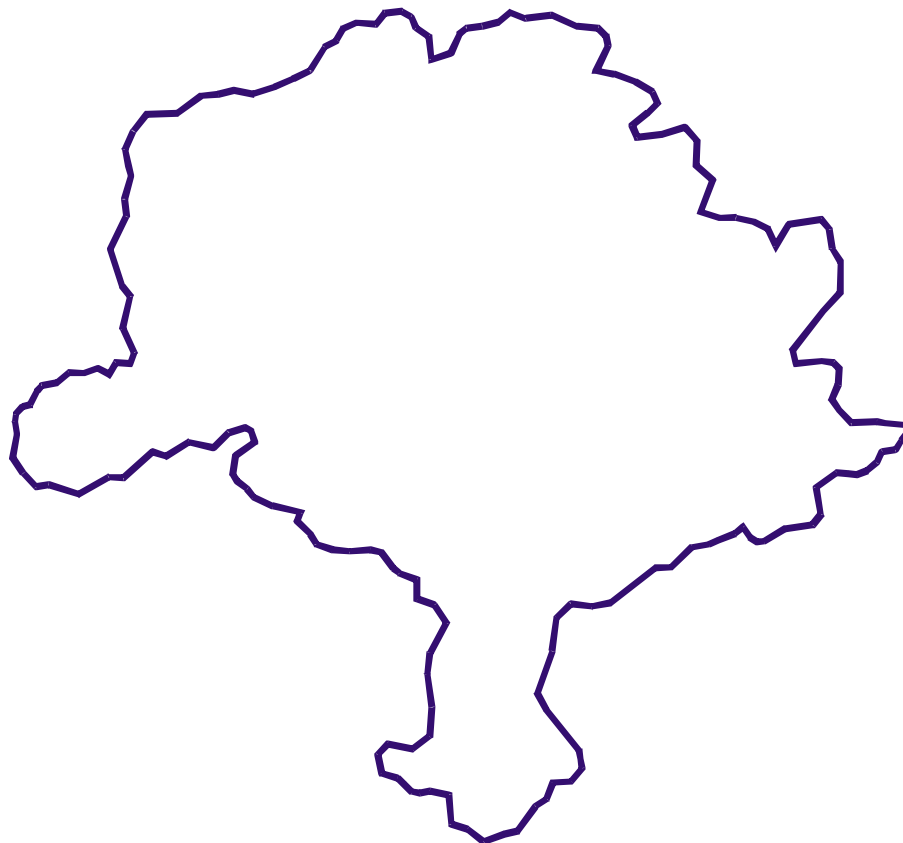




**MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY  
AND INNOVATION, KANO STATE**

**FEDERAL REPUBLIC OF NIGERIA**

**EDUCATION STRATEGIC PLAN  
2018 – 2027**



**October 2017**

## **Preface**

The Kano State Government under the leadership of His Excellency, Dr Abdullahi Umar Ganduje, OFR, has made “Quality Education” **one of the seven pillars leading to the social and economic development of Kano State**. The Education Strategic Plan (ESP) provides the framework for educational development in Kano State over the next ten years, 2018-2027, is a significant step towards fulfilment of the State’s obligations.

ESP process requires the extensive participation and collaboration of all agencies under the Ministry to reflect agreed policies, objectives, targets and priorities across the education system. This becomes more relevant with the merger of two other ministries [Ministry for Higher Education and Ministry of Science and Technology] to become Ministry of Education, Science, Technology and Innovation.

The present Plan aligned with the Federal Ministry of Education (FMoE) Ministerial Strategic Plan 2016-2019 and the Educational Frame work of Action 2030 as well as Strategic Development Goals (SDG-4).

Harmonizing the merger of the two additional ministries, this means including the tertiary institutions, coupled with the need to provide inclusive education so as to alleviate the problems of gender parity, physically challenged and socially vulnerable individual in the society. Entrepreneurial/TVET education is another area included in this new ESP to address the present problem of unemployment through creation of self-employed individuals. The current security challenges facing the nation were also tackled in this ESP through the inclusion of security education section.

Furthermore, funding of all levels of education require huge investments to ensure expansion of equitable access and improvement of quality education. This situation is compounded with the current economic recession facing the country.

Areas considered in the ESP are geared toward achieving the following objectives:

- 1. Provision of inclusive education that will result in gender parity and harnessing all the human resources available towards the development of the State economically and socially.*
- 2. Provision of self-employed individuals that would contribute their quota towards the development of the State and the Nation in general.*
- 3. Provision of qualitative Basic Education for all citizens as enshrined in the National Policy of Education (NPE).*
- 4. Enhancing planning and management for the education system through the use modern methods like EMIS, MTSS and other important new techniques of educational management.*

The 2018-2027 ESP is designed with consideration of the scarce resources available to the State and the education sector in particular, thus a judicious use of the resources for maximum educational benefit. It also suggested ways for providing additional funds for education through the Development Partners and wealthy individuals.

In conclusion, it is worth noting that education for all is the responsibility of all, therefore, all hands must be on deck to ensure strict implementation of the ESP for the benefit of all citizens.

Prof. Hafiz Abubakar, **MFR**

His Excellency, the Deputy Governor and Hon. Commissioner,  
October, 2017

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## ***Acknowledgements***

The review of the Education Strategic Plan (2009-2018) was done between October 2016 and February 2017 by Kano State Ministry of Education Science, Technology and Innovation. After series of meetings and discussions by the ESP Committee, a draft was produced for the Ministry. This new 10 year Education Strategic Plan has brought in other new and relevant areas to reflect the current position of the State.

The review of the ESP commenced under the instructions and laudable involvement of His Excellency Prof Hafiz Abubakar, the Deputy Governor and the Honourable Commissioner, Malam Danlami Garba, the Permanent Secretary (PSD) and Haj Bilkisu A Waziri the Permanent Secretary (TST) Ministry of Education, Science, Technology and Innovation. Indeed, they contributed greatly in terms of providing insights into Kano education reforms that assisted the Committee in coming up with this review.

The revision of the ESP (2009-2018) was attributed to the continuous and active participation of Prof Mukhtar A Kurawa (Rector KSP, Chairman), Falalu Sani (DPRS, MOEST&I), Mal Hamza M Daneji (DD HEMIS, MOEST&I), Munzali Mustapha (DPRS, SUBEB), Mujitapha Aminu (DD STAT & EMIS SUBEB), Aisha Aliyu (DD M&E, MOEST&I), Garba Umar Gombe (Director KERD), Diana Agabi (ESSPIN, Kano) and Abba T Shariff (DPRS, STSB, Secretary).

The efforts of the supporting members of staff of the Office of the Rector KSP (being our secretariat) in arranging the venue and making us comfortable, is highly appreciated.

The inputs of Dr Mustapha Nasidi (Dep. Provost RMKCARS T/Wada), Hamzat Mani Yangora (Director, (SPRD, SRCOE), and Umar Musa G/Babba (Registrar CAS Kano) is acknowledged.

## **Abbreviations**

<b>AIED</b>	Arabic and Islamic Education Department
<b>ASR</b>	Annual Sector Review
<b>BOGs</b>	Board Of Governors
<b>CASRS</b>	College of Arts, Science and Remedial Studies
<b>CBO</b>	Community Based Organization
<b>COE</b>	College of Education
<b>DPP</b>	Director Physical Planning
<b>DP</b>	Development Partners
<b>DPI</b>	Department of Private Institutions
<b>DPs</b>	Development Partners
<b>ECCE</b>	Early Child Care Education
<b>EMIS</b>	Educational Management Information System
<b>EDP</b>	Education Development Plan
<b>EFA</b>	Education For All
<b>FBO</b>	Faith Based Organization
<b>FLHE</b>	Family Life and Health Education
<b>GER</b>	Gross Enrolment Ratio
<b>GC</b>	Governing Council
<b>HIV/AIDS</b>	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
<b>HQ</b>	Headquarters
<b>HD</b>	Human Development
<b>HRD</b>	Human Resource Development
<b>ICT</b>	Information and Communication Technology
<b>ICTE</b>	Information and Communication Technology Education
<b>IEC</b>	Information Education Communication
<b>IGO</b>	Inter – Governmental Organization
<b>IQTE</b>	Islamic, Qur’anic and Tsangaya Education
<b>JSS</b>	Junior Secondary School

<b>KSCOE</b>	Kano State College of Education
<b>KUST</b>	Kano University of Science and Technology
<b>KSG</b>	Kano State Government
<b>KERD</b>	Kano Educational Resource Department
<b>K-SEEDS</b>	Kano State Economic Empowerment Development Strategy
<b>LGA</b>	Local Government Authority
<b>LGEA</b>	Local Government Education Authority
<b>MOE</b>	Ministry of Education
<b>MOH</b>	Ministry of Health
<b>MOPB</b>	Ministry of Planning and Budget
<b>NER</b>	Net Enrolment Ratio
<b>NCE</b>	Nigerian Certificate in Education
<b>NCE</b>	National Council on Education
<b>NGO</b>	Non Governmental Organization
<b>NUT</b>	Nigerian Union of Teachers
<b>NMS</b>	National Minimum Standards
<b>NPE</b>	National Policy on Education
<b>NTI</b>	National Teachers Institute
<b>OVE</b>	Orphans and Vulnerable Children
<b>PES</b>	Primary Education Studies
<b>PRS</b>	Planning, Research & Statistics
<b>PTA</b>	Parents Teachers Association
<b>PTR</b>	Pupil Teacher Ratio
<b>QE</b>	Quality of Education
<b>SAEQA</b>	State Agency for Education Quality Assurance
<b>SAME</b>	State Agency for Mass Education
<b>SCE</b>	State Council on Education
<b>SDP</b>	School Development Plan
<b>SEN</b>	Special Education
<b>SOME</b>	State Ministry of Education
<b>SPE</b>	Schools Performance Evaluation

<b>SILS</b>	School of Islamic Legal Studies
<b>SSS</b>	Senior Secondary School
<b>SSSCE</b>	Senior Secondary School Certificate Examination
<b>SSSMB</b>	Senior Secondary School Management Board
<b>ST</b>	Science and Technology
<b>STSB</b>	Science and Technical School Board
<b>SUBEB</b>	State Universal Basic Education Board
<b>SWAp</b>	Sector Wide Approach
<b>TOTs</b>	Trainers of Trainees/Tutors
<b>TTC</b>	Teacher Training College
<b>TVET</b>	Technical and Vocational Education and Training
<b>UBE</b>	Universal Basic Education
<b>ZEOS</b>	Zonal Education Officers

## **1. Introduction**

### **1.1 Rationale for the ESP**

The Kano State Education Strategic Plan (ESP) offers a synopsis of education sector policies, objectives, targets and strategies for the next ten years, i.e. 2018 to 2027. Hence, the ESP provides the structure for education development in Kano State over the next ten years. In developing the ESP, reference were made to relevant current international, national and state policies.

The basis behind the ESP is to assist in reducing poverty and also forward economic development efforts through the enhancement of State's human resources. It is the ultimate aim of the ESP to pave way for all citizens to access education in order to develop not only as individuals but to improve their social and economic well-being and also to play their part in the development of the State and the country as a whole.

This ESP is designed to cover all the levels of education from basic, secondary and to tertiary level. The plan is meant to cater for increase in enrolment, access and retention of learners at all levels of education. Considering the present economic realities and the prevailing security challenges, the ESP is positioned to achieve its objectives of producing highly skilled self-reliant individuals.

The State Ministry of Education, Science, Technology and Innovation (*SMOESTII*) appreciates the need to implement an all-inclusive approach to education sector development. The ESP therefore takes a whole sector, or Sector Wide Approach (SWAp). The ESP, in recognition of the current situation of limited resources and capacity, accords the Basic Education highest priority. As the ESP progresses, it is acknowledged that further policy and strategy development will be required for post-Basic and tertiary Education. Effective synergy is required between Government and stakeholders for implementing ESP strategies and the *SMOESTII* will therefore work in collaboration with other governmental and non-governmental organisations. This requires reinforced co-ordination amongst all stakeholders.

It is stressed that the key principles of a SWAp with most immediate relevance are; (a) establishing a comprehensive whole sector plan, (b) prioritising resources, (c) building capacity for effective and efficient service delivery, and (d) facilitating improved coordination and use of all resources (including external assistance).

### **1.2 Structure of the ESP**

The reviewed plan was developed in February 2017. The process comprised of document review, situation analysis, and policy/strategy development through participatory planning approaches. The review process took into cognizance the current situation of education in Kano State and is produced along with a costing model used to assess the financial implication of the ESP.

Against the 2009 – 2018 ESP which has 5 focal areas, the 2018 – 2027 ESP has 8 focal areas. The changes / additions are informed by need to have an ESP which goes in tandem with the current socio-economic realities (economic and security challenges) of the State and the country as a whole. This is also manifested in the changes affected in the current SSCE curriculum which gives prominence to ICT and other entrepreneurial studies.



The 2018 – 2027 ESP is structured on the following 8 key/focal areas:

1. Equitable access to education.
2. Quality education.
3. Technical and Vocational Education and Training (TVET)
4. Education finance.
5. Education planning and Management.
6. Security and safety.
7. ICT
8. Entrepreneurial Studies

Specific sub-sectors are addressed within this framework, as there are various key cross-cutting issues including gender, monitoring and evaluation and financial planning. The focal areas have defined the structure of the ESP, and are primarily addressed through the Policy Framework and the Strategic Framework (section 4). The analytical basis for the ESP is summarised in section 2.

The State views it with considerable emphasis the speedy development and strengthening of data processing for educational planning and management primarily through further development of EMIS. As more reliable data would avail themselves during the ESP process and need to take account of them. The ESP strategies and operational plan would be updated on an on-going basis.

## **2. Overview of the Education Sector in Kano State**

The main focus of this section is to offer a brief overview of the Kano education system and as well highlight the key challenges currently facing it. This overview is a summary of the Kano Education Sector Analysis (ESA), which discussed in details all the topics highlighted in this section.

It is pertinent to provide the context within which education services are delivered in the State as this will give us a clear picture of the education sector. It is an established fact the Kano State has the highest population growth in Nigeria as well as Sub-Sahara African (SSA) countries in general. This trend puts substantial pressure on education services with an increasing number of children demanding education every year.

According to the United Nations Multi-Dimensional Poverty Index of 2015, 76.4% of population of Kano State lived below the poverty line. This impliedly renders Kano as one of the poorer States in Nigeria. Consequently, this is reflected not only in the limited quality of education provision but also the domestic resources available to Kano for educational development. This situation necessitates the State and its LGAs to rely heavily on Federal Government funding. With the current economic situation of the country, the Federal funding for the State and the LGAs has drastically fallen. Ability to provide quantity and quality education by the State is seriously hampered by insufficient Internally Generated Revenue (IGR).

