnership on UBE delivery
- Strengthen collaboration and partnership with International Development Partners
- Access the FGN UBE intervention funds
- Expand philanthropic engagement on UBE programme
- Support the roles of NGOs, CBOs and FBOs in UBE delivery

## 3.2 SMTBESP Results Framework

The SMTBESP Results Framework is designed to provide a structured approach for monitoring and evaluating the success of the Sokoto State Medium-Term Basic Education Strategic Plan (SMTBESP). This framework sets out specific strategic objectives, defines key performance indicators (KPIs), and establishes targets and means of verification to measure progress effectively. By aligning these components, the framework ensures that achievements are tracked, outcomes are assessed, and necessary adjustments are made to meet the educational goals. The template below details the strategic objectives, KPIs, targets, and methods for verification, providing a comprehensive overview for evaluating the plan's implementation and impact.

**Table: Results Framework**

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)
<p><b>POLICY: ACCESS, EQUITY AND INCLUSIVENESS:-</b> Provide Equitable Access and Quality basic education for all children of school age.</p> <p><b>Policy Objectives:-</b></p> <ul style="list-style-type: none"> <li>❖ To reduce Number of OOSC.</li> <li>❖ Enhance Girls Child enrolment and completion rate.</li> <li>❖ Increase enrolment of children with special needs.</li> <li>❖ Increase ALMAJIRI Children access to integrated education through the IQTE programme</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment of New Schools in hard to reach areas</li> <li>• Recruitment and Deployment of new female teachers</li> <li>• Construction of IDP 30 specialized schools</li> <li>• Construction of 20 Special Needs Schools</li> <li>• Conduct of intensive Advocacy/Sensitization visits and enrolment drive campaigns in the 23 LGAs to key stakeholders</li> <li>• Conduct of Media Engagement( phone-in programme, jingles etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Number of OOSC</li> </ul>	436,570	59,653	NPA and ASC
		<ul style="list-style-type: none"> <li>• Gross Enrolment rate (GER)                             <ul style="list-style-type: none"> <li>• ECCDE</li> <li>• PRIMARY</li> <li>• JSS</li> </ul> </li> </ul>	11.45 64.18 21.15	55.45 94.18 61.15	NPA and ASC
		<ul style="list-style-type: none"> <li>• Net Enrolment Rate (NER)                             <ul style="list-style-type: none"> <li>• ECCDE</li> <li>• PRIMARY</li> <li>• JSS</li> </ul> </li> </ul>	9.08 67.37 20.01	40.08 87.37 60.01	NPA and ASC
		<ul style="list-style-type: none"> <li>• Gender Parity Index (GPI)                             <ul style="list-style-type: none"> <li>• ECCDE</li> <li>• PRIMARY</li> <li>• JSS</li> </ul> </li> </ul>	0.85 0.78 0.74	1 1 1	NPA and ASC
		<ul style="list-style-type: none"> <li>• Number of Newly Established Schools</li> </ul>	104	421	NPA and ASC
		<ul style="list-style-type: none"> <li>• Number of Conduct of EDC in all 23 LGAs.</li> </ul>	0	46	NPA and ASC
		<ul style="list-style-type: none"> <li>• Number of Meeting with stakeholders</li> </ul>	63	210	NPA and ASC

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)
	<ul style="list-style-type: none"> <li>• Expand conditional Cash Transfer</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Learners benefiting from disbursement of Grant</li> </ul>	0	50,000	NPA and ASC
	<ul style="list-style-type: none"> <li>• Expand the School feeding programme</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Learners with access to school feeding programme</li> </ul>	0	400,000	NPA and ASC
	<ul style="list-style-type: none"> <li>• Expand the Integrated Qur'anic Tansgaya Education (IQTE) programme canters</li> </ul>	<ul style="list-style-type: none"> <li>• Number of established IQTE centers in the State</li> </ul>	53	353	NPA and ASC
	<ul style="list-style-type: none"> <li>• Establish Second chance schools for adult females</li> </ul>	<ul style="list-style-type: none"> <li>• Number of second chance schools</li> </ul>	0	15	NPA and ASC
	<ul style="list-style-type: none"> <li>• Establish Technical and Vocational Training Canters</li> </ul>	<ul style="list-style-type: none"> <li>• Number of TVET centres</li> </ul>	13	37	NPA and ASC
	<ul style="list-style-type: none"> <li>• Establish Community Learning Centres</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Community Learning Centres (NFEL)</li> </ul>	78	323	NPA and ASC
	<ul style="list-style-type: none"> <li>• Establish Community Learning Centres</li> </ul>	<ul style="list-style-type: none"> <li>• Number of ECCDE centres</li> </ul>	34	287	NPA and ASC
	<ul style="list-style-type: none"> <li>• Establish ECCDE centres</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Nomadic education centers</li> </ul>	51	301	NPA and ASC
	<ul style="list-style-type: none"> <li>• Establish Additional Nomadic education schools</li> </ul>				

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)																		
	<ul style="list-style-type: none"> <li>Establish Special Needs Learning Centres</li> </ul>																						
<p><b>POLICY:QUALITY AND EFFICIENCY</b> drastically accelerate the quality of learning outcomes by providing quality learning environment and equipping teachers.</p> <p><b>Policy Objective: -</b></p> <ul style="list-style-type: none"> <li>❖ Improve the capacity of Teachers</li> <li>❖ To improve adequate and relevant teaching and learning materials</li> <li>❖ To increase the proportion of qualified teachers</li> <li>❖ To institutionalize extra curricular activities.</li> </ul> <p>To strengthen supervision, monitoring and mentoring.</p>	<ul style="list-style-type: none"> <li>Conduct teacher Capacity Development trainings for 2000 teachers</li> <li>Construction of new 10,000 classrooms</li> <li>Procurement of teacher and learners furniture</li> <li>Renovation of 50,000 dilapidated classrooms</li> <li>Construction of child</li> </ul>	<ul style="list-style-type: none"> <li>Number of trained teachers <ul style="list-style-type: none"> <li>ECCDE</li> <li>Primary</li> <li>JSS</li> </ul> </li> <li>Learner Classroom Ratio (LCR) <ul style="list-style-type: none"> <li>ECCDE</li> <li>Primary</li> <li>JSS</li> </ul> </li> <li>Learner Furniture Ratio (LFR) <ul style="list-style-type: none"> <li>ECCDE</li> <li>Primary</li> <li>JSS</li> </ul> </li> </ul>	<table border="0"> <tr> <td>1,576</td> <td>49</td> <td>6</td> </tr> <tr> <td>10,666</td> <td>74</td> <td>7</td> </tr> <tr> <td>3,429</td> <td>89</td> <td>3</td> </tr> </table>	1,576	49	6	10,666	74	7	3,429	89	3	<table border="0"> <tr> <td>4,873</td> <td>25</td> <td>2</td> </tr> <tr> <td>15,743</td> <td>35</td> <td>2</td> </tr> <tr> <td>7,435</td> <td>40</td> <td>1</td> </tr> </table>	4,873	25	2	15,743	35	2	7,435	40	1	<p>NPA and ASC</p> <p>NPA and ASC</p> <p>NPA and ASC</p>
1,576	49	6																					
10,666	74	7																					
3,429	89	3																					
4,873	25	2																					
15,743	35	2																					
7,435	40	1																					

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)
	<p>friendly toilets</p> <ul style="list-style-type: none"> <li>• Construction of 200 motorized boreholes</li> <li>• Construction of 500 school fence and gate house</li> <li>• Recruitment of security personnel in schools</li> <li>• Procurement of 8 Toyota hilux monitoring vehicles and 200 motor Cycles</li> <li>• Expand school extracurricular Activities and Clubs</li> <li>• Procure and distribute teaching and learning materials in the 4 core subjects for teachers and Learners</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Schools with functional Toilets <ul style="list-style-type: none"> <li>• Primary</li> <li>• JSS</li> </ul> </li> <li>• % of schools with water</li> <li>• %of fence and gate <ul style="list-style-type: none"> <li>• Primary</li> <li>• JSS</li> </ul> </li> <li>• Number of functional Monitoring Vehicles</li> <li>• Number of Extracurricular activities strengthening</li> <li>• Learner Textbook Ratio</li> </ul>	<p>6,880 382</p> <p>7%</p> <p>7% 43.25%</p> <p>7</p> <p>23</p>	<p>16,873 1342</p> <p>60%</p> <p>45% 73.3%</p> <p>15</p> <p>70</p>	<p>NPA and ASC</p> <p>NPA and ASC</p> <p>NPA and ASC</p> <p>NPA and ASC</p> <p>NPA and ASC</p>

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)
	<ul style="list-style-type: none"> <li>• Procure and distribute EGR materials</li> <li>• Expand school playground facilities</li> <li>• Recruitment and effective deployment of qualified teachers</li> <li>• Establishment/strengthening of clubs and societies including games &amp; sports</li> <li>• Conduct of Continuous Quality Assurance monitoring and school visits</li> <li>• Recruit and train School Support Officers and Zonal Supervisors</li> </ul>	(LTR) <ul style="list-style-type: none"> <li>• ECCDE</li> <li>• Primary</li> <li>• JSS</li> </ul> <ul style="list-style-type: none"> <li>• Number of EGR materials</li> <li>• NALABE Mean scores</li> <li>• Rate of Schools with ICT equipment for teachers and Learners</li> <li>• Number of Smart schools</li> <li>• Number of curriculum review meetings</li> </ul>	16 49 25  46,7632  53%  5%  1  0	4 5 2  263,984  80%  60%  9  4	NPA and ASC  NPA and ASC  NPA and ASC  NPA and ASC  NPA and ASC  NPA and ASC

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)
	<ul style="list-style-type: none"> <li>• Conduct of Monitoring and Learning Achievement Assessment in Basic education.</li> <li>• Procure and distribute ICT materials for Digital learning programmes for teachers and learners</li> <li>• Establish Early Grade Learning Centres in each LGA</li> <li>• Establish additional SMART school ` model schools.</li> <li>• Conduct of curriculum review evaluation with the Ministry of Education</li> <li>• Establish Agricultural</li> </ul>	<ul style="list-style-type: none"> <li>• Number of schools with AETP</li> <li>• Number of schools with School to work programme</li> <li>• Number of schools with Bilingual programmes</li> </ul>	<p>65</p> <p>27</p> <p>21</p>	<p>378</p> <p>320</p> <p>200</p>	<p>NPA and ASC</p> <p>NPA and ASC</p>

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)
	<p>Education Training Programme (AETP) 100 schools</p> <ul style="list-style-type: none"> <li>• Introduce the School to Work programme in basic education schools</li> <li>• Strengthen the Bi-lingual basic education programme in schools,</li> <li>• Procure and distribute school uniforms, bags, and shoes to learners in basic education schools</li> <li>• Procure and distribute Assistive technology equipment for learners with special needs – (braille, sticks, wheel chairs, hearing aids etc.)</li> </ul>				

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)
	<ul style="list-style-type: none"> <li>• Construction and furnishing of school libraries</li> <li>• Procure and distribute school support materials</li> <li>• Construction of science and ICT Laboratories (STEM)</li> <li>• Procure and distribute school ICT and Digital Learning Materials</li> </ul>				
<p><b>POLICY:SYSTEM MANAGEMENT EFFICIENCY:-</b> Improve efficacy of the policy, planning and management framework for effective education service delivery</p> <p><b>Policy Objectives:-</b></p> <ul style="list-style-type: none"> <li>❖ To provide reliable accurate and timely data for planning, policy and decision making</li> <li>❖ To encourage community participation in educational development.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct of Annual School Census (ASC)</li> <li>• Procurement of equipment and working tools for EMIS and Planning Officers</li> <li>• Recruitment of EMIS and Planning Officers at SUBEB and LGAs</li> </ul>	<p>Availability of published current ASC data</p> <p>Availability of Equipment for staff</p> <p>Number of education managers training on administrative process.</p> <p>Number of training on school monitoring and teacher support services.</p>	<p>0</p> <p>0</p> <p>2</p> <p>0</p>	<p>4</p> <p>300</p> <p>15</p> <p>20</p>	