### **2.1 Education coverage – enrolments and patterns of student flows**

Generally, basic, senior secondary and tertiary education in the state are provided by a number of different bodies; i.e. the government, community, individual, religious bodies, etc. Government schools provide conventional Western and Islamic education through a network of primary, secondary and tertiary institutions across the State. Complementing the conventional system of schools are, a number of religious school options which include:

- Tsangaya/Qur'anic Schools – These types of schools offer their pupils/students with the opportunity to learn and recite the Holy Qur'an with correct Arabic phonology (*tajweed*). During the course of the study, learners got to learn to speak and read in Arabic. Learners obtain basic literacy in Arabic hence are able to use these skills to write local languages in Arabic script known as *ajami*. Learning is generally at one's pace and there is no formal grade structure. Such schools usually attract migrant learners popularly known as *Almajirai* who usually come from surrounding villages and/ or states. Pupils/students attending these types of schools often combine schooling with other formal or non-formal education (see below).
- Islamiyya schools – These types of schools are community based. Generally, they provide a broader Islamic education and have age-based classroom teaching and whole group instruction. Often common with these schools is inclusion of some conventional/academic subjects in their system. Some of these schools have registered with the State Universal Basic Education Board (SUBEB) leading to the inclusion of some government/secular school subjects and examinations. Some of the benefits these types of schools derived from MOESTI upon registration with the Qur'anic and Islamiyya Schools Management Board are; access to government resources in the form of teachers, teacher development, assistance with infrastructure and the provision of key learning materials. Normally, support does not come immediately after registration.
- Ilmi schools/education – This type of education is informal. Usually it attracts youths and adult learners. Under this system, learners study Islamic laws/jurisprudence, Hadith,

accepted Islamic manners and behaviours/ways of life, etc. Books studied are generally in Arabic Language. Products of such schools transit to other institutions and universities after attending formal classes such as adult literacy classes.

Figure 1: Primary and secondary school curricula choices in Kano State

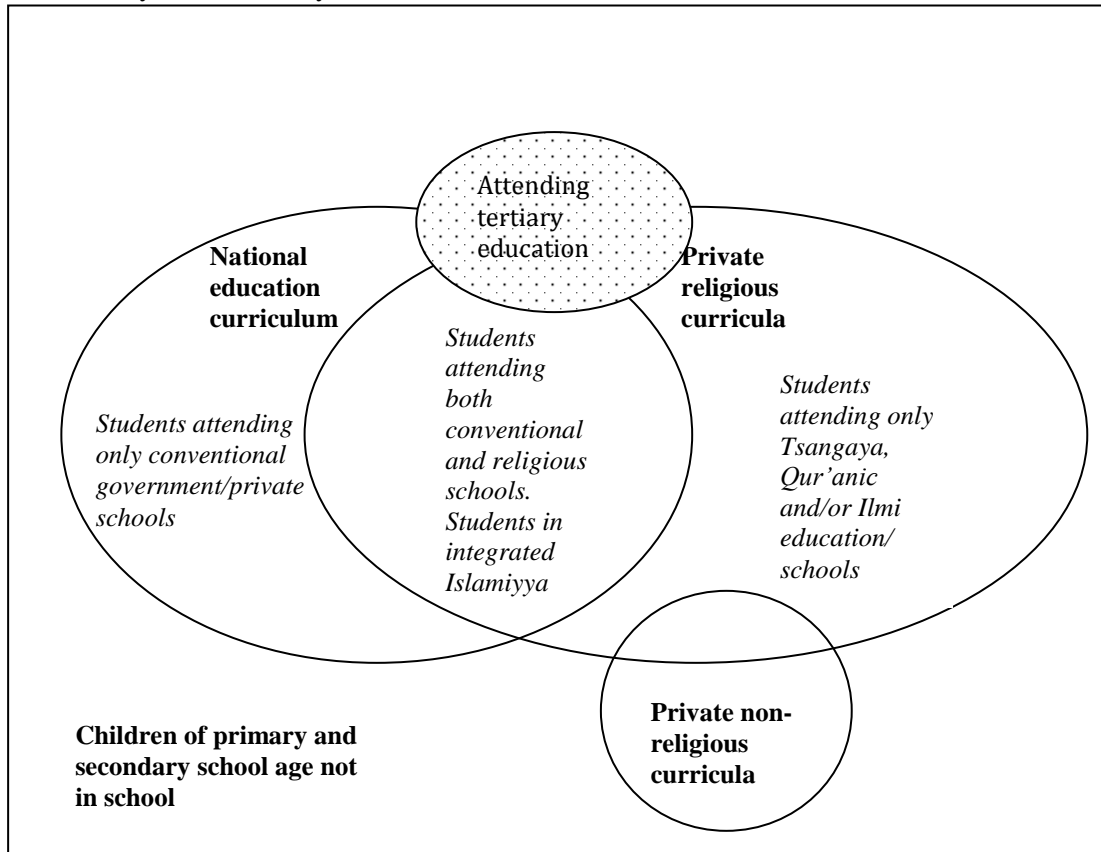


Figure 1 is a depiction of the various types of education accessible to students of primary and secondary school ages in the State. It is obvious that some children only attend conventional schools that follow the nationally defined curricula for primary and secondary schools. Nevertheless, it is more common students of this type of school also attend some religious schooling at the same time. Therefore, they have the opportunity of studying both the nationally defined curriculum and religious curriculum. This category also comprised of students of integrated Islamiyya schools. Under this dispensation, the students study the core subjects in the national curriculum as well as an expanded religious curriculum (see Figure 1).

Another set of students as well attend schools that only offer a religious curriculum. The students undergo refresher courses to attend a diploma programme that led to a degree award. As they are taught basic literacy, numeracy and life skills, it is hoped these types of schools would contribute to the goals of EFA. Sadly enough, no information is readily available to ascertain the extent to which these types of schools offer courses in these skills.

The next category of schools is private and voluntary schools. These types of schools offer a non-religious in conformity with the National Curriculum. However, the Kano State Private and Voluntary Institutions Board is charged with the responsibility of checking and controlling private and voluntary schools that fail to comply with the National Curriculum.

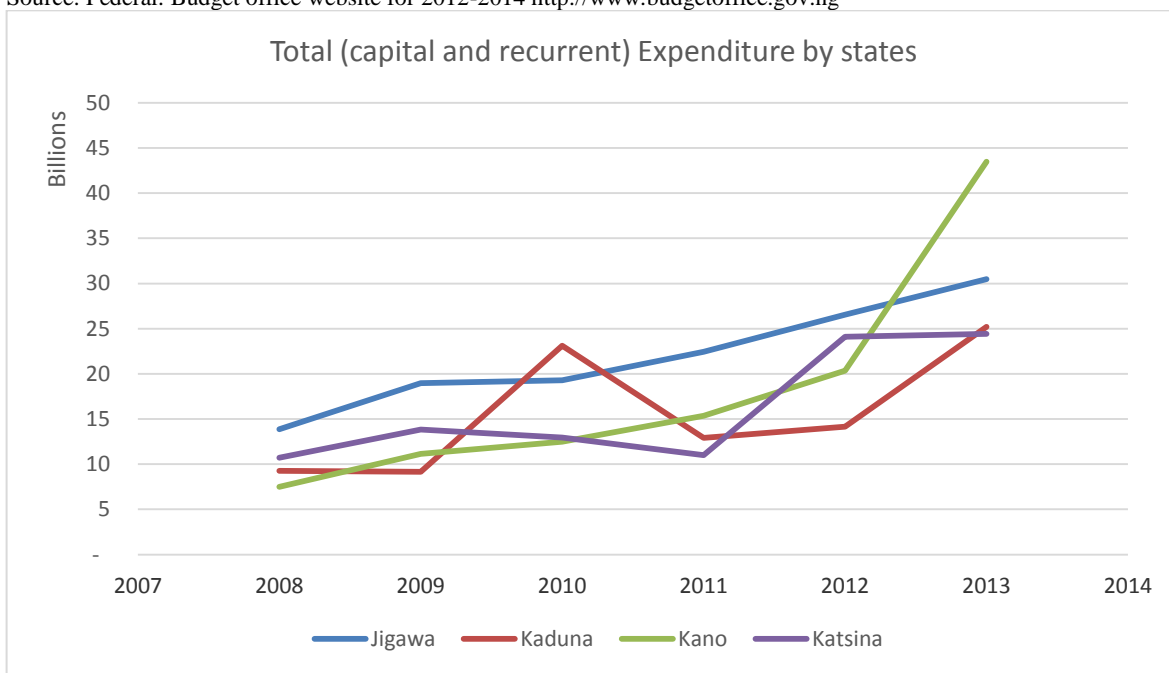
The last category is the tertiary institutions. These institutions award Diploma, NCE and Degree certificates. Majority of these institutions are Federal or State owned. However, in the recent years private tertiary institutions have started up in the State. It should be observed that, the number of tertiary institutions in the State are grossly inadequate and cannot meet the demand for tertiary education by applicants wishing to gain admission.

### 2.3 Education financing and costs

Poor information with regard to state and local education spending in Nigeria undermines an accurate estimate of total spending on education, and there are no plausible estimates of the total financial resources that will be required to achieve Universal Basic Education (Santcross et al, 2018). A literature review of available estimates demonstrates highly variable projections for spending, ranging from one to five percent of GDP (Acosta, 2012), and to over seven percent (FMOE, 2011; EDOREN, 2013). Spending data for some states exist, but within state differences are sufficiently large that one cannot extrapolate from one state to another. Figures 1 and 2 below show some trends in education finance data, with federal capital expenditure demonstrating some growth, and an increase, since 2008, in total spending on education (capital and recurrent) in four of the states.

**Figure 2: Total Expenditure on Education in Selected States (capital and recurrent)**

Source: Federal: Budget office website for 2012-2014 <http://www.budgetoffice.gov.ng>



The level of funding in education usually determines the effectiveness of Education delivery. It is on this ground that the Education has become the second most favoured sector in the State. It gets N30.6 billion which translates to 20% of State Budget. This is by no means generous and remains below the United Nations' recommendation that is, a minimum of 26% of State Budgets must be

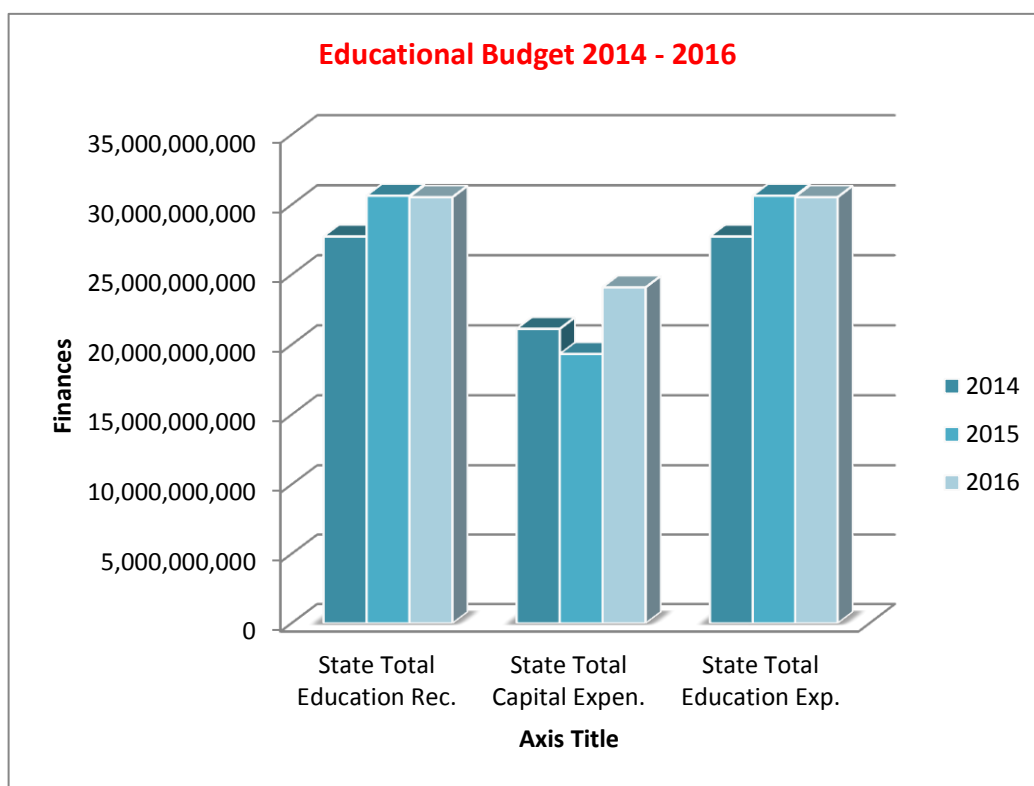
devoted to education. In addition the State Government recorded success in Basic Education sub-sector by accessing the UBE matching grant which contributes in delivering quality Education.

**Table: Education Expenditure of Kano State Government, 2014 – 2016.**

Sources/Spending Unit	2014	2015	2016	Total
State Total Recurrent Exp.	71,121	71,149	83,982	226,252
State Total Capital Exp.	154,027	139,611	190,348	483,987
State Total Expenditure	225,148	210,761	274,330	710,239
% of Capital Expenditure	68%	66%	69%	68%
State Total Education Rec.	27,729	30,640	30,540	88,909
State Total Capital Expen.	21,136	19,338	24,097	64,572
State Total Education Exp.	27,729	30,640	30,540	88,909
% of Education of the Total State Budget	22%	24%	20%	22%

The total estimate for both Recurrent and Capital expenditure for the period under review 2014-2016 amounted to ₦710,239,875,280 billion. Out of this, ₦485,987,364,620 billion which represents 68% is assigned to Capital expenditure. The trend shows that, in 2014 the total estimate is 225 billion while it was ₦210 billion in 2015, slightly falling down by 6.3%. Consequently, in 2016 there is an increase of 23% compared to 2015 thereby amounting to 63.5 billion and totalling to ₦274 Billion in 2016.

Figure 3



The graph above shows the Education budget trend for the period under review 2014 – 2016 that the percentage of education budget in 2014 is 22% out of the total State Budget and slightly

increased by 2% in 2015 i.e. from ₦27.7 billion to ₦30.6 billion which carry 24% of the total State Budget. This trend indicated the serious commitment of the State Government on Education. However, the estimated educational budget slightly fall down from ₦30.6 billion to ₦30.5 billion which take away only 22% of the total state budget.

However, on the side of actual expenditure there is low performance largely as a result of short fall from the Federal sources. The creation of Sovereign Wealth Fund negatively affects funds coming from the Excess Crude Oil Account. Secondly, the security challenges and inadequate capacity of the revenue generating agencies rendered measures introduced to enhance revenue generation irrelevant, in spite of the relative increase from IGR sources.

## 2.4 The quality of education

The quality of basic and secondary education is low in Kano State and the Nation in general. Furthermore (EGRA) studies carried out in May and June 2014 in Kano, Jigawa, Katsina and Kaduna States revealed that there are very low levels reading skills acquisition for both government and Islamiyya, Qur’anic and Tsangaya Education IQTE schools in the four states. Same study showed that progress toward Global Partnership for Education (GPE) bench mark of “learning and demonstrating mastery of basic literacy” was severely inadequate in both Hausa and English. Table 2 is comparing performance of candidates in the four states on oral reading fluency scores in Hausa (CWPM) by grade level, gender and state.

**Table 2. Oral Reading Fluency Scores in Hausa (CWPM) by Grade Level, Gender and State**

Mean Oral Reading Fluency Score (CWPM)									
State	Primary 2			Primary 3			IQTE Stage 1 and Cohorts 3		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
<b>Jigawa</b>	4.7	1.2	<b>3.4</b>	4.0	1.5	<b>3.0</b>	22.3	34.6	<b>25.1</b>
<b>Kaduna</b>	0.4	0.6	<b>0.5</b>	2.8	1.8	<b>2.4</b>	13.7	13.6	<b>13.7</b>
<b>Kano</b>	3.4	2.2	<b>2.8</b>	7.7	4.7	<b>6.2</b>	22.3	2.7	<b>16.5</b>
<b>Katsina</b>	2.6	2.6	<b>2.6</b>	7.2	2.7	<b>5.1</b>	30.8	27.6	<b>29.5</b>

Source: **Nigeria Reading and Access Research Activity** (Results of the 2014 Hausa and English Early Grade Reading Assessments (EGRAs) in Government Primary Schools and IQTE Centers of Jigawa, Kaduna, Kano, and Katsina States Revised November 2014)

The above table shows that on the oral reading and fluency scores in Hausa. Kano’s overall scores of 2.8, in primary 2, 16.5 in IQTE schools is poor compared to that of the other two states of Katsina and Jigawa . The only state whose scores are lower than Kano is Kaduna. The low score can be attributed to the fact that only the northern part of that state (Kaduna) is predominately Hausa.

**Table3 . Reading Comprehension in Hausa by Grade Level, Gender and State**

Reading comprehension: percentage of Pupils who could Read the Hausa Text with 80% comprehension or greater						
State	Primary 2		Primary 3		IQTE Stage 1 and Cohorts 3	
	Boys	Girls	Boys	Girls	Boys	Girls
<b>Jigawa</b>	3%	0%	0%	0%	21%	43%
<b>Kaduna</b>	0%	0%	2%	2%	10%	9%
<b>Kano</b>	3%	2%	1%	2%	18%	2%
<b>Katsina</b>	2%	2%	4%	%	32%	30%

Source: **Nigeria Reading and Access Research Activity** (Results of the 2014 Hausa and English Early Grade Reading Assessment (EGRAs) in Government Primary Schools and IQTE Centers of Jigawa, Kaduna, Kano, and Katsina States Revised November 2014)

Table 3 above is on reading comprehension by grade level and gender. The performance here in all the four states is generally poor with girls' performance on average, lower than the boys' counterpart.

Looking at the determinants of quality, pupil classroom ratios in primary and secondary schools is generally improving from what is obtained when the 2009 to 2018 ESP was produced. This improvement in the classroom pupil ratio may not be unconnected with the massive investment in construction of one storey duplex blocks of classroom from 2011 to 2015. This assisted in decongestion policy in pre-primary and primary schools in the state. However, Ratio of pupils in classrooms are reduced from 112 pupils to a class (State EMIS data 2016/2017) to the present 100 pupils to a class (Kano State ASC report 2016/2017). In the same vein the student classroom ratio The state of school infrastructure is one of important factors in the improvement of teaching and learning. Table 4 below is pupil's classroom ratio by LGA in Kano State. (Kano State ASC Report 2016/2017).

**Table 4 Pupil-classroom ratio by school type and LGA**

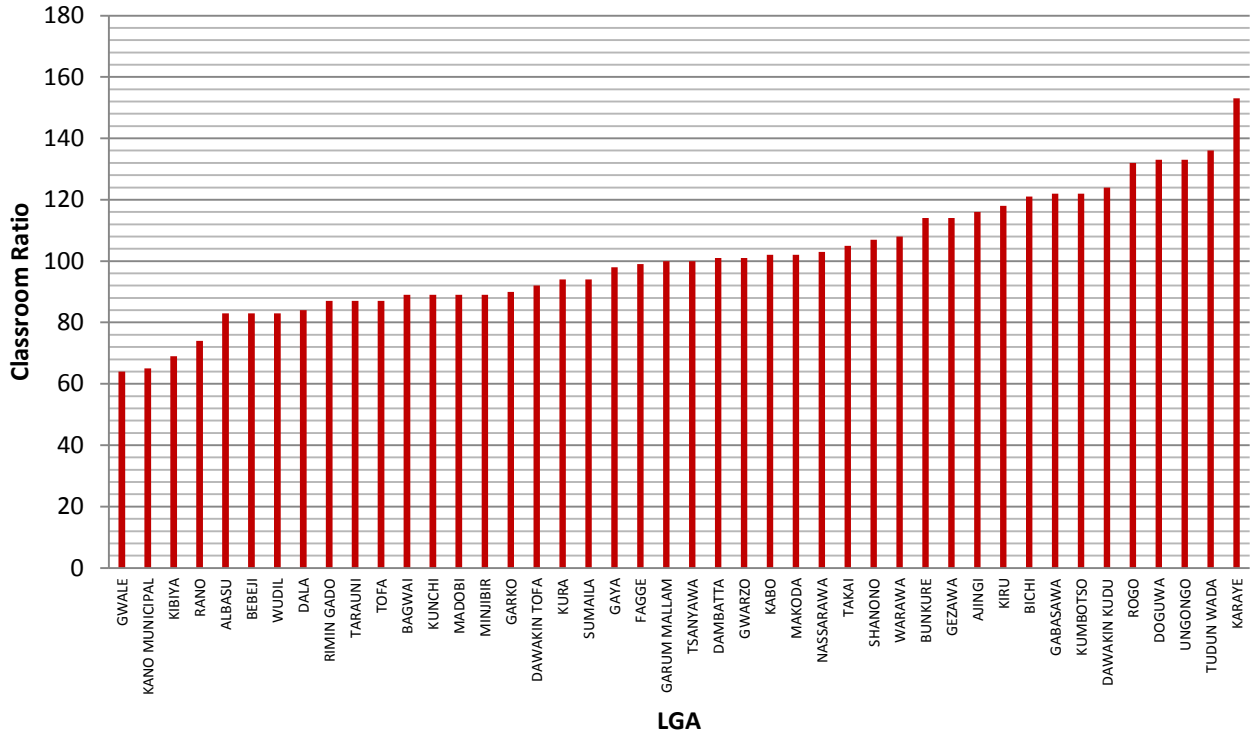
LGA	Public				Private
	Pre-primary and Primary	Junior Secondary	Sci. & Tech Secondary	Senior Secondary	All levels
AJINGI	116	41	0	22	0
ALBASU	83	49	25	29	20
BAGWAI	89	40	0	36	33
BEBEJI	83	50	110	34	12
BICHI	121	44	67	32	27
BUNKURE	114	48	0	34	0
DALA	84	87	0	65	29
DAMBATTA	101	38	65	28	0
DAWAKIN KUDU	124	57	53	40	57
DAWAKIN TOFA	92	59	57	37	48
DOGUWA	133	37	43	19	40
FAGGE	99	78	0	73	19
GABASAWA	122	52	39	45	0
GARKO	90	75	47	52	0
GARUM MALLAM	100	48	0	34	0
GAYA	98	50	50	32	21
GEZAWA	114	65	24	39	26
GWALE	64	82	0	76	34
GWARZO	101	49	0	43	44
KABO	102	52	24	44	52
KANO MUNICIPAL	65	57	0	55	29
KARAYE	153	45	63	52	44
KIBIYA	69	44	0	27	0
KIRU	118	55	0	50	34
KUMBOTSO	122	70	65	60	19

KUNCHI	89	26	22	23	67
KURA	94	70	0	49	49
MADOBI	89	49	0	36	35
MAKODA	102	24	33	25	41
MINJIBIR	89	40	46	36	63
NASSARAWA	103	89	284	64	26
RANO	74	50	66	38	27
RIMIN GADO	87	39	0	52	0
ROGO	132	55	55	45	36
SHANONO	107	43	0	48	20
SUMAILA	94	56	15	56	0
TAKAI	105	48	48	36	0
TARAUNI	87	66	0	67	30
TOFA	87	42	24	31	0
TSANYAWA	100	48	0	28	30
TUDUN WADA	136	54	0	44	56
UNGONGO	133	77	0	46	26
WARAWA	108	38	0	19	0
WUDIL	83	84	51	71	30
<b>TOTAL</b>	<b>100</b>	<b>58</b>	<b>69</b>	<b>47</b>	<b>28</b>

The table above shows that the pupil-classroom ratio for public Pre-primary and Primary schools stood at 100. This implies an average of 100 pupils to one classroom in public Pre-primary and Primary schools. Similarly, the pupil-classroom ratio of JSS reported that there are 55 students in one classroom. However, going by the National Policy the ratio for both Pre – Primary and JSS Public Schools need to be a bridge by providing more classrooms to meet up the standard of 1: 45 or 50. The ranked pupil-classroom ratio for public Pre-Primary schools is depicted in the figure below.

Figure 261: Public Pre-Primary/Primary Schools Ranked Pupil-Classroom Ratio





From the above Graph Karaye has the highest pupils Classroom Ratio of One Classroom per One Hundred and Fifty Three Pupil in Pre – Primary and Primary Schools (1:135) and Gwale has the lowest Pupils Classroom Ratio of One Classroom per Sixty Four Pupils (1:64)

However, in JSS School the chart below describes that Nassarawa has the highest Students Classroom Ratio with One Classroom per One Hundred and Eighty Nine Student (1:89) and Makoda with lowest ratio of One Classroom Per Twenty Four Student (1:24)

Figure 27: Public JSS Ranked Pupil-Classroom Ratio

The ranked pupil-classroom ratio for public JSS is depicted in the figure below.

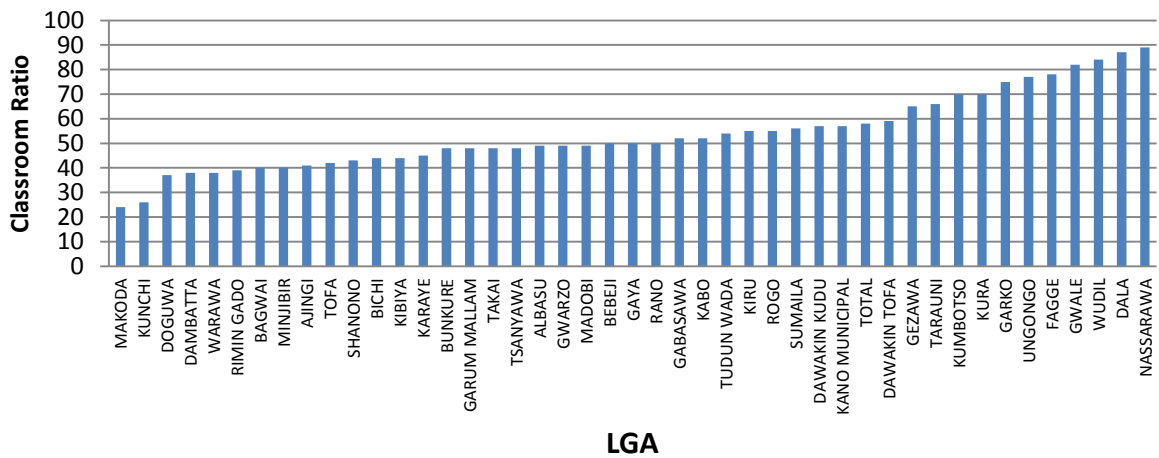
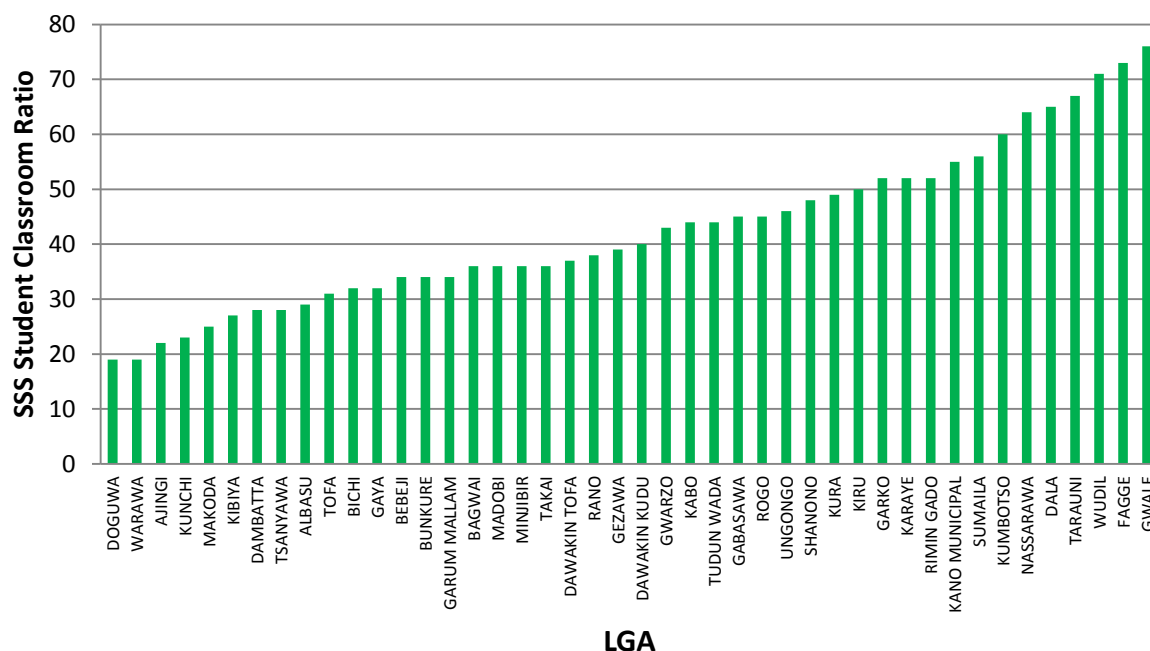


Figure 28: Public SSS Ranked Pupil-Classroom Ratio



The above graph display the situation of Classrooms and the benefitting students in Senior Secondary Schools which clearly shows Gwale has the highest Students Classroom Ratio of One Classroom per Seventy Six Student (1:76) whereas Doguwa and Warawa has the lowest Student Classroom Ratio of One Classroom per 19 Students (1:19)

Table 5: Infrastructure and teaching and learning indicator for public schools in Kano, 2016/2017

	Primary	JSS	SSS
Pupil classroom ratio	100	58	47

Source: Kano State ASC Report 2016/2017

Of great importance in determining the quality of education are the number, competence, motivation and use of teachers in the education system. Table 6 shows that public pupil teacher ratios across the three level of education system has improved from the position it was in 2007. Female teachers at the primary level make up only 24% of the teaching force which is well below the SSA average of 45% (UNESCO 2006). Average public pupil teacher ratios in SSA at the junior and senior secondary levels were 30 and 22 respectively and are lower than those found in Kano (see Table 6).