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2023)	Target (2027)	Means of Verification (MoV)
<ul style="list-style-type: none"> <li>❖ To strengthening administrative process of basic education sub-sector.</li> <li>❖ To monitor and evaluate the quality of basic education provision.</li> <li>❖ To conduct baseline survey on literacy and numeracy.</li> <li>❖ To conduct baseline on Out of school children (OOSC)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct capacity building trainings for EMIS and Planning officers</li> <li>• Conduct capacity building for SBMCs and Stakeholders</li> </ul> <p>Conduct review monitoring for the implementation of SMTBESP</p>	<p>Number of SMBC trainings conducted</p> <p>Number of STMBESP review implementing monitoring</p>	<p>3</p> <p>0</p>	<p>20</p> <p>6</p>	
<p><b>SUSTAINABLE FUNDING:</b> ensure availability of sustainable financial resources for the effective implementation of UBE programmes</p> <p><b>PPOLICY OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Provide funding for UBE programme from all sources of funding</li> <li>• Ensure effective and judicious utilization of UBE intervention funds</li> <li>• Expand the number of partnerships for UBE intervention.</li> <li>• Support effective allocation of</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct of Advocacy campaigns for additional funding allocation of UBE programme</li> <li>• Increase state budgetary allocation for UBE programme</li> <li>• Prompt payment of state counter funds</li> <li>• Conduct capacity</li> </ul>	<p>Number of Advocacy visits conducted to State Assembly and other stakeholders</p> <p>% of State budgetary allocation to UBE programme</p> <p>Year of last Accessed FGN UBE Matching Grant</p> <p>Number of staff trained on financial monitoring and management</p>	<p>0</p> <p>4.7%</p> <p>2023</p> <p>13</p>	<p>8</p> <p>25%</p> <p>2027</p> <p>37</p>	<p>NPA and ASC</p> <p>NPA and ASC</p> <p>NPA and ASC</p> <p>NPA and ASC</p>



### 3.3 Costed Priority Programmes Plan

#### POLICY 1: ACCESS, EQUITY AND INCLUSIVENESS

#### POLICY OBJECTIVE: PROMOTE EDUCATIONAL ACCESS FOR ALL SCHOOL AGED CHILDREN

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
1.1 Conduct Advocacy/Sensitization visits to key stakeholders on increased access	Increased access to basic education programmes	Accelerate learners enrolment and access to basic education programmes	23	23	23	23	19,320,000	21,252,000	23,377,200	25,714,920	89,664,120	SOGS/UBEC AGILE/UNICEF	SUBEB
1.2 Conduct intensive enrolment Drive Campaign	To sensitize the community on the need to enrolled their children to school	pupils enrolment will be improved and achieved	23	23	23	23	25,000,000	27,500,000	30,250,000	33,275,000	116,025,000	SOGS/UBEC AGILE/UNICEF	SUBEB
1.3 Conduct Media engagement (phone-in programme, jingles etc)	To create awareness	Awareness creation	70	75	80	90	20,000,000	25,000,000	30,000,000	40,000,000	115,000,000	SOGS/UBEC AGILE/UNICEF	SUBEB
1.4 Conduct Cash Transfer on Enrolment	To Facilitate Cash Transfer (CT) to Schools annually to Beneficiaries	To increase girls enrolment, attendance, Completion and Transition rate.	40,000	45,000	50,000	52,000	1,000,000,000	1,125,000,000	1,250,000,000	1,300,000,000	4,675,000,000	SOGS/UBEC /AGILE/UNICEF	SUBEB
1.5 Provision of School Feeding	Promote Learners enrolment and	Increase Learners health and nutrition	30,000	40,000,	50,000	60,000	100,000,000	120,000,000	140,000,000	160,000,000	520,000,000	SOGS/UBEC /FGN/UNICEF	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Programme (SFP) for ECCDE and Primary School	retention in schools												
1.6 Establishment of Additional ECCDE Centres	Provision of additional Classrooms	Access to basic education Improved	52	52	52	52	208,747,084	210,834,555	212,942,901	215,072,330	847,596,869	SOGS/UBEC /UNICEF	SUBEB
1.7 Integration of IQTE Centres to accommodate OOSC	To provide Second option to IQTE	Access to basic Education provided	3,020	3,020	3,020	3,020	15,100,000	15,855,000	16,647,750	17,480,137	65,082,887	SOGS/UBEC /UNICEF	SUBEB
1.8 Recruit and deploy female teachers to serve as role model at community level .	Accelerate female enrolment in basic education	Girl child enrolment, attendance and completion rate improved at community level.	300	350	400	450	15,000,000	17,500,000	20,000,000	22,000,000	74,500,000	SOGS/UBEC /UNICEF	SUBEB
1.9 Quarterly stakeholders Coordination meeting at state level	To conduct Quarterly coordination meeting at state level	Issues and challenges will be addressed	23	23	23	23	3,600,000	3,960,000	4,356,000	4,791,600	16,707,600	SOGS/UBEC AGILE/UNICEF	SUBEB
1.10 Provision of Learning Shades for IDPs	To provide learning shade	Learning in the centers will be improved	23	23	23	23	100,000,000	115,000,000	120,000,000	125,000,000	460,000,000	SOGS/UBEC /Street Child/UNICEF	SUBEB
1.11 Establish/Equip Post Literacy Centres across the 23 LGEAs	To Build and Establish Post Literacy centres across the state	To Build the post literacy centres	23	23	23	23	750,000,000.00	800,000,000.00	850,000,000.00	900,000,000.00	3,300,000,000.00	SOGS/UBEC /BESDA/UNICEF	SUBEB
1.12 Establishment of Special Education	Promote Special Needs Education opportunities	Accelerate Special Needs Education programmes	1	3	5	7	100,000,000	200,000,000	300,000,000	400,000,000	1,000,000,000	UBEC/SUBEB/FGN/SOSG	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Schools													
1.13 Establishment/Renovation of Girls UBE Schools	Promote access for female education	Reduce educational gender gap	0:87	0:88	0:89	0:99	500,000,000	600,000,000	700,000,000	900,000,000	2,700,000,000	UBEC/SUBEB	SUBEB
1.14 Construction/Renovation of 3 fully furnished of TVET Centres	Promote skills acquisition and technical and vocation Training	Support Learners development in Basic Education	5	10	15	20	1,000,000,000	1,000,000,000	1,000,000,000	1,000,000,000	4,000,000,000		SUBEB
						<b>TOTAL</b>	<b>13,756,767,084</b>	<b>13,281,901,555</b>	<b>4,577,573,851</b>	<b>5,018,333,987</b>	<b>17,459,576,476</b>	<b>UBEC/SUBEB</b>	<b>SUBEB</b>

## POLICY 2: QUALITY AND EFFICIENCY

**POLICY OBJECTIVE: promote functional and qualitative delivery of UBE programmes**

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
2.1 Conduct a 1-	To conduct a	Early	255	355	400	455	6,375,000	8,875,000	10,000,000	11,375,000	36,500,000	SOGS/UB	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
day Planning meeting and 5-day cluster-based training of ECCDE caregivers on the Reggio Emilia approach	1-day Planning meeting and 5 days of clusters - based training of caregivers Reggio Emilia's approach	childcare delivery improved										EC/BESDA/UNICEF	
2.2 Construction of new classes to accommodate enrolment in primary school.	Provision of additional Classrooms	Access to basic education Improved	154	154	154	154	755,109,086	762,660,177	770,286,774	777,989,642	3,066,045,678	SUBEB/UBEC	SUBEB
2.3 Construction of new classrooms to accommodate enrolment in JSS	Provision of additional Classrooms	Access to basic education Improved	77	77	77	77	370,151,513	373,853,028	377,591,558	381,367,473	1,502,963,572	SUBEB/UBEC	SUBEB
2.4 Renovation /Rehabilitations of Classrooms	To renovate dilapidated classrooms	Provide conducive teaching and learning environment	250	300	350	400	2,000,000,000	2,400,000,000	2,800,000,000	3,200,000,000	10,400,000,000	SOGS/UBEC/BESDA/UNICEF	SUBEB
2.5 Provision of Plastic chairs and tables for ECCDE	Provision of plastics seater and decks for EDDCE	Child friendly furniture/ facilities provided.	1,270	1,270	1,270	1,270	88,900,000:	89,789,000	90,677,890	91,584,669	272,051,559	SUBEB/UBEC	SUBEB
2.6 Provision of School furniture for Primary and JSS	To provide seating facilities in primary and JSS Schools.	Seating facilities for Primary and JSS provided.	20,063	20,063	20,063	20,063	501,575,000	506,590,750	506,656,658	506,656,658	2,021,479,065	SUBEB/UBEC	SUBEB
2.7 Conduct a 1-day Planning Meeting and & 7 Days Training of science & Mathematics Teachers on	1,900 Science & Mathematics Teachers trained on ASEI and PDIS	Capacity of Science & Mathematics Teachers improved on ASEI and PDIS.	400	450	500	550	14,000,000	15,750,000	17,500,000	19,250,000.00	66,500,000.00	SOGS/UBEC/UNICEF	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
ASEI and PDIS.													
2.8 Conduct of 1 Day Planning meeting and 5 Days Training for Teachers and Headteachers on Early Grade Reading (EGR)	6345 Teachers and Headteachers trained on Early grade reading Approach.	Capacity of 6345 Improved on EGR approach.	1,224	1,325	1,435	1,500	42,840,000	46,375,000	50,225,000	52,500,000	191,940,000	SOGS/UB EC/ /UNICEF	SUBEB
2.9 Conduct Headteachers training on School Leadership	2115 Head Teachers trained on school leadership	Capacity of Headteachers on leadership enhanced	0	2115	0	2115	0	84,600,000	0	84,600,000	169,200,000	SOGS/UB EC/ /UNICEF	SUBEB
2.10 Training of Headteachers & principals on digital literacy (NLP)	2500 Headteachers & principals on trained on digital literacy (NLP)	Capacity of Headteachers & principals on improved on digital literacy	2500	2500	2500	2500	100,000,000	100,000,000	100,000,000	100,000,000	400,000,000	SOGS/UB EC/ /UNICEF	SUBEB
2.11 Capacity building training for Store officers and Quality Assurance Officers on books Management	Ensure the selection of quality reading materials	Improve the relevance of books in basic education	70	80	90	100	2,800,000	3,200,000	3,600,000	4,000,000	13,600,000	SOGS/UB EC/ /UNICEF	SUBEB
2.12 Conduct 5-day training on reading using the jolly phonics approach	2,115 conduct teachers training using a phonics approach	Teaching and learning activities improved	600	700	800	1002	24,000,000	28,000,000	32,000,000	40,080,000	124,080,000	SOGS/UB EC/UNICEF	SUBEB
2.13 Conduct a 1 Day Planning Meeting & 5 Days training of G&C teachers	2115 teachers Equipped with skills on psychosocial support	Capacity of 2115 teachers improved on psychosocial support.	450	520	540	605s	15,750,000	18,200,000	18,900,000	21,175,000	74,025,000	SOGS/UB EC /UNICEF	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
training on psychosocial support													
2.14 Procure teachers guide in 4 core subjects	To procure teachers guide on 4 core subjects	Quality of teaching and learning achieved	302,040	402,040	452,040	452,042	100,000,000	200,530,000	226,530,000	249,183,000.00	776,243,000.00	SOGS/UB EC /UNICEF	SUBEB
2.15 Procurement of TLMs to IQTE Centers	To procure TLMs to IQTE centres	TLMs provided	23	23	23	23	104,896,000	120,140,800	136,147,840	152,955,232	514,139,872	SOGS/UB EC/BESDA/UNICEF	SUBEB
2.16 Disbursement of school development grant	To facilitate school grant disbursement	Schools' improvement plan and implementation achieved	470	470	500	502	1,000,000,000	1,000,000,000	1,000,000,000	1,000,000,000	4,000,000,000	SOGS/UB EC/AGILE /UNICEF	SUBEB
2.17 Procurement of consolidated P1 pupils Textbook (Mukaranta)	208,389 Consolidated P1 Mu Karanta Pupils Book procured and distributed to all pupils	All P1 pupils in government primary schools are using Mu Karanta Pupils Book in their classrooms	208,389	208,389	208,389	208,389	1,208,656,200	1,208,656,200	1,208,656,200	1,208,656,200	4,834,624,800	SOGS/UB EC/UNICEF	SUBEB
2.18 Procurement of consolidated P2 pupils Textbook (Mukaranta)	202,205 Consolidated P2 Mu Karanta Pupils Book procured and distributed to all pupils	All P2 pupils in government primary schools are using Mu Karanta Pupils Book in their classrooms and at home (use coaching and mentoring data)	202,205	202,205	202,205	202,205	1,172,789,000	1,172,789,000	1,172,789,000	1,172,789,000	4,691,156,000	SOGS/UB EC/UNICEF	SUBEB
2.19 Procurement of consolidated P2 pupils Textbook (Let's Read)	202,205 Consolidated P2 Let's Read Pupils Book procured and distributed to all pupils	All P2 pupils in government primary schools are using Let's Read Pupils Book in their classrooms and at home (use coaching and mentoring data)	202,205	202,205	202,205	202,205	1,172,789,000	1,172,789,000	1,172,789,000	1,172,789,000	4,691,156,000	SOGS/UB EC/UNICEF	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
2.20 Procurement of consolidated P3 pupils Textbook (Mukaranta)	195,206 Consolidated P3 Mu Karanta Pupils Book procured and distributed to all pupils	All P3 pupils in government primary schools are using Mu Karanta Pupils Book in their classrooms and at home (use coaching and mentoring data)	195,206	195,206	195,206	195,206	1,132,194,800	1,132,194,800	1,132,194,800	1,132,194,800	4,528,779,200	SOGS/UB EC/UNICEF	SUBEB
2.21 Procurement of consolidated P3 pupils Textbook (Let's Read)	195,206 Consolidated P3 Let's Read Pupils Book procured and distributed to all pupils	All P2 pupils in government primary schools are using Let's Read Pupils Book in their classrooms and at home (use coaching and mentoring data)	195,206	195,206	195,206	195,206	1,132,194,800	1,132,194,800	1,132,194,800	1,132,194,800	4,528,779,200	SOGS/UB EC/UNICEF	SUBEB
2.22 Procurement of consolidated P1-P3 Teachers Guide (Mukaranta)	To procure Mukaranta P1-P3 teachers guide	Quality of teaching and learning achieved	19,035	19,035	19,035	19,035	110,403,000	110,403,000	110,403,000	110,403,000	441,612,000	SOGS/UB EC/UNICEFs	SUBEB
2.23 Procurement of consolidated P1-P3 Teachers Guide (Let's Read)	To procure Let's Read P1-P3 teachers guide	Quality of teaching and learning achieved	19,035	19,035	19,035	19,035	110,403,000	110,403,000	110,403,000	110,403,000	441,612,000	SOGS/UB EC/UNICEFs	SUBEB
2.24 Training of P1-P3 teacher & headteachers on EGR approach.	8295 Teachers & Headteachers trained on EGR approach	Capacity of P1-P3 Teachers & headteachers Improved	8295	8295	8295	8295	331,800,000	331,800,000	331,800,000	331,800,000	1,327,200,000	SOGS/UB EC/BESDA/UNICEF	SUBEB
2.25 Training of School Support Officers on Coaching & mentoring.	1075 School Support Officers trained on Coaching & mentoring.	Capacity of 1075 School Support Officers Improved on Coaching &	1075	1075	1075	1075	283,000,000	283,000,000	283,000,000	283,000,000	1,132,000,000	SOGS/UB EC/UNICEF	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
		mentoring.											
2.26 Conduct of Assessment	Assessment in 362 School conducted	362 Schools assessed	0	362	362	362	0	38,010,000	38,010,000	38,010,000	114,030,000	SOGS/UB EC/UNICEF	SUBEB
2.27 Procurement of Supplementary Reading Materials (SRM 4 titles)	To procure supplementary readings materials	Quality of teaching and learning achieved	632.5	632.5	632.5	634.5	177,100,000	177,100,000	177,100,000	194,810,000.00	726,110,000.00	SOGS/UB EC/BESDA/UNICEF	SUBEB
2.28 Recruitment of 2000 NCE Graduate Teachers	To recruit Qualified teachers	Quality of teaching and learning activities achieved	0	1025		1027	0	246,000,000		270,600,000.00		SOGS/UB EC/UNICEF	SUBEB
2.29 Monitoring visit by Mentor School Support Officers	Mentoring and coaching of teachers in basic education	Ensure improved capacity of teachers in schools	90	90	90	90	86,940,000	95,634,000	105,197,400	115,717,140	403,488,540	SOGS/UB EC/BESDA/UNICEF	SUBEB
2.30 Procurement and Distribution of Tablets for SSO to conduct coaching & mentoring	578 Tablets procured for SSOs	Effective coaching & mentoring	0	578		578	0	144,500,000	0	144,500,000	289,000,000	SOGS/UB EC/BESDA/UNICEF	SUBEB
2.31 Procurement and Distribution of Sports Equipment	To procured and distribute sport equipment	Sport Equipment procured	1,200	1,200	1,200	1,200	35,000,000	35,000,000	38,000,000	38,000,000	146,000,000	UBEC/SUBEB	SUBEB
2.32 Procurement and Distribution of Agric Materials	To procured and distribute Agric materials	Agric Materials Procured	300	300	300	300	35,000,000	35,000,000	38,000,000	38,000,000	146,000,000	UBEC/SUBEB	SUBEB
2.33 conduct of School Safety training at	To provide Security and inclusiveness	Ensure learners are protected in	600	600	600	600	57,960,000	60,858,000	63,900,9s00	67,095,945	249,814,845	SOGS/UB EC/BESDA/UNICEF	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
LGEA and School	in schools.	the school environment											
2.34 Conduct of Continuous Quality Assurance programmes (CQA)	Ensure implementation of minimum standards in basic education	Support school effective and qualitative teaching and learning in schools	225	225	225	225	30,000,000	30,000,000	30,000,000	30,000,000	120,000,000	SOGS/UB EC/BESDA/UNICEF	SUBEB
2.35 Procurement of 8 monitoring vehicles and 400 Motorcycles	Improve monitoring and supervision of UBE programmes	Ensure compliance to standards	0	408	0	408	0	500,000,000	0	5000,000,000	1,000,000,000	UBEC/SUBEB	SUBEB
2.36 Conduct a 1-day planning meeting and 5-day training of guidance and counselling teachers (PARA counsellors) on psychosocial support	2115 Teachers trained on psychosocial support	The capacity of PARA counsellors in schools improved.	450	520	540	605	236,120,000	290,929,790	301,867,330	337,414,335	1,166,331,455	SOGS/UB EC/BESDA/UNICEF	SUBEB
						<b>TOTAL</b>	<b>12,349,846,399</b>	<b>23,062,625,345</b>	<b>13,505,020,250</b>	<b>19,621,093,894</b>	<b>54,206,461,786</b>		