Table 6: Indicators on teachers in Kano, 2016/2017

	Public			Private
	Primary	JSS	SSS	PRI.&SEC
Number of teachers	40,053	8,542	6,665	17,899
Pupil teacher ratio	72	42	33	15
Pupil qualified teacher ratio	134	55	41	20

Source: Kano State ASC Report 2015/2016

Similarly, the current teacher work force in public schools at primary sector in the state clearly shows that the teachers currently teaching in the public education system in Kano 54% are qualified, while reported 77% in JSS and 80% in Senior Secondary School. This shows a vast improvement over the situation in 2007 where only 23% are qualified. This increase is connected to the in-service training programme and the employment policy of the government over the years from 2007 to date.

Subject specialization is one aspect of teacher training that has an important impact on the ability of qualified teachers to teach in primary schools. Only a sizeable number of qualified teachers choose to qualify as general primary school teachers (i.e. Primary Education Studies), but instead, choose a subject specialisation. This is generally because, the NCE education received on graduation allows teachers to teach in both primary and secondary schools. Choosing the general primary course, would deny college students the chance of teaching in secondary schools where the pay is often better, social status higher and promotion from one grade level to the other is prompt and easy.

## **2.4 Equity**

Education is the milestone of every type of development and provides all knowledge to do any work in an organised way that a country can develop its economy and society effectively. However, poverty seems to play a significant retrogressive role in the attainment of quality education. In the review of Education Strategic Plan, it was discovered that from 2012 to 2016, the Gross Enrolment Ratio in primary education, slightly increased by some percentages and decrease slowly in 2016 by 9% and later in 2016 increased by 3%. This clearly indicated that both the poor and the rich families are participating fully in education. The Gross Enrolment Ratio (GER) indicate the general level of participation in a given level of education and shows the capacity of the education system to enrol pupils in primary education of a particular age group and students at secondary school level. The GER is also a complementary indicator to Net Enrolment Rate (NER) by explaining the extent of over-aged and under-aged enrolment. The GER in most time is greater than 100% which clearly indicate that over and under age are enrolling in the school, especially children from the most advantage household who have twice the opportunity to attend primary school than those from the less advantage households.

The GER increased slightly in percentage between 2012 and 2017; i.e. in 2012 the GER was 115% and 123% in 2013. Likewise, in 2014 it was increased to 139% and later in 2015 and 2016 slightly decrease to 130% respectively, while in 2016/2017 session slightly increased to 133%. This generally translates in a steady degree of participation, whether the pupils belong to the official age group or not. It should be noted that the State GER indicates that in principle, the government is, able to accommodate all of its school-age population, regardless of age. The Graph shows that both male and female are competitively participating in Basic Education as the parity index is now close to 1:1. Expectations are high that by 2020 the parity index will be more than 1 as a result of female participation in Basic Education every year.

The Annual School Census (ASC) Survey Report indicated that Pre- Primary and Primary Enrolment Rates tend to overestimate both Gross Enrolment and Net Enrolment Rate. This indicates that almost all the School Age Population is attending either conventional primary or Integrated Islamiyya/Qur'anic Schools. It was revealed that the difference between Gross Enrolment and Net Enrolment Rates is larger due to under and over aged children that enrolled in primary schools. The ASC reported that about 53.7% out of the total Public Pre-Primary and

Primary schools are Integrated Islamiyya/Qur’anic School; and about 43% of Pupil Enrolment as well as 42% of Teachers, are from Islamiyya /Qur’anic Schools.

Table 7: Kano State GER and NER 2016/2017

Sub-Sector	Gross Enrolment Rate			Net Enrolment Rate		
	Male	Female	Total	Male	Female	Total
Primary	129	138	133	112	120	116
Junior Secondary	44	43	43	35	32	34
Senior Secondary	31	23	27	24	18	21

**Note:** The table above shows the overall educational system in relation to the population. It also indicates a more precise measurement of participation in Primary Education by Children within the official primary school age as shows by NER and a total participation of children within the range of 6-11 years as well as children that are over and under age as measured by GER.

The table above clearly shows that the Total Gross enrolments Rate (GER) in Primary Education stood at 133% out of which averagely, 138% are girls and 129% are boys. The Net Enrolment Ratio (NER) stood at 116% for both Girls and Boys. Similarly, the GER for JSS stands at 44% out of which, averagely 42% are female while 47% are male.

The NER stands at 35% for boys, while averagely 32% are girls and 34% are for boys and girls respectively. Consequently, for the Senior Secondary School, the average GER stands at 27% out of which averagely 31% are male and 23% are female.

The total NER in Senior Secondary Schools in 2016/2017 Academic Session stood at 21% for both male and female; this corresponds to 24% male and 18% female.

Figure 4

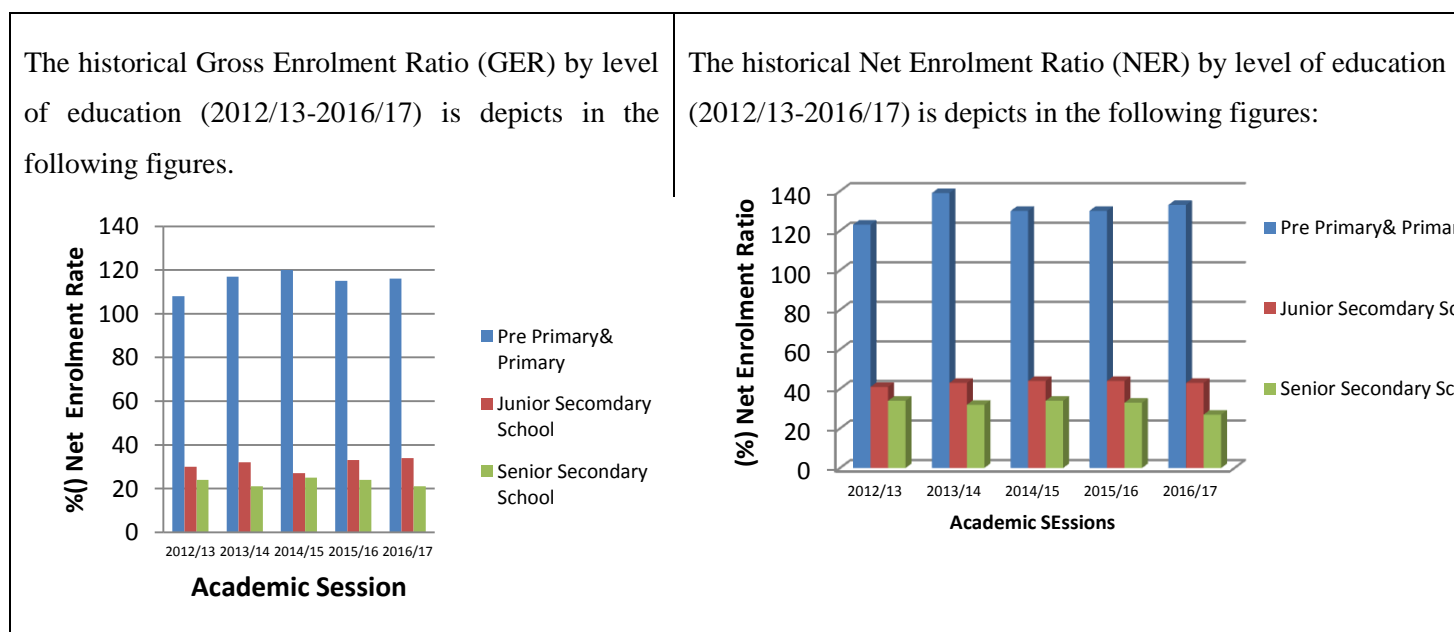
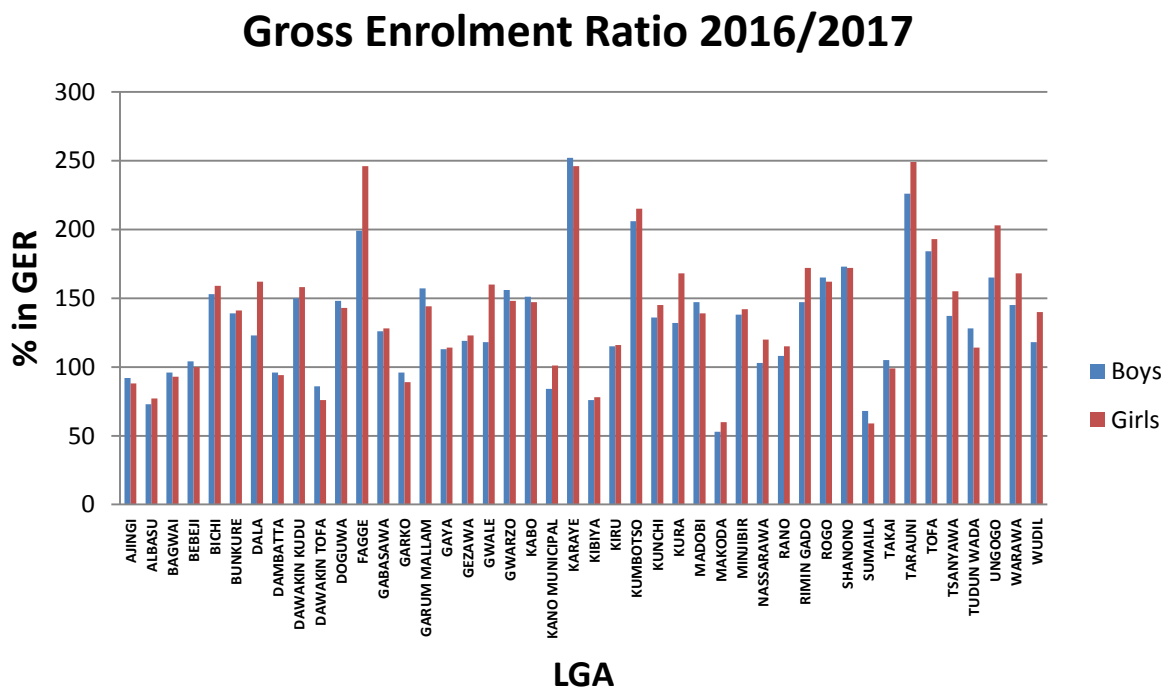


Figure 5



Participation and financial commitment to provision of quality Basic Education varies between the LGEAs across the state. The above chart shows the GER of urban schools is higher compared to that of the rural areas. e.g. The Girls GER in Ungogo and Fagge LGAs is greater than that of Boys in all the remaining LGAs in the State for the period under review 2015/2016. It was observed that in 2014 and 2015 Annual School Census there was slight decrease in the GER. It decreased from 139% in 2014 to 134% in 2015. However, it is expected that things would improve before the year 2027.

In terms of funding Basic Education, some LGEAs have the capacity to participate more than others more especially in areas of salary and allowances. For instance, Kano Municipal metropolitan LGEA contributes the highest towards to the tune of ₦121,786,827.83 monthly while Kibiya LGEA could only contribute ₦30,505,722.17 monthly. Conversely, some LGAs provide more school places for Basic Education school age population. For example, Dala has one school for every 730 pupils while Kibiya has the lowest of 293 pupils per School.

To create enabling and conducive learning environment for Basic Education across the state, it is of paramount importance to provide all the relevant and needed infrastructures and facilities. At least this would guarantee a solid foundation for the provision of quality education in all the LGAs from now to 2025.

The higher education sector in Kano State, consists of four federally owned higher institutes (Bayero University Kano, FCE Kano, FCE (T) Bichi and National Institutions of Agricultural Technology, Hotoro) and the state runs fifteen tertiary institutions among

which two are universities that provide post-secondary opportunities in a variety of fields. The Ministry of Health runs six institutions (i.e. 2 Schools of Nursing, 2 Schools of Midwifery, and 2 Schools of Health Technology) aimed at providing professional training for the health sector. The only School of Hygiene in the State is under the Ministry of Environment. The remaining eight tertiary institutions are controlled by the State Directorate of Tertiary Education, Science and Technology; a sub-sector of the present re-structured Ministry of Education, Science, Technology and innovation. They provide courses in science, technology, agriculture, teacher training, remedial studies, Islamic studies and vocational training, for the award of Diplomas, National Diplomas, and Degrees for the labour market.

Table 8: Tertiary education enrolment in Kano, 2014/2015

	State	Federal	Total
<b>Enrolments</b>			
Male	55,983	n.a.	n.a.
Female	23,539	n.a.	n.a.
Total	79,522	n.a.	n.a.
<b>Gross enrolment rates</b>			
Male	n.a.	n.a.	n.a.
Female	n.a.	n.a.	n.a.
Total	n.a.	n.a.	n.a.

The enrolment is only for 8 institutions under the Directorate of Tertiary, Science and Technology. Source: (Annual Tertiary Census 2014/2015) Data excludes enrolment into federal universities, federal colleges of education and non *SMOESTII* run tertiary institutions.

## 2.5 Management of education service delivery

There seems to be a visible overlap in key areas of the three tiers of government in terms of management, roles and responsibilities. The negative consequences of this are duplication, inefficiency and an erosion of accountability mechanisms. However, the situation could be remedied when the roles and responsibilities of different agencies in the education sector are clearly defined and furthermore, implementing these roles would go a long way to improving the effective management of the education system. For the successful fulfilment of the objectives of the education sector, improving the capacity of the LGEA staff in the management and administration of primary education system is of high relevance.

For strategic planning and budgeting as well as for the effective functioning of accountability mechanisms in the education sector, information is central. Despite recent improvements in the education sector, it has been observed that financial and information systems remain weak. Incremental budgeting and the unpredictability of budgets further led to weak linkages between education sector priorities and financial allocations.

### **3. Policy and Strategic Priorities**

The State Government perceives education as very crucial in social and economic development of its citizenry as well as in reducing poverty. This necessitates the need to ensure that nine years of quality universal Basic Education is provided to all citizens. In consideration of the series of challenges in achieving UBE objectives in addition to limited resources, the ESP assigns high importance to improving basic education.

At the core of any educational intervention, is improved access as well as the provision of quality education at all levels. While it may be assumed that all children must go to school and receive quality education, increasing access to school is one thing, maintaining and keeping them in school and achieving learning outcomes are others.

Perception of quality education can affect access to schooling even in the rural communities. The poor school fabric, inadequate toilets and water facilities in addition to limited instructional materials are some of the challenges facing the delivery of quality education in the state.

Education Quality Assurance (EQA) translates into quality teaching and learning. Clearly it states who and what to monitor in schools to track changes periodically. The reform of the Inspectorate system into Education Quality Assurance needs to link the aspirations of the quality improvement components of ESP.