**POLICY OBJECTIVE 3: SYSTEM STRENGTHENING AND EFFICIENCY**

**POLICY OBJECTIVE: PROVIDE QUALITY BASIC EDUCATION DATA FOR PLANNING AND DECISION MAKING**

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
3.1 Digitalize Data Collection, management and Reporting	Conduct regular data collection and management including Annual School Census.	To generate reliable data for policy and decision-making/implementation	1	1	1	1	22,500,000	24,740,000	27,225,000	29,947,000	104,422,500	SOGS/UBEC/AGILE	SUBEB/MoBSE
3.2 Training of SBMC/CBMC on their Roles and Responsibility.	To conduct training of SBMCs/CBMC Members	Role and responsibility of SBMCs/CBMC members will be improved	3,810	3,810	3,810	3,810	101,148,894	111,263,783	122,390,162	134,629,178	469,432,017	SOGS/UBEC/ESDA/UNICEF	SUBEB
3.3 Capacity Building for Education Managers and Administrators	Conduct Education managers training	Effective monitoring and supervision of Basic Education Institutions	2000	2500	2700	3,000	6,784,347	8,280,000.00	8,280,000.00	8,362,800.00	24,922,800.00	SOGS/UBEC/ESDA/UNICEF	SUBEB
3.4 Establishment of new SBMC/CBMC members to new school and centers.	To establish new SBMCs/CBMCs for centers	full participation, commitment and total community engagement achieved	23	23	23	23	19,320,000	21,252,000	23,377,200	25,714,920	89,664,120	SOGS/UBEC/ESDA/UNICEF	SUBEB
3.5 Routine school Monitoring & Reporting	Conduct monitoring visit	Monitoring and Mentoring of Schools Improved.	750	750	750	755	1,110,876	1,130,444	1,130,444	1,141,748.44	4,513,512	SOGS/UBEC/ESDA/UNICEF	SUBEB
3.6 LEMA/GALA Assessment	To Conduct LEMA/GALA Assessment	LEMA/GALA Assessment Conducted.	0	1	1	1	3,874,876	4,709,692	6,709,692	6,776,788.92	18,198,192.92	SOGS/UBEC/ESDA/UNICEF	SUBEB
3.7 Community	To conduct	Community	1	1	1	1	42,317,7	44,545	46,772,25			SOGS/UBEC/B	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Mapping	community mapping of out of -school children	mapping of OOSC in the identified community conducted.					50	,000	0	47,239,972.50	180,874,972.50	ESDA/UNICEF	
3.8 Monitoring and Evaluation of SBMCs/CBMCs activities to Schools.	Conduct Monitoring and Evaluation of Schools activities	Effective monitoring and supervision of schools improved.	450	450	450	450	9,456,362	10,000,000	10,000,000	10,000,000	39,456,362.00	SOGS/UBEC/B ESDA/UNICEF	SUBEB
3.9 Conduct training of Emis officers on TMIS & BPT Software application	EMIS officers trained on TMIS & BPT Software application	Capacity of EMIS officers built on TMIS & BPT Software application	0	1	1	1	0.00	15,500,000	20,000,000	22,500,000	58,000,000	SOGS/AGILE/E U-UNICEF	SUBEB
3.10 EMIS Officers Capacity Development	Capacity of EMIS officers improved	EMIS Officers Capacity improved	35	50	55	3,320,000	3,320,000	6,320,000	6,383,200.00	19,343,200.00	35,366,400.00	SOGS/UBEC/B ESDA/UNICEF	SUBEB
3.11 Development of SMTBESP and review meetings	Ensure strategic implementation of UBE programmes	Provide effective coordination and alignment of UBE programmes	700	850	900	950	4,456,321	5,874,345	6,345,678	7,876,456	24,552,800	SOGS/UBEC/B ESDA/UNICEF	SUBEB
3.12 Training of Monitoring and Evaluation Officers.	Training of Quality Assurance Officers on School Monitoring and Evaluation Activities.	Effective monitoring and supervision	200	200	300	305	6,890,000	6,890,000	10,890,000	10,998,900.00	35,668,900.00	SOGS/UBEC/B ESDA/UNICEF	SUBEB
3.13 Support 23 LGEAs to develop Whole School	To support the schools through LGEAs in	Whole school development plan being implemented	6	6	6	5	2,456,654	3,456,983	3,489,324	3,254,345	12,657,306	SOGS/UBEC/B ESDA/UNICEF	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Development Plan (WSDP) annually	developing whole school development plan (WSDP)	by schools.											
3.14 Capacity building training on Microsoft Excel and Access database for EMIS officers	To build the capacity of EMIS officer on data management using Microsoft excel and Microsoft access database	Capacity of EMIS officer on data management and data processing improved	69	69	82	84	15,000,000	15,000,000	15,000,000	15,000,000	60,000,000.00	SOGS/UBEC/BESDA/UNICEF	SUBEB
3.15 Purchase of Laptop Computer (HP 2TB 16 GM)	To purchase laptops computer for Departmental Use	Departmental Record will kept save for future consumption	50	50	50	50	19,000,000	19,000,000	19,000,000	19,000,000	76,000,000	SOGS/UBEC/BESDA/UNICEF	SUBEB
3.16 Capacity building training on UIS Software Installation, Configuration and Troubleshooting	To build the capacity of EMIS officer on data management using UIS Software	Capacity of EMIS officer on data management and data processing improved	69	69	82	84	25,000,000	27,000,000	32,000,000	35,200,000.00	119,200,000.00	SOGS/UBEC/BESDA/UNICEF	SUBEB
3.17 Capacity building for Headteachers on Data Management	Training of Head Teachers on School Record Keeping	Capacity of Head Teachers on record keeping in schools.	23	23	23	23	114,000,000	114,000,000	120,000,000	120,000,000.00	468,000,000.00	UBEC/SOSG/BESDA	
3.18 Capacity building on learners enrolment tracking	Enrolment/ Performance tracking of P1-P6 learners	Identify the number of children attending the schools	23	23	23	23	40,500,000	40,500,000	41,000,000	41,000,000.00	468,000,000.00	UBEC/SOSG/BESDA	SUBEB
3.19 Conduct of OOSC House-	To conduct Community	Number of the out of school	23	23	23	23	69,000,000	75,900	83,490,000	91,839,000	320,229,000	SOGS/UBEC/BESDA/UNICEF	

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
hold and Community Mapping survey	mapping for out of school children (OOSC)	children (OOSC) will be reduce drastically					00	,000	0		0		
3.20 Monitoring of SMTBESP Implementation by Technical Working Group.	To build the capacity of MTBESP Technical Working Group to monitor Implementation by MDAs.	MTBESP Activities being implemented by MDAs .for greater impact in basic education.	50	60	70	80	35,000,000	38,500,000	42,000,000	45,500,000	161,000,000	SOGS/UBEC/UNICEF	SUBEB
3.21 Digital Attendance tracking of enrolment/Performance of learners	To increase pupils enrolment	To have accurate and reliable data of attendance.	23	23	23	23	40,000,000	45,000,000	50,000,000	55,000,000	190,000,000	SOGS/UBEC/BESDA/UNICEF	SUBEB
3.22 Improve accounting procedure and automation of salaries	To build the capacity of finance staff both state and LGEAs on accountability and transparency	To equip finance staff with the skills and knowledge on accounting procedures	23	23	23	23	35,000,000	36,750,000	38,587,500	40,516,875	151,141,875	SOGS/UBEC/BESDA/UNICEF	SUBEB
3.23Conduct of Institutional Capacity Assessment (ICA) in the 23 LGAs and 5 State Education MDAs	ICA assessment conducted in the 23 LGAs and 5 MDAs	Reports available for decision making in the State	0	1	0	1	0	20,000,000	0	25,000,000	45,000,000	SOSG/LEARN/AGILE	SUBEB
3.24 Domestication of National Reading Policy	National Reading Policy domesticated	Improved Reading Activities in Schools	1	1		0	22,000,000	23,500,000	0	0	45,500,000	SOSG/LEARN/UNICEF	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
	for the State												
3.25 Conduct of EGMA Assessment in 3 schools in each of the Senatorial Districts of the State	EGRA, EGMA and ICAT assessments conducted	Reports available for use in the State		1	0	0	-	5,050,000.00	0	0	5,050,000.00	SOSG	SUBEB
3.26 Capacity building training for LGEA EMIS officers on Microsoft Excel and Access database applications in reporting	64 EMIS officers on Microsoft Excel and Access database application	Data analysis and reporting skills of EMIS officers improved	0	1	1	1	0	6,720,000.00	7,104,000.00	0	13,824,000.00	UBEC/SUBEB/SOSG/AGILE	SUBEB
3.27 Capacity building on school records keeping for 2115 head teachers and 306 Principals of JSS	2421 Head teachers and principals trained on School record keeping	Record-keeping Schools improved	0	1	1	1	0	36,315,000.00	36,315,000.00	36,315,000.00	108,945,000.00	SUBEB/SOSG/AGILE/UNICEF EU	SUBEB
3.28 Conduct of School Performance Report Card Data Collection	SPRC Data Collected from the Schools	SPRC Data Available for Decision-making Process	1	1	1	1	4,600,000.00	5,750,000.00	6,900,000.00	7,360,000.00	24,610,000.00		SUBEB
						<b>TOTAL</b>	<b>602,980,371</b>	<b>718,930,497</b>	<b>1,116,434,862</b>	<b>809,648,440.86</b>	<b>3,198,920,370.86</b>		

**POLICY OBJECTIVE 4: SUSTAINABLE FUNDING**

**POLICY OBJECTIVE: promote sustainable financial inflow for basic education implementation**

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
4.1 Conduct of Advocacy campaigns for additional funding allocation of UBE programme	Increase budgetary allocation for basic education programme	Promote funding inflows for effective and sustainable basic education delivery	4	4	4	4	5,500,000	5,500,000	6,000,000	6,000,000	23,000,000	UBEC/SUBEB	SUBEB
4.2 Conduct of state Education accounts (SEA) and Budget Performance Review meetings on increasing state budgetary allocation for UBE programme.	Ensure availability of funds for UBE programmes	Sustainable implementation of UBE programmes	3	3	3	3	6,703,300	6,890,345	8,345,986	9,987,405	60,854,072	UBEC/SUBEB	SUBEB
4.3 Prompt payment of state counter funds	Ensure access of UBE FGN Matching Grant Annually	Increased funding for UBE programmes	1	1	1	1s	2,500,000	3,000,000	3,500,000	3,500,000	12,500,000	UBEC/SUBEB	SUBEB
Conduct capacity development training on financial management	Ensure effective utilization of funds	Ensure accountable utilization of UBE funds	4	4	4	4	3,000,000	3,000,000	3,000,000	3,000,000	12,000,000	UBEC/SUBEB	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Conduct PPP to target Private Sector Organization on supporting UBE implementation	Promote collaboration and partnership with private Sector Organizations on UBE delivery	Improve private sector participation in UBE programmes	2	2	2	2	25,000,000	30,000,000	35,000,000	40,000,000	130,000,000	UBEC/SUBEB	SUBEB
						<b>TOTAL</b>	<b>2,512,203,300</b>	<b>3,015,390,345</b>	<b>3,552,345,986</b>	<b>3,558,987,405</b>	<b>12,725,854,072</b>		

## 4.0 Basic Education Financing

### 4.1 Introduction

Funding basic education in Sokoto State is a collaborative effort involving contributions from various sources, including the federal, state, and local governments. The Federal Government provides funding intervention for the UBE programme through the Universal Basic Education Commission (UBEC) to support infrastructure development, instructional materials, and teacher capacity building in primary and junior secondary schools. Within this framework, Local government funds are primarily dedicated to the payment of primary school teachers' salaries and non-teaching staff. State government allocations cover operational costs, salaries of Ministry of Basic and Secondary Education staff, as well as funding for sector capital projects and salaries of teachers in senior secondary schools. Additionally, the Education Trust Fund and donor agencies such as UNICEF, DFID, NEI+, and the World Bank provide supplementary funding for various educational projects and initiatives. This multi-level funding approach ensures the sustainability and comprehensive support necessary for the effective functioning of the basic education system in Sokoto State.

To implement a robust UBE programme in the state requires regular and consistent funding inflow to finance the programme. The State budgetary allocation for the implementation of the UBE programme targets to ensure that all components of the UBE programme effectively implemented currently stands at 14.6%.

### 4.2 State Public Education Expenditure by Level of Education

Table 4.2 State Public Education Expenditure

Education Expenditure Information	Expenditure (₦)		
	2021	2022	2023
Total Expenditure by public sector on Education in Sokoto State	₦44,262,353,448.00	N46,087,600,822.96	N47,139,791,025.53
Total Expenditure on Education by Sokoto State Government	₦34,152,731,246.00	N35,675,785,870.92	N36,342,680,517.69
% total expenditure on education by State	54%	57%	57.5.5%
Total Expenditure by Sokoto State Government in SY (education and non-education)	₦201,322,711,263.00	N202,205,231,788.26	N209,164,112,582.97
State Expenditure for Education as % of State Budget	13.5%	15.5%	18%
Population of Sokoto State (projections)	5,161,647	6,161,647	7,161,647

2014 and 2015, National Population Commission)			
Per capital expenditure on education	₦7.994	N8,153	N8,357
Total expenditure by public sector on formal education in Sokoto state	N41,419,558,371.00	N45,221,217,897.50	N51,119,381,567.06
Average public sector expenditure per students overall	40.438	41.651	41.651

Source: SEA V Report

### 4.3 State Basic Education Expenditure from all Source Federal UBE-IF State Government LGAs etc

Table 4.3 State Basic Education Expenditure from all Source Federal UBE-IF State Government LGAs etc

Years	2021	2022	2023
	Actual (₦' million)	Actual (₦' million)	Actual (₦' million)
<b>State expenditure</b>	10,362,000.00	10,880,000.00	11,425,000.00
<b>LGA expenditure</b>	12,112,718,00	15,476,000.00	16,765,000.00
<b>UBEC Matching Grant</b>	1,904,594,594.60	1,753,513,513.52	2,084,054,054.64
<b>Donor's funding</b>	363,000,000.00	469,000,000.00	578,000,000.00
<b>BESDA</b>	-	8,498,261,895.50	-
<b>Total</b>	<b>2,277,956,594.60</b>	<b>10,747,131,409.02</b>	<b>2,685,549,054.64</b>

Source: State annual budget and SUBEB financial reports

#### 4.4 State Basic Education Public Recurrent and Development Expenditure

Table 4.4 State Basic Education Public Recurrent and Development Expenditure

Actual Expenditure	2021	2022	2023	2024
Personnel Cost	1,206,036,471.22	232,271,833.22	240,939,300.44	156,661,258.59
Overhead Cost	100,000.00	14,509,490.00	31,242,410.00	-
Capital Expenditure	685,932,844.97	1,236,518,745.66	3,724,156,564.35	4,250,222,781.12
Total	1,892,069,316.19	1,483,300,068.88	1,476,634,064.20	193,086,258.59

Source: SUBEB

#### 4.5 Basic Education Recurrent Expenditure Teachers and LGEA Salaries, Running Cost

Table 4.5 Basic Education Recurrent Expenditure Teachers and LGEA Salaries, Running Cost

Categories of expenditure	Source of Funding (Federal/State/Local)	(Actual/ Appropriation)	2021	2022	2023	Total
Salaries	State/Local Government	N/A	N7,639,832,549.24	N7,632,685,702.04	N7,633,331,952.92	N22,905,850,204.20
Overheads	State/Local Government	N/A	N339,600,000	N339,600,000	N339,600,000	N1,018,800,000
Capital expenditure	State/Local Government	N/A	1,286,343,189.50	1,286,343,189.50	1,286,343,189.50	3,859,029,568.50
Maintenance of school facilities	State/Local Government	N/A	7,000,000:00	7,000,000:00	7,000,000:00	21,000,000:00
Total (In percentage of education sector and total state budget	27%	(State budget 204,288,362,741.00)	38,426,266,193.00	37,594,562,859	N/A	76,020,829,052.00

#### 4.6 Support from Development Partners See

**Table 4.6 Support from Development Partners**

Development partner	Coverage (LGAs)	Support (activities/interventions)
Northern Education Initiative Plus (NEI+)	10 LGAs (Dange/Shuni, Gada, Gwadabawa, Shagari, Sokoto South, Tambuwal, Tangaza, Wamakko, Wurno, Yabo)	Improvement of access and quality of education for school-aged children and youth in the State (USAID): Enrolment drive campaign, Annual School Census, EMIS, Advocacy, Mobilization, System strengthening, MTSS, SBMC/CBMC capacity, WSDP, HT/T capacity
Nigeria Partnership for Education Project (NIPEP)	23 LGAs	<ul style="list-style-type: none"> <li>• School Improvement Grants (SIG)</li> <li>• SBMC training</li> <li>• Girl-Child Education</li> <li>• Female Teacher Scholarships</li> <li>• Cash Transfer (CT)</li> <li>• EMIS and M&amp;E.</li> </ul>
Lafarge (A cement Company Based in Lagos)	23 LGAs	Supports reading competition from school level, state, zonal and national levels
G E S A ( G r a s s - r o o t s Entrepreneurship Skills Acquisition Initiative)	2 LGAs (Binji and Sokoto North)	Intervening in 150 non-formal centres with support in numeracy and literacy
OANDO Foundation	3 LGAs (S/North, S/South, Kware)	SBMC, capacity building of teachers, school grants, ICT Support for schools, renovation of classrooms. (6 schools)
BESDA	23 LGAs	<ul style="list-style-type: none"> <li>• OOSC enrolment</li> <li>• Improvement of literacy rates</li> <li>• System Strengthening and Accountability</li> </ul>
USAID LEARN To Read	23 LGAs	Early Grade Reading (EGR) Support and operationalization of the National Reading Framework Development of SMTBESP Cycle 4
AGILE Project	23 LGAs	Support Girls Education Programme Cash Transfers Infrastructure and School facilities for Girls

Source: SUBEB

## 4.7 Cost and Financial Implication of the Plan

### 4.7.1 Microeconomic Assumption and Costs Projections

In developing the macroeconomic assumptions and cost projections for the Sokoto State Medium-Term Basic Education Strategic Plan (SMTBESP) over the next four years, several critical factors have been considered that could adversely impact plan implementation if they do not hold. These include persistent insecurity in some parts of the state, which may disrupt educational activities and infrastructure development; the high inflation rate, currently at 34.2%, which could escalate the cost of goods and services, making it difficult to adhere to budgetary allocations; and market volatility, which may affect the stability of funding sources. Additionally, the fall in crude oil prices could lead to reduced federal allocations to the state, thereby limiting available funds for education. Low per capita income, low internally generated revenue (IGR), high poverty rates, and financial mismanagement of allocated funds further complicate the situation, as they reduce the state's ability to generate and manage resources effectively. The state's debt profile, standing at 34.76%, adds another layer of concern, as debt servicing could divert funds from critical educational initiatives. Emergency situations such as floods and the increasing number of internally displaced persons (IDPs) also pose challenges, potentially redirecting resources away from planned educational projects to address immediate humanitarian needs. These assumptions underscore the importance of flexibility and contingency planning to ensure the successful implementation of the SMTBESP despite these potential risks.