Conversely, valued place on education should be to the individual and the society, as they are pre-requisites for economic growth, poverty alleviation, family health and informed society.

Another relatively and important aspect is to incrementally expand equitable access to high quality post-Basic Education and training opportunities, responding to social and economic development needs. Additional study to develop a clear vision and objectives for post-Basic Education provision, particularly tertiary education, are urgently required and are built-in specifically as part of the ESP. Concurrent to these development, it will be possible to also develop strategies to achieve post-Basic Education objectives that can be merged into the ESP and in the expansion of the operational plans.

While presenting the ESP, the *SMOESTII* wishes to stress that the current policy and strategic targets should be regarded as benchmarks to elucidate the spirit and ambition of the education reform agenda. The *SMOESTII* concedes that the exact dates of achieving these goals and targets will depend on the effectiveness of its policies, strategies and programmes as well as the resources available from Government, parents, private sector, individuals, groups of individuals and local and International Development Partners (IDPs). Consequently, the ESP focuses on a range of policies and strategic priorities and allocates resources consistent with the objectives. Consideration is also given to the current and on-going targets and strategies in the education sector, where these are in line with the ESP. For example, plans included in the roadmap for establishing model senior

secondary schools are incorporated into the ESP. This idea is borne out of the success recorded from the establishment of the Model Primary schools. Day / boarding primary schools should be established for boys and girls in each of the three Senatorial Districts.

Balancing competing priorities within budget constraints, in particular the relative emphasis given to expanding access and improving quality and possible trade-offs between the two is recognised by the *SMOESTII*. It is the intention of this ESP to address both simultaneously, because the intended social and economic development would not be achieved without improvement in learning outcomes. Furthermore, it is acknowledged that improving quality is a key factor in stimulating demand and in ensuring retention and completion rate of learners.

Section 4 outlines in detail the targets, strategies, time limits and bodies responsible for the implementation of the ESP. this would certainly aid to understand the overall focus of the Plan.

### 3.1 Equitable access

#### *Main targets*

EA 1	Reduce the number of out of School Children by 75% by 2027
EA 2	60% GER at ECCE (ages 3-5) by 2027
EA 2	Increase primary education completion rate to 97% by 2027
EA 2	Increase the proportion of integrated IQTE primary schools to 50% of all public schools by 2027
EA 2	Increase the gross registration rate in junior secondary to 85% by 2027
EA 2/ EA 7	Increase private sector provision of Basic Education to 20% in urban LGAs by 2027.
EA 3	Reduce classroom construction costs by 30% by 2027.
EA 3	Enrolment and completion rates of boys and girls equal by 2027. Gender parity in public JSS enrolment rates by 2027.
EA 3	Registration rates into senior secondary school to be the same for boys and girls by 2027.
EA 6	Adult literacy rate to increase to 80% and male and female rates to equalise by 2027.

#### *Main strategies*

ECCE Classes would be introduced at the pre-primary level of all public primary schools across the State. Full implementation of this plan together with targets in the ESP, public primary schools will be able to provide pre-primary places to 60% of the 3-5 year old population. Considering the participation of the private sector in the provision of pre-primary education, and assuming parallel levels of participation a gross enrolment rate of 30% will be achieved over the 10 years of this ESP.



In designing appropriate strategies which will ensure equitable access to Basic Education for State, it is pertinent, that both the demand and supply aspect be accorded importance. These include:

- **Providing more spaces in reformed integrated IQTE schools.** In consideration of the strong demand for religious education, the Islamiyya and Qur'anic Education Board would be empowered to see to the provision of quality conventional and religious education in schools under it. It realised that because of resource constrain poor households were more likely to choose IQTE over conventional schools. This would eventually improve the demand for schools that cover the core subjects of the national curriculum.
- **Partnership with FGN, States, LGAs, PPP, IDPs, wealthy individuals and local communities.** The State government will enter into partnership with above mentioned stakeholders to construct or renovate schools and classrooms.
- **Expanding more access to junior secondary schooling and bringing schools nearer to rural communities.** Construction of junior secondary schools to close to rural communities may be seen as a supply-side strategy, it is however, expected to increase the demand more especially for the girl-child. This approach has the multitude advantage of not only waiving transportation and boarding expenses but as well as dispelling parents' concerns for their children's security and safety in and around the school.
- **Sustain and expand current programmes, introduce new complementary ones and alternative education programmes for the disadvantaged groups.** The present set up of the formal education does not really conform to the needs and aspirations of some groups of learners (e.g. nomadic, working, older age children). It is important, however, that in as much as possible programmes should be tailored in such a way they allow learners to move and be appropriately fitted into the conventional education system.
- **Sustain and improve targeted in-kind/cash transfer programme to encourage girls, poor boys and disadvantaged groups to enrol in junior secondary school.** Sustaining and improving programmes of this kind would go a long way in increase demand for junior secondary schooling amongst disadvantaged groups and on the other hand increase the demand for primary schooling.
- **LGEAs and relevant education boards and departments should increase the proportion of female teachers teaching in primary and junior secondary schools.** To improve access and retention of girls in school, the environment should be made friendlier to them by ensuring a less male dominated school environment. Special incentives should be introduced that would attract the female teachers to work in the rural areas.
- **Public awareness information campaigns, sensitization, jingles and admission drives.** Increase in the demand for primary education and community participation in

local schools could be improved through information campaigns, sensitization, jingles and admission drives.

- **Sustain the Mass Literacy Campaign Programme and increase basic literacy centres to expand access to literacy programmes for adult learners.** Create additional Mass Literacy Centres and provide them with working materials in addition to regularising the employment of the qualified part-time facilitators.

Access to tertiary education in the state is just the same as what obtains in other states in the country and also compares positively with other SSA countries. The current ESP is of the view that tertiary sector will continue to grow and improve enrolment rate from what it is today. However, it is of great significance that the review of the tertiary sector looks into the types of the institutions and courses that they offer and assesses their relevance whether they represent the best mix of skills and knowledge as required by the state and as well by the country's economies. The institutions should be positioned to become the engine room for commercialization of research and development and innovation. They should be empowered through collaboration with companies to enhance the use of science and technology in achieving economic advancement for the state and the country at large.

### 3.2 Education quality

#### *Main targets*

QE 2	Reduce pupil-classroom ratio to 1:60 by 2027 in primary and junior secondary schools and to 1:40 in junior and senior secondary schools by 2027
QE 3	Parents to provide a set of core subject textbooks for every pupil by 2027 in all government primary and junior secondary schools
QE 3	Provide a set of teacher guides for basic and senior secondary teachers.
QE 3/ EF 3	Sustain School Development Planning and provide school grants to implement improvement plans by 2027.
QE 5	Class based teaching in primary schools to be sustained and improved as well.
QE 5	75% of primary, 95% of junior secondary, 100% of senior secondary school teachers and 100 % tertiary lecturers to be qualified by 2027.
QE 5	All teachers to receive in-service training annually by 2027.
QE 6	Upgrade 24 senior secondary schools to model schools and rehabilitate all Science and Technical Colleges by 2027.

#### *Main strategies*

Central to improving the quality of basic, senior secondary and tertiary education is putting emphasis on reducing class sizes, increasing the availability of working materials and improving the capacity and quality of the teaching workforce. The sad phenomenon of very large class sizes prevalent in many primary, junior, senior secondary and tertiary institutions seriously militates against provision of quality education in the State. Moreover, additional inputs such as textbooks, better trained/qualified teachers etc. are also relevant to improving the quality of education, however, their impact will be maximised only after class sizes are significantly reduced. The present shifting method in basic and post basic schools has helped in reducing class size to 60 students per class.

This ESP plans for new classrooms construction and rehabilitation of the existing ones so that by 2027 double shifting would reduce from the present 50% to 10%. It is also hoped that the number of students per class may be reduce to 60 at primary and 40 at secondary school levels. This reduction in the class size would significantly improve the quality of education in both basic and post basic schools.

This ESP considers development of a demand driven textbook policy where the Kano Education Resource Department (KERD) being the custodian of curriculum implementation be vested with authority for textbook selection for use by all public and private basic and senior secondary schools in the state. The KERD should as well procure teaching and learning materials for public schools. Furthermore, the ESP expects that other teaching and learning materials will be purchased as part of individual school level improvement plans supported by school development levy, individual and community contributions.

Ways to improve the quality of primary, secondary and tertiary institutions teaching work force involves four main strategies:

- **Continued upgrading unqualified teachers.** The current special teachers qualifying/upgrading programme should be strengthen and properly monitored. Others should be given the opportunity to partake in the part-time NCE programme. The training for lower basic unqualified teachers covers all subjects taught at primary to equip the newly qualified teachers for class, rather than subject based teaching. At the senior secondary and tertiary levels, the ESP plans for training of unqualified teachers in Postgraduate Diploma in Education (PGDE). All the trainings should be sponsored by the government.
- **Stop recruitment of unqualified teachers.** As the ESP is geared towards improving the quality of teaching in the state, it has become necessary to stop recruiting unqualified teachers in primary, secondary and tertiary institutions. The two Federal Colleges, the State College of Education in addition to Aminu Kano College of Islamic and Legal Studies, College of Art and Remedial Studies and Kano State Polytechnic which also run NCE programmes are enough to carter for the teacher need of the state. For instance, recent recruitment of 3,809 teachers at the secondary level received over 12,000 applications from qualified applicants. The ESP proposes that class based teaching should be the norm in the primary schools, rather than subject based teaching. In view of this, candidates seeking for appointment to teach in primary school will be required to have NCE in Primary Education Studies (PES). To completely stop the recruitment of unqualified teachers at the primary level, LGAs need to be consulted and if necessary, laws need to be passed.
- **Improving the quality and relevance of training at State COE.** The main objective of the State COE needs to change from providing the initial training of Basic Education teachers (NCE) to include training of undergraduate teachers that would carter for the needs of senior secondary schools.

- **Providing regular in-service training for teachers.** Capacity development should be given high priority for the realization of quality education. Teachers, more especially those recruited with NCE or Diploma, should be given chance to go for further training and retraining.
- **Creation of Model Senior Secondary schools.** At the senior secondary level, the rehabilitation and conversion of 24 schools into model senior secondary schools will provide high quality education within the sub-sector and also provide example of good practice for other schools.

It has been observed that effective contact hours in primary, secondary and tertiary institutions certainly influence learning outcomes. It is on this premises that the ESP highlights the need for contact hours in our schools to conform to the National set minimum standard.

### 3.3 Technical and vocational education and training

#### *Main targets*

TVET 1	TVET development strategy and programme to be expanded by 2023
TVET 1	Increase technical colleges enrolment by 70% by 2023
TVET 2	Establish at least 1 functional vocational centre in each LGA by 2027

#### *Main strategies*

In this ESP, gradual plans for expansion of technical and vocational opportunities are incorporated to span over the coming ten years. It is imperative to note that technical and vocational training are very relevant to the needs of the industry and local communities. Therefore, there is a strong need for the private sector and local communities to vigorously partake in developing a TVET strategy right from the beginning of the ESP.

### 3.4 Education Finance

#### *Main assumptions/targets*

EF 1	Kano and LGA budgets grow in real terms by 6.1% per annum.
EF 1	Education share of State and LGA budgets increase to 26% by 2027.
EF 3	Sustain and strengthen school grants scheme supported by school development planning.

The ESP makes relatively cautious assumptions regarding the resources that may be available to the education sector from State and LGA budgets. It assumes increases in real terms by 4% per annum which is lower than recent increases in State and LGA budgets. For example, between 2007 and 2008 the State budget increased by approximately 30%. In 2006, the Kano State government devoted 18% of its budget to the education sector. LGAs as a whole devoted 17% of their budgets to education although there is considerable variation across different LGAs. The ESP financing plan includes gradual increases to 20% of the share of State and LGA budgets going to

education. Given the high priority afforded to education in State policy documents marginally increasing education's share of the budget is justifiable.

In addition to planned increases in resources the financing of the ESP is underpinned by improving the efficiency of resource use in the education sector. In particular:

- **Class teaching in primary schools.** It is understood that the efficiency of the use of teacher is improved if he is trained to teach the whole primary school curriculum. The ESP is of the view that a single stream primary school (i.e. 6 classes) would need 7 teachers thereby making a teacher class ratio below the current norm of 1:5. The advantages of this change are reflected in the reduction in the costs of delivering primary education. These savings are also used to fund both increases in access as well as improvement in quality.
- **Reducing the cost of public classroom construction and equipment.** It is sadly observed that constructions of SUBEB classrooms are higher in cost when compared to SSA averages. This is the case in the costs incurred by LGAs and local communities for classroom construction. A cost reduction procedure must be adopted in order to construct the necessary classrooms to facilitate increase access. The ESP assumes that these costs can be reduced considerably if communities would be involved in securing land and constructing classes by direct labour instead of awarding contract. Under this dispensation, construction costs could be reduced by at least 30%. Additional cost saving measures would inevitably narrow the funding gap.
- **Double shifting.** While this is only a temporary measure in the ESP it allows classroom construction costs to be spread more evenly across the 10 year planning period. It is projected that the double shift would reduce by 50% by 2027.

It is also hoped that with the establishment of the Qur'anic and Islamiyya Schools Management Board, LGAs and local communities will continue to fund schools construction, renovations and provision of equipment in the integrated IQTE schools.

### 3.5 Education Planning and Management

#### *Main targets*

EPM 1	All schools should have more effective SBMCs and BOGs in place by 2027
EPM 1	All schools should sustain school performance improvement plan by end 2027
EPM 1	Revision/ clarification of staffing norms for improved efficiency by early 2023
EPM 2	Undertake annual state wide assessment of learning outcomes in all basic and senior secondary schools between 2018 and 2023.

A detailed strategy for improving planning and management of the education sector are contained in this ESP. Of paramount importance is improving school governance through effective collaboration and cooperation between School Based Management Committees (SBMCs) and the Parent-Teacher Associations (PTAs). It is assumed that they will be responsible for producing School Development Plans which is hoped to be supported by

School Development Fund, International Development Partners, Grants provided by the State government, donations, internally generated revenue and any other source.

The role of EMIS is of high relevance in effective monitoring of education system improvements. Furthermore, the EMIS should begin to provide information on learning outcomes and how they change over time.

There are a number of key strategies that need to be developed at the beginning of the ESP. These include:

- State policy on TVET (see TVET 1)
- State policy on IQTE integrated schools (see EPM 4).
- State policy on school grants scheme (see EF 3, QE 3).
- State education policy on security, entrepreneur skills, ICT and science and technology (see QE 9).
- State policy on pre-school education (see EA 1).
- Strategy review and strengthening of conditional cash transfer programme (see EA2, EA 4, and EA 7).
- Develop a policy and innovative strategies for providing educational opportunities to orphaned, marginalised and vulnerable children (see EA 4).

Successful investments in capacity and professional development across the education sector could be achieved by developing a human resource strategy right at the beginning of the plan.