### 4.7.2 Financing the Plan

The financing of the Sokoto State Medium-Term Basic Education Strategic Plan (SMTBESP) will be sourced from a diverse array of funding channels to ensure robust and sustainable implementation. This includes allocations from Federal, State, and Local Government Authorities, which will provide a foundational financial base. In addition, the plan will seek financial support from International Development Partners, Non-Governmental Organizations (NGOs), and community-based interventions to augment resources. By leveraging multiple funding sources, the plan aims to address financial gaps, enhance the quality of education, and achieve its strategic goals effectively. The table below demonstrates the sources of financing the plan

Categories of expenditure	Source of Funding (Federal/State/Local)	(Actual/ Appropriate)	2025	2026	2027	Total

Salaries	State/Local Government	N/A	7,452,449,533	7,452,449,533	7,452,449,533	22,357,348,601.4
Overheads	State/Local Government	N/A	208,080,000	208,080,000	208,080,000	624,240,000
Capital expenditure	State/Local Government	N/A	1,286,343,189.50	1,286,343,189.50	1,286,343,189.50	3,859,029,568.5
Maintenance of school facilities	State/Local Government	N/A	7,000,000:00	7,000,000:00	7,000,000:00	21,000,000:00
Total (In percentage of education sector and total state budget)	State/Government	204,288,362,741.00)	38,426,266,193.00	37,594,562,859	N/A	76,020,829,052.00
Intervention Funds	FGN UBE Interventions Funds	7,000,000,000	7,000,000,000	7,000,000,000	7,000,000,000	28,000,000,000
Development Partners Funds	Intervention Funds	NA	1,000,000,000	1,000,000,000	1,000,000,000	3,000,000,000

#### 4.7.3 Cost of the Sub- Sector Plan

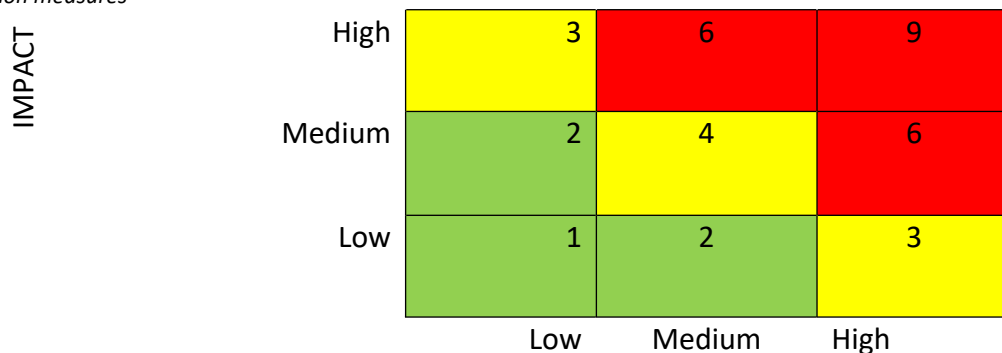
PILLAR	2024	2025	2026	2027	Total
ACCESS, EQUITY AND INCLUSIVENESS	13,756,767,084	13,281,901,555	4,577,573,851	5,018,333,987	36,634,576,477
QUALITY AND EFFICIENCY	12,349,846,399	23,062,625,345	13,505,020,250	19,621,093,894	68,538,585,888
SYSTEM STRENGTHENING	602,980,371	718,930,497	1,116,434,862	809,648,440.86	3,247,994,170.86
SUSTAINABLE FUNDING	2,512,203,300	3,015,390,345	3,552,345,986	3,558,987,405	12,638,927,036
GRAND TOTAL	29,221,797,154	40,078,847,742	22,751,374,949	29,008,063,727	121,060,083,572

The Cost of the Cycle 4 SMTBESP is **One Hundred and Twenty One Billion, Sixty Million, Eighty Hundred and Three-thousand, Five Hundred & Seventy Two-Two only. (N121,060,083,572.00)**

#### 4.8 Risk and Mitigation Measures

Several risks may impede the successful implementation of the Medium Term Basic Education Strategic Plan (SMTBESP) in Sokoto State. These risks include political changes, lack of stakeholder participation, insecurity, economic challenges, and the impact of the Covid-19 pandemic. To mitigate these risks, several measures can be implemented. Firstly, establishing strong political support and commitment to the plan's objectives can help navigate leadership changes and ensure continuity. Engaging stakeholders at all levels of the education system, including teachers, parents, and community leaders, can enhance buy-in and ownership of the plan. Addressing security concerns through collaboration with relevant authorities and implementing targeted interventions in affected areas can help create a safe environment for education activities. Additionally, adopting flexible budgetary frameworks and leveraging alternative funding sources can help mitigate economic challenges. Lastly, implementing health and safety protocols to mitigate the impact of Covid-19 on education delivery and ensuring effective monitoring and evaluation systems are in place to track progress and address emerging challenges are crucial mitigation measures.

Table 1: Risks and mitigation measures



**Risk Assessment:-**

S/N	RISKS	PROBABILITY	IMPACT	MITIGATION STRATEGIES
1	Impact of Security on education	Impact of insecurity in some parts of the state affecting educational programmes. Some of the most affected LGAs states e.g Tureta, Isa, Sabon Birni Gudu, tangaza, Kebbe and rabah.	9	Regular and continuous engagements with Community Leaders and Security agencies to address the issues of insecurity. Continuous contact with State Committee on dialogue and conflict resolutions
2	Growing number of Internally Displaced Persons	Children from communities affected by insecurity have no access to basic education programmes	9	Establishment of learning tents in IDP camps and also integration of open schooling programmes

S/N	RISKS	PROBABILITY	IMPACT	MITIGATION STRATEGIES
	(IDPs) no accessing basic education			
3	Political interference in basic education management and administration	The impact of political interference through appointment and policy changes can influence implementation of UBE implementation.	4	Appointment of qualified persons into offices in the SUBEB and regulation of posting and transfer of SUBEB staff
4	Effects of Cultural and religious beliefs on formal education	the impact of cultural and religious beliefs on educational access and development of basic education	9	Intensify awareness and sensitization to stakeholders and community leaders on improving access for Out of School Children, Special Needs Learners and Girl Child Education
5	Weak economic structures and poverty rates	The State derives over 80% of its funding through federal allocation. Consequently, availability of funding to the subsector is largely dependent on the economic situation of the country. Though, this plan adopted a pessimistic approach to resource projection (5%), any further down turn in the federal resources will adversely affect funding to the subsector with the current global economic recession.	6	Improve partnership agreements with development partners to implement critical sector programmes
6	Lack of political will to implement UBE programmes	Undue interference in the leadership of SUBEB and low commitment to commit resources for the development of SUBEBs	9	Ensure effective mobilization and collaboration with all stakeholders in the implementation of the UBE programmes in the State
7	Impact of outbreak of Pandemics	Closure of schools and suspension of academic activities.	4	Training of all stakeholders to adequately respond to situation of emergencies through teacher training, community preparedness and early warning response mechanisms. Partnership with Ministry of Health for administration of vaccination of children in schools and promotion of hygienic conditions in schools and communities.
8	Effects of Flooding and	Flooding affects communities in some LGAs, thereby	4	Emergency preparedness in combating the effects of flood in communities

S/N	RISKS	PROBABILITY	IMPACT	MITIGATION STRATEGIES
	natural disasters on basic education	affecting educational activities		
9	Negative effects of community interference and encroachment on schools	Community encroachment into the school space and disrupting educational activities	6	Strengthen community participation and involvement in educational activities

## **5.0 Monitoring and Evaluation**

### **5.1. Introduction**

Monitoring and evaluation (M&E) of the Medium-Term Basic Education Strategic Plan (SMTBESP) in Sokoto State is essential for tracking progress, identifying challenges, and ensuring accountability. The M&E process involves regular assessment of key performance indicators outlined in the plan, such as enrolment rates, teacher training initiatives, infrastructure development, and learning outcomes. This may include conducting surveys, collecting data from schools and education authorities, and engaging stakeholders through focus groups and consultations. Additionally, establishing a dedicated M&E team or unit within the Ministry of Basic Education can help coordinate monitoring activities and ensure timely reporting. Feedback mechanisms should also be put in place to gather input from teachers, students, parents, and community members, allowing for continuous improvement and adjustments to the implementation strategy. Regular review meetings involving relevant stakeholders can provide opportunities to discuss findings, address challenges, and make informed decisions to enhance the effectiveness of the SMTBESP.

### **5.2 Monitoring and Evaluation Mechanisms**

#### **5.2.1 Plan Progress Reporting**

Plan progress reporting involves systematically documenting and communicating the implementation status of the Medium-Term Basic Education Strategic Plan (SMTBESP) in Sokoto State. This process includes compiling data on various activities, outputs, and outcomes outlined in the plan and presenting them in a comprehensive report format. The report should include updates on key performance indicators, achievements, challenges encountered, and mitigation measures taken. It should also highlight any deviations from the original plan and provide explanations or justifications for such changes. Additionally, the progress report should incorporate feedback received from stakeholders and recommendations for improvement or adjustment of strategies moving forward. This reporting mechanism helps ensure transparency, accountability, and informed decision-making regarding the implementation of the SMTBESP.

#### **5.2.2 Plan Implementation Progress Reviews**

Plan Implementation Progress Reviews are critical evaluations conducted at regular intervals to assess the effectiveness and efficiency of the strategies outlined in the Sokoto State Medium-Term Basic Education Strategic Plan (SMTBESP). These reviews involve a comprehensive analysis of the progress made towards achieving the plan's objectives,

identifying any obstacles encountered, and evaluating the adequacy of resources and activities. By engaging stakeholders in these reviews, the process ensures that implementation remains aligned with the strategic goals, allows for adjustments to be made in response to emerging challenges, and enhances accountability for results. These reviews are essential for maintaining momentum and ensuring the successful realization of the SMTBESP's vision.

The SMTBESP reviews include the following;

The types of reviews conducted under the Sokoto State Medium-Term Basic Education Strategic Plan (SMTBESP) include:

- i. **Annual Progress Reviews:** Assess the yearly implementation progress of the SMTBESP, identifying achievements, challenges, and areas requiring adjustments.
- ii. **Mid-Term Reviews:** Conducted midway through the plan's implementation to evaluate progress against set targets and make necessary course corrections.
- iii. **End-of-Cycle Reviews:** Comprehensive evaluation at the end of the plan cycle to determine the overall effectiveness of the SMTBESP, lessons learned, and recommendations for future planning.
- iv. **Thematic Reviews:** Focus on specific areas such as gender equity, access, or quality of education to provide detailed insights and guide targeted interventions.
- v. **Stakeholder Feedback Reviews:** Gather input from key stakeholders, including teachers, students, parents, and community members, to assess the impact and effectiveness of the SMTBESP from various perspectives

### **5.2.3 Surveys and Studies:**

Surveys and studies are crucial components of the Sokoto State Medium-Term Basic Education Strategic Plan (SMTBESP), providing valuable data and insights to inform decision-making and guide implementation. These efforts include a variety of targeted surveys, such as impact assessments to evaluate the overall effectiveness of the plan, stakeholder and community surveys to gather feedback and ensure inclusiveness, and learner impact surveys to measure the direct effects of educational interventions on students. Additionally, funding and financing surveys assess the adequacy and sustainability of financial resources, while teacher effectiveness surveys evaluate the performance and professional development needs of educators. An IDPs access survey is also conducted to monitor the educational access and inclusion of internally displaced persons, ensuring that no child is left behind. These surveys and studies collectively support continuous improvement and accountability within the SMTBESP framework. The SMTBESP will carry out the following surveys;

- i. **Impact Assessment Surveys:** Evaluate the overall effectiveness of the SMTBESP in achieving its goals, focusing on changes in educational outcomes, access, and quality over the implementation period.
- ii. **Stakeholders and Community Surveys:** This survey will gather insights from key stakeholders, including parents, community leaders, and local organizations, to assess the community's perception of and engagement with the education initiatives.
- iii. **Learners Impact Surveys:** Measure the direct impact of the SMTBESP on student learning outcomes, including literacy, numeracy, and other key educational metrics, to track progress and identify areas for improvement.
- iv. **Funding and Financing Surveys:** Analyse the efficiency and effectiveness of funding allocation and utilization within the SMTBESP, ensuring that financial resources are being used optimally to support educational objectives.
- v. **Teachers Effectiveness and IDPs Access Surveys:** Assess the quality of teaching and the accessibility of education for internally displaced persons (IDPs), focusing on teacher performance, professional development, and the ability of IDPs to access educational services.

### 5.3 Monitoring and Evaluation System

#### 5.3.1 The Monitoring & Evaluation Framework

The Monitoring & Evaluation (M&E) Framework for the Sokoto State Medium-Term Basic Education Strategic Plan (SMTBESP) is designed to systematically track the implementation, progress, and impact of the educational initiatives outlined in the plan. This framework establishes clear metrics and indicators to assess performance, ensuring that objectives are met and resources are utilized effectively. It provides a structured approach to evaluating outcomes, identifying challenges, and making data-driven decisions. The results framework template below outlines the key components of the M&E system, including input, output, outcome, and impact indicators, and establishes benchmarks for measuring success across various aspects of the SMTBESP.

**5.3.2: Theory of Change:** The development hypothesis for the Medium-Term Basic Education Strategic Plan (MTBESP) states that *“if sufficient trained educators, financial resources, improved infrastructure, and effective data systems are implemented, then the quality, accessibility, and outcomes of basic education for every child in Sokoto State will significantly enhance”*. This hypothesis further posits that ongoing professional development for teachers, community engagement initiatives to foster local ownership, infrastructure

development for safe learning environments, and systematic data collection will lead to increased numbers of trained teachers, improved school facilities, and comprehensive performance reports that ensure transparency and accountability.

In the short term, it is expected that these interventions will result in higher enrolment rates and improved student attendance, alongside greater community involvement in education. In the medium term, the hypothesis suggests that there will be enhanced learning achievements, reduced gender disparities, and improved access for internally displaced persons (IDPs). Ultimately, the long-term impact aims for sustainable improvements in educational quality and equity, empowering children with essential skills and fostering lifelong learning opportunities.

**5.3.3: Critical Assumptions and Risks:** The successful implementation of the Medium-Term Basic Education Strategic Plan (MTBESP) relies on several critical assumptions that must hold true for the initiative to achieve its intended outcomes. These assumptions include the continued commitment of government and stakeholders to provide necessary funding and resources, the readiness of educators and communities to engage with the program, and the stability of the political and social environment in Sokoto State. Additionally, it is assumed that the data management systems will function effectively, and that accurate, timely data will be available for decision-making.

However, various risks could impact the effectiveness of the MTBESP. Potential risks include fluctuations in funding due to economic constraints, resistance to change from educators or community members, and challenges in coordinating among multiple stakeholders. Moreover, external factors such as security concerns or natural disasters could disrupt implementation efforts. To mitigate these risks, the MTBESP will establish a proactive risk management strategy that includes regular assessments, stakeholder consultations, and contingency planning, ensuring that the program remains resilient and responsive to emerging challenges.

#### **5.3.4: Collaborating, Learning, and Adapting**

The success of the Medium-Term Basic Education Strategic Plan (MTBESP) hinges on a robust framework for collaboration, continuous learning, and adaptive management. Collaboration among various stakeholders—such as educators, community leaders, government agencies, and NGOs both local and International is essential for fostering a shared vision and commitment to improving education. We believe that by engaging these groups in regular dialogue and partnership initiatives, the program can leverage diverse perspectives and resources, ensuring that interventions are culturally relevant and effectively address local needs.

Learning is embedded in the M&E framework, which not only tracks progress but also captures lessons learned from both successes and challenges. Through ongoing data collection, feedback mechanisms, and stakeholder consultations, MTBESP will continuously refine its strategies based on real-time insights. This adaptive approach allows for timely adjustments to be made, ensuring that the program remains responsive to emerging issues and changing circumstances in the educational landscape. By prioritizing collaboration, learning, and adaptation, the MTBESP can enhance its impact, leading to sustainable improvements in educational quality and access for all children in Sokoto State.

### **5.3.3 Data Management**

The state will improve on the existing data management systems it has to ensure effective tracking and evaluation of the Medium-Term Basic Education Strategic Plan (MTBESP). This enhancement will involve developing a comprehensive framework for systematic data collection, analysis, and dissemination, enabling informed decision-making across various educational indicators, such as enrolment rates, learning outcomes, teacher effectiveness, and infrastructure status. To achieve this, MTBESP will implement diverse data collection methods, including surveys, assessments, and focus group discussions, employing both quantitative and qualitative approaches. A centralized database will be established to securely store collected data, ensuring easy access for authorized stakeholders while maintaining confidentiality and integrity.

The continuous analysis of this data will identify trends and challenges within the education system, guiding resource allocation and evaluating the effectiveness of interventions. Regular reports summarizing key findings and progress against performance indicators will be produced and shared with stakeholders to promote transparency and accountability. Additionally, feedback mechanisms will be established to allow input from teachers, parents, and community members, informing ongoing adaptations to strategies and interventions. Training programs will also be developed to enhance the data management skills of EMIS officers, educators, and local authorities, ensuring they can effectively collect, analyze, and utilize data to drive improvements.

The state will prioritize data accuracy, reliability, and completeness by establishing clear standards and protocols for data collection and management. This includes training personnel on best practices for data entry, ensuring consistency across various data sources, and conducting regular audits to identify and rectify any discrepancies.

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**M&E FRAMEWORK**

**POLICY 1: ACCESS, EQUITY AND INCLUSIVENESS**

**POLICY OBJECTIVE: PROMOTE ACCESSIBLE, EQUITABLE AND INCLUSIVE EDUCATION PROGRAMME IN THE STATE**

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
1	Conduct Advocacy/Sensitization visits to key stakeholders on OOSC	Number of OOSC	436,570	336,570	2336,570	132,571	57,570	Annually	NPA/ASC/MISC	
2	Conduct intensive enrolment Drive Campaigns	GER						Annually	NPA/ASC	
		ECCDE	11.45	21.45	31.45	41.45	52.45			
		PRI	64.18	71.18	76.18	81.18	86.18			
		JSS	21.15	32.15	41.15	51.15	61.15			
3	Conduct Media engagement (phone-in programme, jingles etc)	Number of Media engagements	15	20	25	30	35	Annually	NPA/ASC	
4	Conduct Cash Transfer on enrolment	Number of Females on CT	0	10,000	20,000	30,000	40,000	Annually	NPA/ASC	
5	Provision of School Feeding Programme (SFP) for ECCDE and Primary School	Number of Learners on SFP	0	100,000	200,000	300,000	400,000	Annually	NPA/ASC	
6	Establishment of Additional ECCDE Centres	Number of ECCDEs	297	397	497	597	697	Annually	NPA/ASC	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
7	Integration of IQTE Centres to accommodate OOSC	Number of Almajiri centers	78	89	98	108	118	Annually	NPA/ASC	
8	Recruit and deploy female teachers to serve as role model at community level .	Number of female teachers	1,168	1,668	2,168	2,668	3,168	Annually	NPA/ASC	
9	Quarterly stakeholders Coordination meeting at state level	No of quarterly meetings	3	10	15	20	21	Annually	NPA/ASC	
10	Provision of Learning Shades for IDPs i	Number of learning shades	0	100	100	100	100	Annually	NPA/ASC	
11	Establish/Equip Post Literacy Centres across the 23 LGEAs	Number of ANFE centres	235	335	385	325	373	Annually	NPA/ASC	
12	Establishment of Special Education Schools	Number Special Needs Schools	1	6	9	12	15	Annually	NPA/ASC	
13	Establishment of Girls UBE Schools	GPI	0.85	0.89	0.91	0.96	1	Annually	NPA/ASC	
14	Construction of 3 fully furnished of TVET Centres	Number of TVET centres	6	12	15	18	21	Annually	NPA/ASC	

**POLICY 2: QUALITY AND EFFICIENCY**

**POLICY OBJECTIVE: PROMOTE QUALITY LEARNING OUTCOMES AND PROFICIENCY LEVELS AMONGST LEARNERS IN BASIC EDUCATION PROGRAMME**

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
1	Conduct a 5 day cluster-based training of caregivers on literacy and numeracy.	% of trained masters trainers on cluster support	34%	44%	54%	65%	74%	Annually	NPA/ASC	
2	Construction of new classes to accommodate enrolment in primary school.	Pupil Classroom Ratio ECCDE	49	41	45	37	30	Annually	NPA/ASC	
3	Construction of new classrooms to accommodate enrolment in JSS	Pupil Classroom Ratio Primary	74	64	54	44	35	Annually	NPA/ASC	
4	Renovation /Rehabilitations of Classrooms	Pupil Classroom Ratio JSS	89	79	69	59	49	Annually	NPA/ASC	
5	Provision of Plastic chairs and tables for ECCDE	LFR ECCDE	6	5	4	2	1	Annually	NPA/ASC	
6	Provision of School furniture for Primary and	LFR Primary	7	6	5	4	3	Annually	NPA/ASC	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	JSS									
7	Provision of School furniture for Primary and JSS	LFR Primary	30	25	15	5	1	Annually	NPA/ASC	
7	Capacity Development for the application and use of science kits and Improvisation of teaching material.	% of trained teachers on Science	11	21	31	41	51	Annually	NPA/ASC	
8	Training for Teachers and Head teachers on Early Grade Reading (EGR)	% of trained teachers on EGR	0.1	5	10	20	30	Annually	NPA/ASC	
9	Capacity building training books selection on EGR	Number EGR TLMS (P1 and P2)	3271	4632	7342	8526	9198	Annually	NPA/ASC	
10	Conduct 3 day training on reading using jolly phonics approach	Number of teachers trained on Jolly Phonics	462	528	673	735	783	Annually	NPA/ASC	
11	Conduct a 3 day training on psychosocial support	% of teachers trained on psychosocial	87	196	253	361	483	Annually	NPA/ASC	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
		support								
12	Procure and distribute teachers guide in 4 core subjects	Teacher Textbook Ratio	43	33	23	13	3	Annually	NPA/ASC	
13	Procurement of TLMs to IQTE Centers	Number of IQTE TLMs	6783	7342	8638	9732	15,522	Annually	NPA/ASC	
14	Disbursement of school development grant	Number of Schools accessing Devt Grant	0	200	400	600	800	Annually	NPA/ASC	
15	Procurement of consolidated P2 Teachers Guide (Mukaranta)	Number of P2 teachers guide	2163	2563	3135	3642	4196	Annually	NPA/ASC	
16	Procurement of Consolidated P2 Pupils Textbook (Let's Read)	Number of Lets Read procured	7543	8673	9643	10643	12863	Annually	NPA/ASC	
17	Procurement of consolidated P2 Teachers Guide (Let's Read)	Number of procured P2 Teachers guide	7532	8621	9532	10724	13952	Annually	NPA/ASC	
18	Procurement of Supplementary Reading Materials	Number of SRM	29652	307653	31532	36532	41253	Annually	NPA/ASC	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	(SRM 4 titles)									
19	Recruitment of 2000 NCE Graduate Teachers	Number of qualified teachers	22,595	24,653	26,832	28,653	30,763	Annually	NPA/ASC	
20	Monitoring visit by Mentor School Support Officers	Number CQAs conducted in schools	100	300	500	700	900	Annually	NPA/ASC	
21	Procurement and Distribution of Sports Equipment	Number of sports equipment	1328	2653	3435	4283	5386	Annually	NPA/ASC	
22	Procurement and Distribution of Agric Materials	Number of Agric materials	634	725	891	982	1752	Annually	NPA/ASC	
23	Set up Safeguard TWGs at LGEA and School	Number of schools with safeguard	392	412	529	621	698	Annually	NPA/ASC	
24	Conduct of Continuous Quality Assurance programmes (CQA)	Number of QA officers	109	167	212	252	307	Annually	NPA/ASC	
25	Procurement of 8 monitoring vehicles and 400	Number of monitoring vehicles	24	53	82	103	143	Annually	NPA/ASC	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	Motorcycles									
26	Conduct a 1-day planning meeting and 5 day training of guidance and counselling teachers (PARA counselors)on psychosocial support	Number of Trained teachers in G and C	34	67	95	105	152	Annually	NPA/ASC	