A review of the tertiary education sector also needs to be carried out to explore, in more detail main issues in the sub-sector and incorporate them in the ESP.

## Policy and Strategy Framework (2018-2027)

### Equitable Access

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>EA 1</b>  <b>Gradual expansion of access to Early Childhood Care and Education, through increased government, private and community based provision</b>	<ul style="list-style-type: none"> <li>60% GER at ECCE (ages 3-5) level by 2027</li> <li>30% of ECCE through private and community based provision</li> </ul>	<ol style="list-style-type: none"> <li>Conduct needs assessment survey to determine extent and demand for ECCE by mid-2018.</li> <li>Based on the national curriculum for ECCE provide training for teachers/caregivers.</li> <li>Provide one classroom, one primary school teacher and one nanny for 60 children in all government primary schools by end of 2027.</li> </ol>	1.Needs assessment survey for ECCE conducted by 2018	2019	1.SUBEB	1.SUBEB/School Services
			2. All ECCE teacher/Caregiver trained by 2019	2018-2027	2.UBEC/SUBEB	2.SUBEB/Personnel Management
			3. 60 children in all government primary schools provided one classroom, one primary school teacher and one nanny by end of 2027.	2019	3.UBEC/SUBEB	3.SUBEB/ LGEA
			4.State policy on pre-school education published including guidelines on public provision, and	2019	4.MOEST/SUBEB	4.SMOESTI/ SUBEB

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		<p>4. Publish State policy on pre-school education including guidelines on public provision, and circulate to schools, communities and LGEA by the end of 2027</p> <p>5. Encourage provision of pre-school education by communities and the private sector through dissemination activities outlining the importance of ECCE.</p>	<p>circulated to Key stakeholders by the end of 2027</p> <p>5 .Pre-school education by communities and the private sector provide</p>	5. 2018-2027	5. SUBEB	5.SUBEB/ Social Mobilization
<p><b>EA 2</b> <b>Increase access and completion rate to basic education.</b></p>	<ul style="list-style-type: none"> <li>• Increase primary education</li> </ul>	<p>1. Conduct comprehensive school mapping of primary schools to</p>	<p>1. Comprehensive school mapping of all primary schools</p>	1. 2018		1. SUBEB/ LGEAs



POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
	<p>completion rate from 73% in 2016 to 97% by 2027. Primary Net Enrolment Rate to reach 105% by 2027.</p> <ul style="list-style-type: none"> <li>• Increase the proportion of integrated IQTE primary schools from 30% in all primary schools in 2016 to 50% in 2027.</li> <li>• Increase the gross registration rate in junior secondary from 55% in 2016 to 65% by 2027.</li> <li>• Increase the proportion of integrated IQTE JSS schools from 10% in 2016 to 30% in 2027.</li> </ul>	<p>determine physical infrastructure needs by early 2018 for each LGA including:</p> <ul style="list-style-type: none"> <li>• Location for new schools</li> <li>• Classrooms</li> <li>• Administrative facilities</li> <li>• Furniture</li> <li>• Water supply</li> <li>• Toilets</li> <li>• Adequate school health provision</li> <li>• Identify poorly served LGAs (e.g.) and provide additional support for construction</li> </ul> <p>2. SUBEB and LGAs to explore cost effective ways of expanding the number of classrooms in partnership with communities. Potential strategies to include;</p>	<p>conducted by 2018.</p> <p>2. More classrooms for JSS constructed using community designed and cost effective strategies.</p>	<p>2. 2018-2027</p>		<p>2.UBEC/SUBEB/SBMCs</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
	<ul style="list-style-type: none"> <li>• Reduce classroom construction costs by 30% by 2027.</li> <li>• Increase private sector provision of Basic Education to 30% in urban LGAs.</li> </ul>	<ul style="list-style-type: none"> <li>• Community to secure, design and build classrooms</li> <li>• Cheaper construction of current designs</li> <li>• Using available land in primary schools to support and build JSS school/classes</li> </ul> <p>3. Further expansion of junior secondary schooling should not constrain primary school decongestion and expansion.</p> <p>4. Discussion and negotiation with LGAs to identify infrastructure needs for both rehabilitation and new construction including workshops and laboratories at</p>	<p>3. Primary schools decongested and expanded.</p> <p>4. 4,970 primary school classrooms and other related infrastructure constructed/rehabilitated. 1,000 Junior secondary classrooms and related infrastructure constructed/rehabilitated annually.</p>	<p>3.2018-2027</p> <p>4. 2018-2027</p>		<p>3.SUBEB</p> <p>4.SUBEB/ LGEAS/CRC</p>



POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		be used for <ul style="list-style-type: none"> <li>• regular school maintenance</li> <li>• teaching and learning materials.</li> </ul> 6. Primary school teachers to teach core national curriculum subjects in all registered integrated IQTE primary and junior secondary schools.	registered Basic  7. IQTE primary and Junior secondary schools constructed by the community.	7.2018-2027		7. Communities
		7. Communities to be responsible for the construction of IQTE primary and junior secondary schools.	8. Public awareness programme designed and implemented on Basic Education with focus on girls.	8.2018 - 2027		8.SUBEB/Social Mobilisation
		8. Design and implement a public awareness programme on rights to free Basic Education (including a	9. Partnership initiatives (including self-help programmes) for strengthening private sector and community participation in Basic Education construction, infrastructure	9.2018 - 2027		9.SUBEB/Social Mobilization

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		<p>specific focus on girls – see EA 4) by mid-2019.</p> <p>9. Develop partnership initiatives (including self-help programmes) for strengthening private sector and community participation in Basic Education construction, infrastructure maintenance, school management and monitoring – on going from 2018.</p> <p>10. Continue the de-boarding policy at JSS and eliminate boarding at this level by 2025/26 through process of JSS expansion.</p>	<p>maintenance, school management developed.</p> <p>10.Deboarding of JSS completed by 2027</p>	<p>10.2019-2027</p>		<p>10. MOEST/SUBEB/SSMB/STSB</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<p><b>EA 3</b>  <b>To reduce the number of out of school children</b></p>	<ul style="list-style-type: none"> <li>50% of out of school children to be enrolled in basic education and integrated IQTE schools annually.</li> </ul>	<p>1. Increase enrolment drive</p>	<p>1. Number of out of school children reduced considerably</p>	<p>2018 - 2027</p>	<p><i>SMOESTI</i></p>	<p><i>SMOESTI/SUBEB</i></p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<p><b>Eliminate gender disparities in basic education and narrow gender gaps in senior secondary schools and tertiary education access</b></p>	<ul style="list-style-type: none"> <li>• Enrolment and completion rates of boys and girls at parity in public primary schools by 2027.</li> <li>• Gender parity in public JSS enrolment rates by 2027.</li> <li>• Registration rates into science colleges to equalise by 2027.</li> <li>• Registration rates into senior secondary school to equalise by</li> </ul>	<ol style="list-style-type: none"> <li>1. Design and implement IEC public awareness programme to raise awareness of the importance of girls' education by mid-2018.</li> <li>2. Ensure school infrastructure plans (EA 2) include adequate facilities for girls (e.g. toilets/sanitation facilities) – on going from 2019.</li> <li>3. Develop a plan for the training, recruitment and deployment of female teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement IEC public awareness programme designed and implemented.</li> <li>2. School infrastructure plan developed with adequate facilities for girls</li> <li>3. Plan for the recruitment, deployment and training of female teacher developed.</li> </ol>	<p>1.2018</p> <p>2.2018-2027</p> <p>3. 2018</p>	<ol style="list-style-type: none"> <li>1. SUBEB/ MOEST</li> <li>2. UBEC/SUBEB / IDPs</li> <li>3. SMOESTI/ SUBEB</li> </ol>	<ol style="list-style-type: none"> <li>1. SUBEB/ Social Mobilization</li> <li>2. SUBEB/PRS</li> <li>3. SMOESTI/ SUBEB/LGE As</li> </ol>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
	<p>2027.</p> <ul style="list-style-type: none"> <li>Registration rates into tertiary institutions to equalise by 2027.</li> <li>Increase the proportion of female teachers in primary and secondary schools to narrow gender gap. In primary, increase the proportion of female teachers from 23% in 2016 to 35% by 2027. In junior and senior secondary schools the</li> </ul>	<p>by mid-2017, including IEC, sponsorship and incentive packages.</p> <p>4. Undertake a feasibility study and introduce a targeted in-kind/cash transfer programme to encourage girls, poor boys and disadvantaged groups to enrol in JSS. Targeted to rural LGAs and to 20% of JSS secondary school students (N 15,000 annually per student). Equal number of boys and girls to receive transfer.</p>	<p>4.Strengthen transfer programme and enhanced girls and poor boys, etc. enrolled in JSS</p> <p>5 More girls secondary schools established and existing ones</p>	<p>4.2018-2027</p> <p>5.2018-2017</p>	<p>4.SMOESTI/ SUBEB/IDPs</p> <p>5. SOME</p>	<p>4.SMOESTI/ SUBEB/LGEAs</p> <p>5..SMOESTI/ SSSMB/ STSB</p>



POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
	proportion of female teachers from 35% in 2016 to 45% in 2027.	5. Provide more spaces for girls in senior secondary schools and science colleges by building more girls schools and expanding girls streams in existing schools.				
<b>EA 5 Provide equitable educational opportunities for disadvantaged and vulnerable children</b>	<ul style="list-style-type: none"> <li>Design and implement targeted programmes to increase access for disadvantaged and vulnerable groups</li> </ul>	1. Evaluate, build upon, and implement programmes for the disadvantaged that are already in operation, including	1. Programmes for the disadvantage evaluated, built upon and strengthened	1. 2018-2027	1. SMOESTI	1. SMOESTI/ SUBEB/ SSSMB/ SAME/ LGEA

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
	(including complementary/non-formal programmes)	complementary and alternative education programmes – from 2018.  2. In partnership with NGOs and local community, develop and implement new programmes for excluded children during 2018 (out-of-school, hard to reach, drop-outs, nomadic and Almajiri) For example: <ul style="list-style-type: none"> <li>• Integration of excluded children within the formal system through expansion of nomadic</li> </ul>	2. New programmes for excluded children developed and implemented thus integrating them into formal system, etc.	2.2018-2027	2.SMOESTI/ IDPs/SUBEB/ NGOs	2. SMOESTI/ SUBEB/ SAME

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		<p>school programme, increased number of IQTE integrated schools.</p> <ul style="list-style-type: none"> <li>Alternative basic education programmes with clear entry points into the formal system.</li> </ul> <p>3. Strengthen and re-target in-kind/cash transfer scheme for disadvantaged pupils by end 2018 and implement as appropriate (see EA 3).</p> <p>4. Undertake a study on</p>	<p>3. Cash transfer programme introduced for disadvantaged pupils</p> <p>4. Study on orphaned, marginalised and vulnerable children conducted and assisted in completing education</p>	<p>3.2018-2027</p> <p>4. 2018 – 2021</p>	<p>3.SUBEB/IDPs/SMOE</p> <p>4. SMOE/IDPs</p>	<p>3.SUBEB</p> <p>4.SMOESTI/SSSMB/SUBEB</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		<p>orphaned, marginalised and vulnerable children (including as a result of HIV/AIDS) including the feasibility of material support/cash transfers to assist children in completing education by the end of 2023.</p> <p>5. Sensitize community on IQTE schools.</p>	<p>5. Communities sensitized</p>	<p>5. 2018</p>	<p>5. SMOESTI</p>	<p>5. SMOESTI/ SSSMB/ SUBEB.</p>
<p><b>EA 6</b> <b>Increase the enrolment, retention and completion of children with special needs.</b></p>	<ul style="list-style-type: none"> <li>• Increase attendance of those with special needs in schools.</li> <li>• Establish more schools for those with special needs.</li> </ul>	<p>1. Develop and implement systems for screening and identification of children with special needs, including teacher</p>	<p>1. Systems for screening and identification of children with special needs developed and implemented</p>	<p>1.2019</p>	<p>1.SMOESTI</p>	<p>1. SMOESTI/ SUBEB/ SSSMB/ LGEA's</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
	<ul style="list-style-type: none"> <li>Integrate all challenged children with non-severe SENs in mainstream schools by 2027.</li> </ul>	<p>sensitization, and strengthening special education assessment capacity in all LGEA's by end of 2019.</p> <p>2. Establish additional SENs schools to reduce congestion in the only one in the state.</p> <p>3. Ensure school infrastructure plans (EA 2) include designs to accommodate pupils/students with special needs by mid-2019.</p> <p>4. Establish a special needs</p>	<p>2. SENs schools established.</p> <p>3. School infrastructure plans designed to accommodate pupils and students with special needs</p> <p>4. A special needs school for children with</p>	<p>2.2019</p> <p>3 2019</p> <p>4 2020</p> <p>5.2021</p>	<p>2.SMOESTI/SUBEB</p> <p>3.SMOESTI/SUBEB</p> <p>4.SMOESTI</p> <p>5.SOMEST/SSSMB/SUBEB</p>	<p>2. SMOESTI/SUBEB/SSSMB</p> <p>3. MOEST/SUBEB/SSSMB</p> <p>4. SMOESTI/SSSMB/SUBEB</p> <p>5. SMOESTI/SSSMB/</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		<p>school for children with severe SENs-by 2023.</p> <p>5. Undertake needs assessment and provide teaching and learning materials for children with special needs by mid-2024</p> <p>6. Incorporate training for SENS in all NCE teacher training courses – by end of 2024.</p> <p>7. Develop and implement an Information, Education and Communication programme for special education by the end of 2019.</p> <p>8. Organize sensitization</p>	<p>SENs established</p> <p>5. Needs assessment conducted and teaching / learning materials provided</p> <p>6. Incorporated training for SENS in all NCE teacher training courses</p> <p>7. Information, Education and Communication programme for special education developed and implemented.</p> <p>8. Parents and children with special needs sensitized</p>	<p>6.2024</p> <p>7.2019-2027</p> <p>8.2018 - 2027</p>	<p>6.SMOESTI</p> <p>7.SMOESTI</p> <p>8.SMOESTI/ SSSMB/ SUBEB</p>	<p>SUBEB</p> <p>6.SMOESTI/ SUBEB/ SSSMB</p> <p>7.SMOESTI/ SSSMB /SUBEB</p> <p>SSSMB/SUBEB/ LGEAs</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		workshop for parents and children with special needs from mid-2018.				
<b>EA 7 Expand and improve functional literacy</b>	<ul style="list-style-type: none"> <li>Adult literacy rate (15-45 age group) to increase to 95% by 2028 (from 60% in 2019).</li> <li>Gender parity in adult literacy rate by 2019. To increase female adult literacy rate from 51% to 95% and male rate from 70% to 95% respectively.</li> <li>Provide skills acquisition trades to 20,000 unemployed youths and adults by 2028.</li> </ul>	<ol style="list-style-type: none"> <li>Design a functional literacy test (drawing on existing good practice) by mid-2018</li> <li>Undertake sample testing to determine a baseline literacy rate by the end of 2018</li> <li>Conduct a mapping, assessment and feasibility study of Basic Literacy Centres, including instructors, resources, programmes etc.</li> <li>Conduct advocacy and sensitization</li> </ol>	<ol style="list-style-type: none"> <li>Functional literacy test designed</li> <li>Baseline literacy rate determined</li> <li>Mapping, assessment and feasibility study conducted</li> <li>Advocacy sensitization programmes conducted</li> </ol>	<ol style="list-style-type: none"> <li>1.2020</li> <li>2.2020</li> <li>3.2018</li> <li>4.2018</li> </ol>	<ol style="list-style-type: none"> <li>1.SMOESTI/ SAME</li> <li>6. SAME</li> <li>3. SAME</li> <li>4. SAME</li> </ol>	<ol style="list-style-type: none"> <li>1. SAME</li> <li>2 SAME</li> <li>2. SAME</li> <li>3. SAME/LGAs/ NGOs</li> </ol>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		programmes for adult literacy. (E.g conduct mass literacy enrolment campaign on the following principles “Each one Teach One or fund the Teaching of One”)	5.Basic literacy centres expanded by providing 50 centres for each LGA	5.2019	6. SAME	5.SAME/ LGA’s
		5. Expand Basic Literacy Centres to provide increased access to literacy programmes for adult learners. Provide 50 Basic Literacy Centres for each LGA and provide more priority for women in the programmes in all centres.	6.5no. reflect circles established for each LGA	6. 6.2018-2018	6.SAME	6.SAME/LGAs
			7.Vocational skills acquisition programme expanded	7.2018-2018	7.SAME	7. SAME
			8.Follow up materials developed	8.2018-2018	8.SAME	8. SAME
		6. Establish 5 reflect circles for each LGA from 2019 (to develop initiatives for socio-economic sustainable	9 Support to private sector initiatives expanded.	9.2018-2018	9.SAME	9. SAME
				10.2018-2018		10. SAME



POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		<p>development)</p> <p>7. Expand vocational skills acquisition programme</p> <p>8. Develop follow up materials (to reduce relapse to illiteracy )</p> <p>9. Expand support to private sector initiatives supported by SAME from 2019.(e.g. provision of learning materials, instructors etc.)</p> <p>10. Develop synergy with NGOs, CBOs and FBOs to establish Voluntary Mass literacy centres</p> <p>11. Develop plans for strengthening SAME capacity and resourcing for the planning, management and monitoring of basic literacy from 2019.</p>	<p>10.VoluntaryMass Literacy centres developed</p> <p>11.Plans for strengthening SAME capacity and resourcing developed</p>	<p>11.2018</p>	<p>10.SAME</p> <p>11.SAME</p>	<p>10.SAME/LGAs</p> <p>11.SAME/LGAs</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<p><b>EA 8</b>  <b>Increase the number of secondary school students completing senior secondary school.</b></p>	<ul style="list-style-type: none"> <li>• Gross intake rate in senior secondary to increase from 43% in 2016 to 75% by 2027.</li> <li>• Gross enrolment to increase slightly from 36% in 2016 to 60% in 2025.</li> <li>• Construction of more classrooms to reduce congestion in classes.</li> </ul>	<p>1. Conduct comprehensive school mapping of senior secondary schools to determine physical infrastructure needs (maintenance, rehabilitation and new construction) by early 2018. To include:</p> <ul style="list-style-type: none"> <li>• Potential location for new schools</li> <li>• Classrooms</li> <li>• Administrative facilities</li> <li>• Furniture</li> <li>• Power and water supply</li> <li>• Toilets</li> <li>• Laboratories</li> <li>• Adequate</li> </ul>	<p>1. School mapping for senior secondary schools conducted and needs determined.</p> <p>3. 348 classrooms &amp; related infrastructure constructed for Senior secondary schools annually</p>	<p>1.2018- 2027</p> <p>3.2017-2020</p>	<p>1.SMOESTI/ SSSMB</p> <p>SMOESTI</p> <p>2. SMOE</p>	<p>1. SMOESTI/ SSSMB</p> <p>SMOESTI/SUBEB</p> <p>2. SMOE/SSSMB</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		school health provision 2. Construction of classrooms and schools. Initial estimates: <ul style="list-style-type: none"> <li>• 348 senior secondary classrooms and related infrastructure per year</li> <li>• Using lessons learned from the ESSPIN School Based Management Committee (SMBC) introduce School Improvement Plan/ School Development Planning in all senior secondary schools from</li> </ul>	3.N400-600 thousand grant accorded to SSS for schools' maintenance and provision of working materials as per SDPs		3.  3.SSSMB/SUBEB/IDPs	3. SMOE/SSS MB  3.SUBEB/SSSMB

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		2017.				
<p><b>EA 9</b>  <b>Expand and improve the provision of tertiary education</b></p>	<ul style="list-style-type: none"> <li>• Tertiary education available for at least 80% of the post-secondary cohort by 2027.</li> </ul>	<p>1. Conduct study of the tertiary sector to further develop tertiary sector plan by end of 2018. To include:</p> <ul style="list-style-type: none"> <li>• Vision for state tertiary education sector</li> <li>• Identify links between tertiary education provision and needs of economy</li> <li>• Human resource development plan</li> <li>• Clear strategy for sub-sector financing</li> </ul>	<p>1. Tertiary education sub-sector plan developed.</p>	<p>1. 2019</p>	<p>1.SMOESTI</p>	<p>1. SMOESTI</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		<ul style="list-style-type: none"> <li>• Potential for establishing centres of excellence</li> <li>• Assess the relevance of current tertiary curricula.</li> </ul> <p>2. Undertake a comparative study on Colleges of Education in partnership with National Council of College of Education (admission, curricula, organization, financing etc.).</p> <p>3. Establish one fully developed polytechnic in every Senatorial Zone (three) by</p>	<p>2. Comparative study on colleges of education undertaken on admission, curricula, etc.</p> <p>3. Three fully developed Polytechnic established.</p>	<p>2.2019</p> <p>3. 2018-2027</p>	<p>2.SMOESTI/ NCCE</p> <p>3. SMOESTI/ NCCE</p>	<p>2. SMOESTI</p> <p>3.SMOESTI</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		2027. 4. Expand the two State Universities to provide more courses that cater for the immediate needs of the state and the nation in general by 2027.	4. The two State Universities expanded.	4. 2019 - 2027	4.SMOESTI /NUC	SMOESTI

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>EA 10</b> <b>To improve capacity of the state tertiary institutions</b>	<ul style="list-style-type: none"> <li>Improvement and strengthening of the exiting linkages and collaboration between state tertiary institutions and foreign ones.</li> </ul>	1. Reinforcement of capacity building.	1. Tertiary institutions established linkages and collaboration with foreign institutions.	2018 - 2027	SMOESTI	SMOESTI

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>EA 11</b> To improve the quality of instructional delivery in tertiary institution through the use of ICT.	<ul style="list-style-type: none"> <li>System of teaching to be based on ICT by 2027.</li> </ul>	<ol style="list-style-type: none"> <li>Use of ICT in tertiary institutions should be introduced.</li> <li>Seek and facilitate donation of laptops to lecturers and students donor agencies and other organizations.</li> <li>Academic staff be trained on ICT and how to integrate in their teaching.</li> </ol>	<ol style="list-style-type: none"> <li>ICT in full utilization in instructions at all tertiary institutions.</li> <li>Donor agencies and other organizations.</li> <li>Lectures are ICT compliant.</li> </ol>	2027	SMOESTI/ NUDENIA/ TETFUND	SMOESTI/NUDENIA/ TETFUND

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>EA 12</b> Research & Documentation (R&D) relevant for economic development of the state to be promoted in tertiary institution.	<ul style="list-style-type: none"> <li>To have academically sound lecturers that could contribute to the economic development of the state.</li> </ul>	<ol style="list-style-type: none"> <li>Lecturers are to be encouraged to engage in research work.</li> </ol>	Research works conducted and published	2019 - 2027	SMOESTI/TETFUND/ IDPs	SMOESTI/TETFUND/ IDPs

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>EA 13</b> <b>To fight plagiarism and uphold originality in academic and other research works.</b>	<ul style="list-style-type: none"> <li>To promote originality and intellectualism</li> </ul>	1. Compel tertiary institution to use anti-plagiarism software in vetting students' theses, projects and other academic papers.	Use of anti-plagiarism software adopted in all tertiary institutions.	2020	<i>SMOESTI/TETFUND/ND/IDPs</i>	<i>SMOESTI/TETFUND/IDPs</i>

### Quality of Education

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
<b>QE 1</b> <b>Improve the quality of Early Childhood Care and Education.</b>	<ul style="list-style-type: none"> <li>ECCE in-service teacher/caregiver training programmes based on NERDC ECCE curriculum developed and established by mid- 2021</li> </ul>	1. Develop and provide in-service training programme for ECCE teachers/caregivers to include classroom management (large class sizes, multi-grade teaching etc.).	1. ECCE teachers/caregivers trained in classroom management	1.2018-2027	1.SUBEB	1. SUBEB/School services
		2. Continued provision of teaching and learning	2.Teaching and learning materials	2.2018-2027	2.UBEC/SUBEB	2. SUBEB



POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>materials.</p> <p>3. Undertake assessment of current provision of teaching and learning materials and develop a defined set of teaching and learning materials for ECCE classes – by end 2023.</p>	<p>made available.</p> <p>3. Defined set of teaching and learning materials for ECCE classes developed</p>	3.2023	3.SUBEB	3. MOEST/SUBEB
<p><b>QE 2</b> <b>Reduce class sizes in primary and secondary education</b></p>	<ul style="list-style-type: none"> <li>• Primary pupil classroom ratio of 1:60 in 2027 (from 1:100 in 2017)</li> <li>• JSS pupil classroom ratio of 1:40 in 2027 (from 1:47 in 2017)</li> <li>• SSS pupil-classroom ratio of 1:40 in 2027 (from 1:58 in 2017)</li> </ul>	<p>1. Decongestion of primary and junior secondary school classrooms. Two phase process.</p> <ul style="list-style-type: none"> <li>• Double shift current schools to decongest immediately (approximately 60% of current classrooms to double shift)</li> <li>• Begin classroom</li> </ul>	<p>1. Schools decongested through double shift as well as construction of additional classrooms.</p>	1.2018-2027	1. SUBEB/ MOEST/UBEC	1. SMOESTI/ SUBEB