**POLICY 3: STRENGTHENING SYSTEM AND EFFICIENCY**

**POLICY OBJECTIVE: PROMOTE DATA RELIABILITY AND ACCOUNTABILITY OF THE UBE SYSTEM IN THE STATE**

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
1	Digitalize Data Collection, management and Reporting	% of Digital data collection processes	15	20	30	41	51	Annually	NPA/ASC	
2	Training of SBMC/CBMC on their Roles and Responsibility.	Number of trained SMBC members	3832	4262	5242	6252	7252	Annually	NPA/ASC	
3	Capacity Building for Education Managers and administrators	Number of trained Education managers	21	41	61	81	101	Annually	NPA/ASC	
4	Establishment of new SBMC/CBMC members to new school and centers.	Number of functional SBMC	642	729	863	962	912	Annually	NPA/ASC	
5	Routine conduct of ASC	Availability of current ASC	0	1	1	1	1	Annually	NPA/ASC	
6	LEMA/GALA Assessment	Availability of current LEMA/GALA	0	1	1	1	1	Annually	NPA/ASC	
7	Community Mapping for OOSC	Availability of Survey report	0	1	1	1	1	Annually	NPA/ASC	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
8	Monitoring and Evaluation of SBMCs/CBMCs activities to Schools.	% of monitored SMBC	0	3	4	5	6	Annually	NPA/ASC	
9	TMIS Software Development	Number of Teachers on TMIS	0	1	1	1	1	Annually	NPA/ASC	
10	EMIS Officers Capacity Development	% of EMIS officer trained and deployed to LGEAs	9%	29%	49%	69%	89%	Annually	NPA/ASC	
11	Development of SMTBESP and review meetings	Availability of current SMTBESP	0	1	1	1	1	Annually	NPA/ASC	
12	Training of EMIS and Planning Officers.	Number of trained EMIS and Planning Officers	34	44	54	64	74	Annually	NPA/ASC	
13	Support 23 LGEAs to develop Whole School Development Plan (WSDP) annually	Number of schools with current WSDP	217	376	413	521	698	Annually	NPA/ASC	
14	Capacity building training on Microsoft Excel and Access database for EMIS officers	Number of trained EMIS officers on data analysis	0	72	84	91	101	Annually	NPA/ASC	
15	Purchase of Laptop	Number of	10	30	50	70	90	Annually	NPA/ASC	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	Computer (HP 2TB 16 GM)	functional laptops								
16	Capacity building training on UIS Software installation, Configuration and Troubleshooting	Number of trained ICT staff on UIS system	25	74	108	161	210	Annually	NPA/ASC	
17	Capacity building for Headteachers on Data Management	Number of trained Headers on Data management	0	120	240	360	421	Annually	NPA/ASC	
18	Capacity building on learner's enrolment tracking through BAMIS App	Number of Staff trained on BAMIS	0	375	456	562	662	Annually	NPA/ASC	
19	Conduct of OOSC Household and Community Mapping survey	Availability of household mapping report	1	2	2	2	2	Annually	NPA/ASC	
20	Monitoring of SMTBESP Implementation by Technical Working Group.	Number of SMTBESP monitoring	0	3	3	3	3	Annually	NPA/ASC	
21	Digital Attendance tracking of enrolment/Performance of learners	Availability of BAMIS application	0	1	1	1	1	Annually	NPA/ASC	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
22	Improve accounting procedure and automation of salaries	Number of trained finance staff	33	53	72	84	101	Annually	NPA/ASC	
23	Conduct of Institutional Capacity Assessment (ICA) in the 23 LGAs and 5 State Education MDAs	Number of ICA conducted	0	2	2	2	2	Annually	NPA/ASC	
24	Domestication of National Reading Policy	% of availability of NRF to schools	2%	10%	30%	40%	50%	Annually	NPA/ASC	
25	Conduct of LEMA/GALA Assessment in 10 schools in each of the Senatorial Districts of the State	Availability of LEMA/GALA report	0	3	3	3	9	Annually	NPA/ASC	
26	Capacity building training for LGEA EMIS officers on Microsoft Excel and Access database applications in reporting	Number of trained EMIS officers in EXCEL	0	25	50	75	100	Annually	NPA/ASC	
27	Capacity building on school records keeping for 2115 head teachers and 306 Principals of JSS	Number of teachers trained on Record keeping	0	56	106	156	206	Annually	NPA/ASC	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
28	Conduct of School Performance Report Card Data Collection	Availability of PRCD report	0	1	1	1	1	Annually	NPA/ASC	

#### **POLICY 4: SUSTAINABLE FUNDING**

#### **POLICY OBJECTIVE: PROMOTE AND SUSTAIN EFFECTIVE STRATEGIES FOR FUNDING BASIC EDUCATION PROGRAMMES**

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
1	Conduct of Advocacy campaigns for additional funding allocation of UBE programme	Number of advocacy visits	1	3	3	3	3	Quarterly	NPA/ASC/Finance Report	
2	Financial Review meetings on increase state budgetary allocation for UBE programme	Number of Financial review meetings	1	3	3	3	3	Quarterly	NPA/ASC/Finance Report	
3	Prompt payment of state counter funds	Current accessed FGN UBE Matching	1	1	1	1	1	Quarterly	NPA/ASC/Finance Report	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
		Grant								
4	Conduct capacity development training on financial management	Number of trained financial officers	32	45	49	58	62	Quarterly	NPA/ASC/Finance Report	
5	Conduct Public Private Partnership (PPP) advocacy meeting to target Private Sector Organization on supporting UBE implementation	Number of on-going PPP engagements	0	10	20	30	40	Quarterly	NPA/ASC/Finance Report	
6	Conduct review meetings with IDPs	Number of IDPs	0	5	10	15	20	Quarterly	NPA/ASC/Finance Report	

#### **5.4 Key Performance Indicators**

Key Performance Indicators (KPIs) are essential metrics used to monitor and evaluate the progress of the State Medium Term Basic Education Strategic Plan (SMTBESP). These indicators provide a quantitative basis for assessing the effectiveness of strategies and interventions, ensuring that the goals of improved access, quality, and equity in basic education are being met. The KPIs outlined below are

aligned with the core objectives of the SMTBESP, enabling stakeholders to track performance, identify gaps, and make informed decisions for continuous improvement

### SMTBESP 2024-2027 Key Performance Indicators

Indicator Name	Unit of Measurement	B/LINE	Target	Target	Target	Target	Data Source/Means of verification	Responsibility for Data Collection
		2023	2024	2025	2026	2027		
ACCESS, EQUITY AND INCLUSIVENESS								
Pre-Primary Gross Enrolment Rate Total	%	11.5	22.5	33.5	44.5	55.5	NPA AND ASC	UBEC/SUBEB
Pre-Primary Gross Enrolment Rate Boys	%	12.4	22.4	34.4	44.5	54.5	NPA AND ASC	UBEC/SUBEB
Pre-Primary Gross Enrolment Rate Girls	%	10.5	20.5	30.5	40.5	50.5	NPA AND ASC	UBEC/SUBEB
Primary Gross Enrolment Rate Total	%	75.0	80.0	85.0	90.0	95.0	NPA AND ASC	UBEC/SUBEB
Primary Gross Enrolment Rate Boys	%	85.2	87.5	90.5	92.5	95.5	NPA AND ASC	UBEC/SUBEB
Primary Gross Enrolment Rate Girls	%	65.0	75.0	85.0	95.0	100	NPA AND ASC	UBEC/SUBEB
JSS Gross Enrolment Rate Total	%	25.1	45.1	65.1	85.1	95.1	NPA AND ASC	UBEC/SUBEB
JSS Gross Enrolment Rate Boys	%	29.2	49.2	69.2	89.2	96.2	NPA AND ASC	UBEC/SUBEB
JSS Gross Enrolment Rate	%	25.1	35.1	55.1	75.1	85.1	NPA AND ASC	UBEC/SUBEB

Indicator Name	Unit of Measurement	B/LINE	Target	Target	Target	Target	Data Source/Means of verification	Responsibility for Data Collection
		2023	2024	2025	2026	2027		
Girls								
Primary Gross Intake Rate Total	%	89.9	91.9	94.9	96.9	99.9	NPA AND ASC	UBEC/SUBEB
Primary Gross Intake Rate Boys	%	101.7	101	105	110	120	NPA AND ASC	UBEC/SUBEB
Primary Gross Intake Rate Girls	%	78.2	83.2	87.2	92.2	97.2	NPA AND ASC	UBEC/SUBEB
Primary 1 Repetition Rate Total	%	0.0	0.0	0.0	0.0	0.0	NPA AND ASC	UBEC/SUBEB
Primary 1/ Primary 2 Retention Rate Total	%							
Primary 2/ Primary 3 Retention Rate Total	%							
Primary 3/ Primary 4 Retention Rate Total	%							
Primary 4/ Primary 5 Retention Rate Total	%							
Primary 5/ Primary 6 Retention Rate Total	%							
Primary to JSS Transition Rate Total	%	53.1	63.1	73.1	83.1	93.1	NPA AND ASC	UBEC/SUBEB
Primary to JSS Transition Rate Boys	%	47.7	57.7	67.7	77.7	87.7	NPA AND ASC	UBEC/SUBEB
Primary to JSS Transition Rate Girls	%	60.3	70.3	80.3	90.3	100	NPA AND ASC	UBEC/SUBEB

Indicator Name	Unit of Measurement	B/LINE	Target	Target	Target	Target	Data Source/Means of verification	Responsibility for Data Collection
		2023	2024	2025	2026	2027		
JSS 1/JSS2 Retention Rate Total	%							
JSS 2/JSS3 Retention Rate Total	%							
Primary Education Completion Rate Total	%	59.7	66.7	76.7	86.7	96.7	NPA AND ASC	UBEC/SUBEB
Primary Education Completion Rate Boys	%	72.0	77.0	82.0	89.0	95.0	NPA AND ASC	UBEC/SUBEB
Primary Education Completion Rate Girls	%	47.7	57.7	67.7	77.7	87.7	NPA AND ASC	UBEC/SUBEB
GPI Pre-Primary	Ratio	0.8	0.9	1	1	1	NPA AND ASC	UBEC/SUBEB
GPI Primary	Ratio	0.8	0.9	1	1	1	NPA AND ASC	UBEC/SUBEB
GPI JSS	Ratio	0.7	0.8	0.9	1	1	NPA AND ASC	UBEC/SUBEB
JS Education Completion Rate Total	%	22.5	44.5	64.5	84.5	98.5	NPA AND ASC	UBEC/SUBEB
JS Education Completion Rate Boys	%	27.8	47.8	67.8	87.8	97.8	NPA AND ASC	UBEC/SUBEB
JS Education Completion Rate Girls	%	17.4	37.4	57.4	77.4	97.4	NPA AND ASC	UBEC/SUBEB
QUALITY AND EFFICIENCY								
Pre-Primary Pupil / Classroom	Ratio	32.0	30	28	25	25	NPA AND ASC	UBEC/SUBEB

Indicator Name	Unit of Measurement	B/LINE	Target	Target	Target	Target	Data Source/Means of verification	Responsibility for Data Collection
		2023	2024	2025	2026	2027		
Primary Pupil / Classroom	Ratio	40.0	35	35	35	35	NPA AND ASC	UBEC/SUBEB
JSS Pupil / Classroom	Ratio	35.0	35	35	35	35	NPA AND ASC	UBEC/SUBEB
Pre-Primary Pupil / Teacher	Ratio	87	67	47	37	25	NPA AND ASC	UBEC/SUBEB
Pre-Primary Pupil / Teacher Urban	Ratio	27.0	27	27	27	27	NPA AND ASC	UBEC/SUBEB
Pre-Primary Pupil / Teacher Rural	Ratio	23.0	23	23	23	23	NPA AND ASC	UBEC/SUBEB
Primary Pupil / Teacher	Ratio	51.0	47	45	40	35	NPA AND ASC	UBEC/SUBEB
Primary Pupil / Teacher Urban	Ratio	53.0	50	45	40	35	NPA AND ASC	UBEC/SUBEB
Primary Pupil / Teacher Rural	Ratio	49.0	47	41	38	35	NPA AND ASC	UBEC/SUBEB
JSS Student / Teacher	Ratio	41.0	40	40	40	40	NPA AND ASC	UBEC/SUBEB
JSS Student / Teacher Urban	Ratio	35.0	35	35	35	35	NPA AND ASC	UBEC/SUBEB
JSS Student / Teacher Rural	Ratio	31.0	35	35	35	35	NPA AND ASC	UBEC/SUBEB
Proportion of qualified teachers Pre-primary	%	63.9	73.9	83.9	93.9	100	NPA AND ASC	UBEC/SUBEB
Proportion of qualified teachers Primary	%	68.3	78.3	88.3	98.3	100	NPA AND ASC	UBEC/SUBEB
Proportion of qualified teachers JSS	%	70.5	75.5	85.5	95.5	100	NPA AND ASC	UBEC/SUBEB

Indicator Name	Unit of Measurement	B/LINE	Target	Target	Target	Target	Data Source/Means of verification	Responsibility for Data Collection
		2023	2024	2025	2026	2027		
Proportion of Primary learners that have access to textbooks-English	%	19.0	39.0	59.0	79.0	99.0	NPA AND ASC	UBEC/SUBEB
Proportion of Primary learners that have access to textbooks-Mathematics	%	18.0	38.0	58.0	78.0	98.0	NPA AND ASC	UBEC/SUBEB
Proportion of Primary learners that have access to textbooks-Basic Science and Technology	%	17.0	37.0	57.0	77.0	97.0	NPA AND ASC	UBEC/SUBEB
Proportion of Primary learners that have access to textbooks-Social Studies	%	20.0	40.0	60.0	80.0	100	NPA AND ASC	UBEC/SUBEB
Proportion of JS students that have access to textbooks-English	%	21.0	41.0	61.0	81.0	100	NPA AND ASC	UBEC/SUBEB
Proportion of JS students that have access to textbooks-Mathematics	%	20.0	40.0	60.0	80.0	100	NPA AND ASC	UBEC/SUBEB
Proportion of JS students that have access to textbooks-Basic Science and Technology	%	18.0	38.0	58.0	78.0	98.0	NPA AND ASC	UBEC/SUBEB
Proportion of JS students that have access to textbooks-Social Studies	%	22.0	32.0	52.0	72.0	92.0	NPA AND ASC	UBEC/SUBEB
Mathematics P3 Mean Scale	%	486.3	4491.3	496.3	501.3	506.3	NPA AND ASC	UBEC/SUBEB

Indicator Name	Unit of Measurement	B/LINE	Target	Target	Target	Target	Data Source/Means of verification	Responsibility for Data Collection
		2023	2024	2025	2026	2027		
Score								
Mathematics P 5 Mean Scale Score	%	476.7	481.7	486.7	491.7	496.7	NPA AND ASC	UBEC/SUBEB
Mathematics JS2 Mean Scale Score	%	525.2	530.2	535.2	540.2	545.2	NPA AND ASC	UBEC/SUBEB
English P3 Mean Scale Score	%	514.0	519.0	524.0	529.0	534.0	NPA AND ASC	UBEC/SUBEB
English P5 Mean Scale Score	%	493.0	498.0	504.0	509.0	511.0	NPA AND ASC	UBEC/SUBEB
English JS2 Mean Scale Score	%	543.2	548.2	553.2	558.3	562.3	NPA AND ASC	UBEC/SUBEB
Basic Science & Technology P 5 Mean Scale Score	%	471.0	476.0	581.0	486.0	491.0	NPA AND ASC	UBEC/SUBEB
Basic Science & Technology P JS2 Mean Scale Score	%	527.9	532.9	537.2	542.2	547.2	NPA AND ASC	UBEC/SUBEB
Social Studies P5 Mean Scale Score	%	498.4	503.4	508.4	513.4	517.4	NPA AND ASC	UBEC/SUBEB
Social Studies JS2 Mean Scale Score	%	538.6	543.6	548.6	552.6	557.6	NPA AND ASC	UBEC/SUBEB
Proportion of Primary schools with access to Good Water source	%	13.2	23.2	33.2	43.2	53.2	NPA AND ASC	UBEC/SUBEB
Proportion of JSS with access to good Water source	%	52.6	52.6	72.6	82.6	92.6	NPA AND ASC	UBEC/SUBEB
Pupil/Toilet Primary Ratio	Ratio	40.0	35	30	25	20	NPA AND ASC	UBEC/SUBEB

Indicator Name	Unit of Measurement	B/LINE	Target	Target	Target	Target	Data Source/Means of verification	Responsibility for Data Collection
		2023	2024	2025	2026	2027		
Pupil/Toilet JSS Ratio	Ratio	38.0	28	18	8	5	NPA AND ASC	UBEC/SUBEB
Proportion of Schools with separate toilets for Boys and Girls Primary	%	45.0	55.0	65.0	75.0	85.0	NPA AND ASC	UBEC/SUBEB
Proportion of Schools with separate toilets for Boys and Girls JSS	%	44.0	54.0	64.0	74.0	84.0	NPA AND ASC	UBEC/SUBEB
Primary Schools with Library Primary	%	30.0	40.0	50.0	60.0	70.0	NPA AND ASC	UBEC/SUBEB
JS Schools with Library JSS	%	45.0	55.0	65.0	75.0	85.0	NPA AND ASC	UBEC/SUBEB
Proportion of Schools with Access to ICT facilities Primary	%	27.0	37.0	47.0	57.0	67.0	NPA AND ASC	UBEC/SUBEB
Proportion of Schools with Access to ICT facilities JSS	%	26.0	36.0	46.0	56.0	66.0	NPA AND ASC	UBEC/SUBEB
Proportion of Schools with Access to Power Primary	%	25.0	35.0	45.0	55.0	65	NPA AND ASC	UBEC/SUBEB
Proportion of Schools with Access to Power JSS	%	24.0	34.0	44.0	54.0	64.0	NPA AND ASC	UBEC/SUBEB
Proportion of schools with fencing Primary	%	50.0	60.0	70.0	80.0	90.0	NPA AND ASC	UBEC/SUBEB
Proportion of schools with fencing JSS	%	48.0	58.0	68.0	78.0	88.0	NPA AND ASC	UBEC/SUBEB

Indicator Name	Unit of Measurement	B/LINE	Target	Target	Target	Target	Data Source/Means of verification	Responsibility for Data Collection
		2023	2024	2025	2026	2027		
Proportion of Primary learners that have access to furniture (chair/table/desk)	%	60.0	70.0	80.0	90.0	100	NPA AND ASC	UBEC/SUBEB
Proportion of JS students that have access to furniture (chair/table/desk)	%	58.0	68.0	78.0	88.0	98.0	NPA AND ASC	UBEC/SUBEB
Proportion of JS schools That that have access to Laboratories	%	26.0	36.0	46.0	56.0	66.0	NPA AND ASC	UBEC/SUBEB
SYSTEM STRENGTHENING AND ACCOUNTABILITY								
Proportion of schools with functional SBMCs -Primary	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Proportion of schools with functional SBMCs -JSS	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Learning assessment system in place with provision for regular implementation	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Teacher Deployment Policy & Management Information System in place	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Education Management Information System available	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Education Management Information System functional	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB

Indicator Name	Unit of Measurement	B/LINE	Target	Target	Target	Target	Data Source/Means of verification	Responsibility for Data Collection
		2023	2024	2025	2026	2027		
Availability of Inclusive Education Policy	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Inclusive Education Policy in use	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Emergency response mechanisms in place	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
	SUSTAINABLE FUNDING							
Education as Share of State Expenditure	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Basic Education budget as share of State Education budget	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Proportion of Basic Education Budget released	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
UBE-IF Matching grant accessed and up to date (2019)	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB

## **6.0 Plan Implementation Arrangement**

### **6.1 State Basic Education Governance Structure**

The State Basic Education Governance Structure in Sokoto State comprises various entities responsible for the formulation, implementation, and oversight of policies and programs related to basic education. At the apex of this structure is the Ministry of Basic and Secondary Education (MoBSE), which has the overarching responsibility of providing strategic direction and policy guidance for the entire basic education sector. Below MoBSE, the State Universal Basic Education Board (SUBEB) serves as the primary agency tasked with implementing basic education policies and programs at the state level. SUBEB collaborates closely with Local Government Education Authorities (LGEAs) to ensure the effective delivery of education services at the grassroots level. Additionally, various committees and task forces may be established to address specific issues or initiatives within the basic education sector, while engagement with stakeholders such as community-based organizations, development partners, and civil society groups further enhances governance and coordination efforts. Overall, this governance structure is designed to facilitate efficient decision-making, resource allocation, and accountability to improve educational outcomes for all learners in Sokoto State.

### **6.2 Basic Education Steering Committee**

The State will have the Basic Education Steering Committee under the chairmanship of the State Commissioner for Education. The committee will be responsible for strategic decisions on every aspect of implementing the plan including liaison with the other Stakeholders. The State Plan Implementation Coordinator will serve as the secretary to the BESC and will keep all minutes and records of decision at its meetings.

- Honourable Commissioner
- Chairman SUBEB
- Permanent Secretary MoBSE
- Permanent Secretary SUBEB
- Permanent Secretary SAME
- Executive Secretary AIB
- Executive Director Nomadic
- Director Planning MoBSE
- Director Planning SUBEB
- Dir Quality SUBEB
- Dir Mobilization SUBEB
- Dir Finance SUBEB
- Rep. budget & Economic Planning
- Dir Programme SAME

- Dir Female Education Board
- Rep from Development Partners

### **6.3 State Basic Education Technical Committee**

The Technical Working Group (STWG) shall form the nucleus of the operational arm of the Plan Implementation team. This committee shall be chaired by the Chairperson of the SUBEB or any other senior official as may be directed by the Commissioner for Education or the Permanent Secretary Ministry of Education.

- Director Planning MoBSE
- Director Planning SUBEB
- Dir. Quality MoBSE
- Dir. Basic Education
- Dir Quality SUBEB
- Dir Mobilization SUBEB
- EMIS Officer SUBEB
- EMIS Officer MoBSE

2.

### **6.4 LGA Education Technical Committee**

The Local Government Education Technical Committee will perform similar roles of the state working group at the local government level. It shall be chaired by the Supervisory Councillor on Education, while the Education Secretary at the LGEA will serve as Secretary. The following shall be members of the LGTC. Other members may be co-opted from time to time on the decision of the committee.

- Education Secretary
- SBMC/CBMC
- Councillor Education
- PTA
- MA's
- EMIS Officer
- Desk Officer

### **6.5 School Based Implementation Committee**

School Based Implementation Committee (SBIC) will serve as the operational arm of the project at the school and community level. It shall be chaired by the SBMC chairman while the Head teacher at the school shall serve as secretary of the committee. The committee may adopt other ad-hoc members from time to time on the decision of the majority of the committee.

- SBMC representative
- Head Teacher
- CBMC
- PTA
- Community Representative

## **6.6 Education Partners Coordination Committee**

The Education Partners Coordination Committee (EPCC) plays a vital role in promoting collaboration and synergy among diverse stakeholders involved in the education sector in Sokoto State. Serving as a platform for dialogue and joint action, the EPCC facilitates coordination of efforts, information sharing, and resource mobilization to address common challenges and achieve shared goals in education. By fostering partnerships between government agencies, NGOs, development partners, CSOs, academia, and other relevant entities, the EPCC enhances the effectiveness, efficiency, and sustainability of education initiatives, ultimately contributing to improved access, quality, and equity in basic education across Sokoto State. The following are members of the EPCC Committee

- Secretary of the Board
- Director, Social Mobilization
- Director, Planning Research and Statistics
- Director school Services
- Development Partners
- CSOs representative

## ENDIX 1: SMTBESP 2024-2027 ASSESSMENT GUIDE

(Please note that the following assessment guide will form the basis for determining the quality of your plan. You will therefore do well to take into account the criteria and indicators for the assessment).

S/N	ASSESSMENT CRITERIA	ASSESSMENT INDICATOR	5	4	3	2	1	REMARKS/COMMENTS (With 5 as the highest and 1 as the lowest, please provide reasons for very high or very low marks)
1.	<b>Introduction</b>	Appropriate reference made to the successor plan (2020-2023) and rationale/purpose for new plan clearly stated.						
		Plan incorporated socio-economic, geographical, demographic, and political highlights						
		Highlights the persistent challenges of the Education Sector						
		Processes of the developing the sector plan well stated i.e. bottom up approach used, and all the relevant stakeholders involved etc.						
		Mission, vision, and goals of the education sector clearly stated						
2.	<b>BE -Sector ANALYSIS</b>	Plan informed by credible and relevant Data disaggregated by gender, location and other relevant parameters.						
		Addresses the issues of equity, access, disparities at each level of Basic education in the State,						

		Addresses the quality of basic education using both input and outcome indicator variables						
		Addresses internal efficiency indicators such as completion, retention, drop-out and transition rates						
		Systems strengthening and efficiency indicators such as EMIS, SBMC functionality, Quality Assurance, teacher deployment etc. properly captured.						
		Key issues arising from BE sub-sector analysis clearly stated by pillar or policy objectives.						
<b>3.Strategic Programme</b>		Activities to be addressed in the Strategic programme clearly articulated						
		Activities derived from the Situation Analyses and linked to State Government's policies/strategies						
		Activities aligned with the State's sector wide Education Plan						
		Activities relate to the outputs and outcomes in the Results Framework						
		Total and activity costs appear realistic						
		Activities and costs cover key priorities of BE for						

		the plan period						
		Matters related to emergency preparedness clearly identified and costed						
		Activities and costs cover pre-primary, primary and JS levels						
4.	<b>Sustainable Funding</b>	In-depth look at the cost, financing, allocation, disbursement and utilization of resources at the various levels of education						
		Plan financing informed by the Basic Education budgets of the state						
		Funding gaps identified						
		State Education expenditure for previous years well presented						
		Contributions from LGEAs, State, FG(UBE-IF) and IDP's provided						
		Risks to the implementation of the plan clearly identified, impacts rated and mitigation measures indicated						
5.		<b>Monitoring and Evaluation</b>	Monitoring and Evaluation mechanisms clearly stated					
	M&E framework apt and relevant with all key components including activities, indicators, baselines, data sources							

		and regularity of data collection						
		Key Performance Indicator (KPI) table properly completed with measurable outcome indicators						
		Output and outcome indicators clearly stated and measurable						
6.	<b>Implementation Arrangements</b>	Plan implementation arrangement clearly articulated						
		Implementation structures identified						
		Role of all critical stakeholders identified and clearly stated.						
		LGEA and schools and CSOs/FBOs/ CBOs assigned roles in plan implementation						
7	<b>Others</b>	Plan is coherent (all the parts neatly fit together)						
		Tables and figures apt, properly numbered and placed in the right places						
		Proposed strategies and activities linked to MSP and other basic education initiatives						
		There's ample evidence of involvement of stakeholders including SBMCs and CSOs in the planning process						
		Plan signed off by HCE or						

		SUBEB							
		<b>Total Score</b>							