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>construction to provide classrooms for single shift schooling and reducing double shifting.</p> <p>2. Conduct comprehensive school mapping and needs assessment for primary and secondary schools by early 2019. <i>SMOESTI/SUBEB</i> to explore cost effective ways of providing rapid decongestion of classrooms in partnership with communities. Potential strategies to include;</p> <ul style="list-style-type: none"> <li>• Community to secure, design and build classrooms</li> <li>• Cheaper construction of current designs</li> <li>• Double shifting of classrooms in existing JSS</li> </ul>	<p>2.School Mapping conducted</p> <ul style="list-style-type: none"> <li>• Classrooms decongested using cheaper community designed and built classrooms using available primary schools land and double shifting.</li> </ul>	<p>2.2018-2027</p>	<p>2.SUBEB/ SMOESTI</p>	<p>2. SMOESTI /SUBEB/SSSMB</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<ul style="list-style-type: none"> <li>Using available land in primary schools to support a build JSS school/classes</li> </ul>		2018-2027	SUBEB/ SMOESTI	SUBEB/SMOESTI/ SSSMB/LGAs/Community
<p><b>QE 3</b>  <b>Increase the provision of basic education textbooks and other teaching and learning materials</b></p>	<ul style="list-style-type: none"> <li>Provide a set of core (5) subject textbooks for every two pupils by 2027 in all government supported basic schools.</li> <li>Provide a set of teacher guides for each primary school teacher and subject guides for JSS teachers in all government supported basic education schools by 2027.</li> </ul>	<ol style="list-style-type: none"> <li>Undertake language policy review in primary schools by end of 2020.</li> <li>Provide textbooks with five year life-spans in all five core subject areas to all supported schools (conventional and integrated IQTE schools). Produce a textbook policy by mid-2020, to ensure appropriate and</li> </ol>	<ol style="list-style-type: none"> <li>Language policy review in primary schools undertaken</li> <li>Textbooks in all five core subject areas provided to all supported schools.</li> </ol>	<ol style="list-style-type: none"> <li>2018</li> <li>2018-2027</li> </ol>	<ol style="list-style-type: none"> <li>SMOESTI/Parents</li> <li>UBEC</li> </ol>	<ol style="list-style-type: none"> <li>SMOESTI/KERD /Parents/ SUBEB/ LGAs</li> <li>SUBEB/ LGEAs</li> </ol>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>adequate financing, procurement and distribution to meet the agreed pupil textbook ratio. Policy to include:</p> <ul style="list-style-type: none"> <li>• a plan to introduce a demand driven system involving KERD and schools in selection of textbooks and planning for annual textbook needs.</li> <li>• Revised guidelines on textbook management and a developed training schedule.</li> </ul> <p>3. Support school purchases of additional teaching and learning materials through expanding coverage of school development support scheme.</p>	<p>3. School development support scheme covering purchases of additional teaching and learning materials</p>	<p>3.2018-2027</p>	<p>3.MOESTI/SUBEB</p>	<p>3. MOESTI/SUBEB / LGEAs/Schools</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
<p><b>QE 4</b> <b>Maximise learning time in schools.</b></p>	<ul style="list-style-type: none"> <li>Ensure that contact hours in basic education conform to national standard.</li> </ul>	<ol style="list-style-type: none"> <li>Period EQA visits ensure that school is open teachers are prepared for correct times and for classes.</li> <li>Through dissemination ensure that local communities are aware of the school calendar and the number and length of periods that are available.</li> <li>Provide clear policy on teacher absenteeism and tardiness and involve SBMCs in monitoring teacher attendance.</li> <li>Policy on integrated IQTE schools to ensure that learning time devoted to core curriculum subjects is the same as in conventional schools.</li> </ol>	<ol style="list-style-type: none"> <li>EQA reports</li> <li>Disseminated school calendar</li> <li>Clear policy on teacher absenteeism and tardiness involving SBMCs in monitoring teacher attendance in place</li> <li>Policy on integrated IQTE schools to ensure that learning time devoted to core curriculum subjects is the same as in</li> </ol>	<ol style="list-style-type: none"> <li>1.2018-2027</li> <li>2.2018-2027</li> <li>3.2018-2027</li> <li>4.2017</li> </ol>	<ol style="list-style-type: none"> <li>1.SMOESTI/KERD/SUBEB/SSSMB/STSB/SAME/KSPVIB/KSQISMB</li> <li>2.SMOESTI/SUBEB/SSSMB/STSB/SAME/KSPVIB/KSQISMB</li> <li>3.SMOESTI</li> <li>4. SMOESTI / KSQISMB</li> </ol>	<ol style="list-style-type: none"> <li>1. KERD/ SUBEB/ SSSMB/ STSB/ LGAs/ SAME/ KSPVIB/KSQISMB</li> <li>2. KERD/ SUBEB/ SSSMB/ STSB/ LGEAs/ SAME</li> <li>3. SMOESTI/ SUBEB/SSSMB/ STSB/LGEAs/ SAME KSPVIB/KSQISMB</li> <li>SMOESTI / KSQISMB</li> </ol>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
			conventional schools developed			
<b>QE 5</b> <b>Improve primary, secondary and tertiary education teachers provision and development</b>	<ul style="list-style-type: none"> <li>• Average pupil-teacher ratio in public primary schools of 1:60 by 2027</li> <li>• Average pupil teacher ratio in public junior secondary schools of 1:40 by 2027</li> <li>• Reduction in the proportion of unqualified/ under qualified public primary teachers to 45% by 2018 (from 51% in 2016)</li> <li>• Reduction in the proportion of unqualified public JSS teachers to 5% by 2018 (from 21%</li> </ul>	<ol style="list-style-type: none"> <li>1. Determine teacher supply needs for primary and secondary schools taking into account minimum qualification requirements (NCE). Identify shortages in key subject areas for JSS and SSS.</li> <li>2. Reintroduce class based teaching (i.e. not subject specific teaching) in primary schools.</li> <li>3. Increase the average periods taught by junior secondary school teachers.</li> <li>4. Stop the recruitment of teachers without NCE/PGDE qualification by beginning of 2019.</li> </ol>	<ol style="list-style-type: none"> <li>1. Needs for primary and secondary schools determined taking into account minimum qualification requirements (NCE).</li> <li>2. Class based teaching introduced in primary schools.</li> <li>3. Recruitment of teachers without NCE/PGDE qualification stopped.</li> <li>4. NCE (Primary education studies) established as a pre-requisite for teaching in primary</li> </ol>	<ol style="list-style-type: none"> <li>1. 2027</li> <li>2. 2018-2027</li> <li>3. 2019 - 2027</li> <li>4. 2019</li> </ol>	<ol style="list-style-type: none"> <li>1. SMOESTI</li> <li>2. SUBEB/SMOEST I</li> <li>3. SMOESTI/SUBEB</li> <li>4. SUBEB/LGEAs</li> </ol>	<ol style="list-style-type: none"> <li>1. SMOESTI/ STSB/ SSSMB/ SUBEB</li> <li>2. SMOESTI/ SUBEB</li> <li>3. SMOESTI/ STSB/ SSSMB/ SUBEB</li> <li>4. SMOESTI/SSSMB SUBEB</li> </ol>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
	<p>in 2016)</p> <ul style="list-style-type: none"> <li>• Ensure that all teachers in SSS are qualified by 2019</li> <li>• All teachers without minimum qualification to receive in-service training annually from 2016.</li> </ul>	<p>5. Establish NCE (Primary education studies) as a pre-requisite for teaching in primary school by 2019.</p> <p>6. Upgrade unqualified/under qualified primary school teachers through part-time courses to achieve NCE (primary education studies) qualification.</p> <p>7. Upgrade unqualified/under qualified secondary school teachers through part-time</p>	<p>school</p> <p>5. Unqualified/under qualified primary school teachers upgraded through part-time courses to achieve NCE (primary education studies) qualification.</p> <p>6. Unqualified/under qualified secondary school teachers upgraded through part-time courses to achieve NCE and PGD qualifications for junior and senior secondary school teachers</p> <p>7. Recruitment of primary school teachers without NCE (primary</p>	<p>5.2019</p> <p>6.2016-2019</p> <p>7.2020</p>	<p>5.SMOESTI</p> <p>6.SUBEB</p> <p>7.LGAs</p>	<p>5. SMOESTI/ COE</p> <p>6.SMOESTI/ SUBEB/LGAs/COE</p> <p>7.SSSMB/STSB/SUB EB/COE</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>courses to achieve NCE and PGD qualifications for junior and senior secondary school teachers respectively.</p> <p>8. Stop the recruitment of primary school teachers without NCE (primary education studies) by 2019.</p> <p>9. Build on teacher professional development strategies in Global Partnership in Education (GPE) to develop and implement a Teacher Development Strategy to include annual in-service training in subject matter, fluency in language of instruction, bilingual teaching, how to use</p>	<p>education studies) stopped.</p> <p>8. Recruitment of primary school teachers without NCE (primary education studies) stopped.</p> <p>9. Teacher professional development strategies in State Education Sector Programme built</p>	<p>8.2019</p> <p>2016-2019</p>	<p>8.SMOESTI/SUBEB/ UBEC</p> <p>9.GPE/NIPEP/UKA ID</p>	<p>8. SMOESTI/ SUBEB/ COE/LGEAs</p> <p>9.SMOESTI/SUBEB</p>



POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>teaching and learning materials, classroom management (large class sizes, inadequate teaching and learning materials etc.) and reflection skills by mid-2019.</p> <p>10. From 2019, 35% of all newly recruited teachers to be female.</p> <p>11. Through current teacher policy study and teacher services scheme, review and develop policy on teacher welfare and terms and conditions of service by end of 2019, including:</p> <ul style="list-style-type: none"> <li>• recruitment, transparent and gender equitable procedures</li> <li>• deployment and recruitment of teachers from local area</li> </ul>	<p>10. 35% of all newly recruited teachers female.</p> <p>11. Policy on teacher welfare and terms &amp; conditions of service developed.</p>	<p>10.2019</p> <p>11.2019</p>	<p>10.LGAs/SMOESTI /SUBEB</p> <p>11.SMOESTI/SUB EB/COE</p>	<p>10.LGAs/SMOESTI/ SUBEB</p> <p>11.SMOESTI/ STSB/ SSSMB/ SUBEB</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<ul style="list-style-type: none"> <li>• introduction of incentives to encourage teachers to teach in rural and remote areas</li> <li>• gender issues, identify strategies to increase female teachers teaching in basic education</li> <li>• remuneration</li> <li>• promotion</li> <li>• fairness – teachers with same qualifications and experience to receive same remuneration</li> <li>• other incentives</li> <li>• performance management</li> </ul> <p>12. Implement recommendations from the review in 2019, taking into account financial</p>	<p>12. Recommendations from the review implemented.</p>	<p>12.2019</p>	<p>12.LGAs/SMOESTI / SUBEB</p>	<p>12.LGAs/SMOESTI/ SUBEB</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		considerations.				
<p><b>QE 6</b></p> <p><b>Improve the quality of senior secondary schooling through the introduction of model schools and rehabilitating science colleges</b></p>	<ul style="list-style-type: none"> <li>• Upgrade 24 secondary schools to model secondary schools by 2027.</li> <li>• Rehabilitate all science colleges by 2020.</li> </ul>	<ol style="list-style-type: none"> <li>1. Fully rehabilitate 24 current senior secondary schools and ensure smaller class sizes (40).</li> <li>2. Introduce selection examinations in these schools to ensure that the best performing students are accepted.</li> <li>3. Ensure all teachers recruited for these schools are qualified.</li> <li>4. Using lessons learned from the GPE school development introduce school development planning in all primary schools from 2017. Introduce a N500-700 thousand grant to schools to support school development</li> </ol>	<ol style="list-style-type: none"> <li>1. 24 current senior secondary schools rehabilitated with smaller class sizes (40).</li> <li>2. Selection examinations introduced in schools.</li> <li>3. Number of qualified teachers recruited.</li> <li>4. Use of school development plans in all schools with a grant of N500-700 thousand to support them.</li> </ol>	<ol style="list-style-type: none"> <li>1.2018-2027</li> <li>2.2018 - 2027</li> <li>3.2018-2027</li> <li>4.2017</li> </ol>	<ol style="list-style-type: none"> <li>1.SMOESTI</li> <li>2.SMOESTI/SSSM B</li> <li>3.SSMB/STSB</li> <li>4.GPE</li> </ol>	<ol style="list-style-type: none"> <li>1. SMOESTI/SSSM B</li> <li>2. SMOESTI/KERD / SSSMB/STSB</li> <li>3. SSSMB/STSB</li> <li>4. SUBEB</li> </ol>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>plans. For example, funds to be used for</p> <ul style="list-style-type: none"> <li>• regular school maintenance</li> <li>• teaching and learning materials including workshop and laboratory materials</li> </ul> <p>5. Expand the availability of core technical subjects at JSS level from 2018.</p> <p>6. Undertake a needs assessment of workshops and science laboratories in SSS including equipment and begin implementation by 2019.</p>				
<p><b>QE 7</b> <b>Strengthen Education Quality Assurance</b></p>	<ul style="list-style-type: none"> <li>• Kano State Education Quality Assurance Agency (KSEQAA) operational by 2020</li> </ul>	<p>1. Intensify Education Quality Assurance Evaluations visits to cover all levels of education primary Secondary and</p>	<p>Intensify Education Quality Assurance Evaluations visits.</p>	<p>1.2020 - 2027</p>	<p>1.SMOESTI</p>	<p>1. SMOESTI/SSMB/ STSB/KERD/ SUBEB/ KSPVIB/ SAME/KSQSMB</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
Evaluation	<ul style="list-style-type: none"> <li>All schools be evaluated once a year by a single Education Quality assurance Evaluation n team under KSEQAA by 2020</li> <li>Use of the recently developed EQA Handbook by FME in collaboration ESSPIN for all EQA evaluation in the state</li> </ul>	<p>Tertiary.</p> <ol style="list-style-type: none"> <li>Improve the teacher supervision system to provide support for professional development and enhanced teacher performance – by end of 2020</li> <li>Provide capacity development support for supervisors and Evaluators including provision of adequate operational budgets from 2020</li> <li>Strengthen the system to effectively evaluation and capacity building for head teachers and teachers for effective SDP and SSE at institutional level</li> <li>Develop capacity to adequately evaluate all schools and have a</li> </ol>	<ol style="list-style-type: none"> <li>Teacher supervision system improved to provide support for professional development and enhanced teacher performance.</li> <li>Capacity development support for supervisors and inspectors.</li> <li>Strengthen the system to effectively evaluation and capacity building for heads teachers and teacher</li> <li>Develop capacity to adequately evaluate all schools and have a reliable and accurate</li> </ol>	<p>2.2020 - 2027</p> <p>3.2020</p> <p>4.2020 - 2027</p> <p>5.2020</p>	<p>2. SMOESTI</p> <p>3. SMOESTI/ SSSMB / STSB/ SUBEB</p> <p>4. SMOESTI/ SSSMB/ STSB /SUBEB</p> <p>5. SMOESTI/ SSSMB/ STSB /SUBEB</p>	<ol style="list-style-type: none"> <li>SMOESTI/SSSM B/ STSB/KERD/ SUBEB/ KSPVIB/ SAME/KSQISMB</li> <li>SMOESTI/SSSM B/ STSB/KERD/ SUBEB/ KSPVIB/ SAME/KSQISMB</li> <li>SMOESTI/SSSM B/ STSB/KERD/ SUBEB/ KSPVIB/ SAME/KSQISMB</li> <li>SMOESTI/SSSM B/ STSB/KERD/ SUBEB/ KSPVIB/ SAME/KSQISMB</li> <li>SMOESTI/ SSSMB / STSB/KERD/SU BEB/ PVIMB/AME/QIS MB</li> </ol>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>reliable and accurate EMIS data on the present state of all our institutions by 2020.</p> <p>6. Increase the coordinated EQA Evaluation system at the state level through the establishment of Education Quality Assurance Agency by 2020</p> <p>7. Develop a unified Education Quality Assurance Evaluation system through an independent Quality Assurance Agency by 2020.</p>	<p>EMIS data</p> <p>6. Increase the coordinated EQA Evaluation system at the state level.</p> <p>7. Develop a unified Education Quality Assurance Evaluation system</p>	<p>6. 2020</p> <p>7. 2020</p>	<p>6.SMOESTI</p> <p>7.SMOESTI</p>	<p>6. SMOESTI/SSSM B/ STSB/KERD/ SUBEB/ KSPVIB/ SAME/KSQISMB</p> <p>7. SMOESTI/SSSM B/ STSB/KERD/ SUBEB/ KSPVIB/ SAME/KSQISMB</p>
<p><b>QE 8</b>  <b>Refocus State College of Education to provide professional development services for basic and post</b></p>	<ul style="list-style-type: none"> <li>All currently unqualified primary and junior secondary school teachers to be upgraded or enrolled in the programme by 2016.</li> </ul>	<p>1. Review NCE course curricula to ensure a balance between subject matter, fluency in language of instruction, bilingual teaching, how to use teaching and learning materials, classroom</p>	<p>1. NCE course curricula reviewed.</p>	<p>1.2018</p>	<p>1.MOESTI</p>	<p>1. MOESTI/ COE</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
<p>basic schools teachers.</p>	<ul style="list-style-type: none"> <li>Graduates from State College of Education to be more closely matched to education sector needs.</li> <li>At least as many female students as male students enrolled in NCE courses by 2019.</li> </ul>	<p>management (large class sizes, inadequate teaching and learning materials etc.) and reflection skills.</p> <p>2. Continued periodic review of Primary Education Studies curriculum to ensure its suitability for primary schools teachers.</p> <p>3. Using in-service teaching training strategies in the on-going Global Partnership in Education (GPE) develop and implement comprehensive teacher professional development strategy for basic and post basic schools teachers by 2019.</p>	<p>2. Primary Education Studies curriculum reviewed to ensure its suitability for basic and post basic schools teachers.</p> <p>3. Comprehensive teacher professional development strategy for primary and secondary school teachers developed and implemented.</p>	<p>2.2018-2027</p> <p>3.2016-2019</p>	<p>2.SMOESTI</p> <p>3.S MOESTI/GPE</p>	<p>2. SMOESTI/ COE</p> <p>3. SMOESTI/ COE</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>4. Based on the current part-time NCE programme develop intensive upgrading programmes for</p> <ul style="list-style-type: none"> <li>grade II teachers that takes account of their current training and implement from 2017.</li> </ul> <p>5. COE to offer degree programme in Primary Education Studies (PES) and other relevant fields.</p>	<p>4. Grade II teachers and unqualified teachers upgraded based on current part-time NCE programme.</p> <p>5. COE upgraded to offer degree programme in Primary Education Studies (PES) and other relevant fields.</p>	<p>4.2016-2019</p> <p>5.2019</p>	<p>4. SMOESTI/ COE</p> <p>5. SMOESTI</p>	<p>4. SMOESTI/ COE</p> <p>5. SMOESTI/ COE</p>
<p><b>QE 9</b> <b>Promote information and communication technology (ICT) in schools and institutions</b></p>	<ul style="list-style-type: none"> <li>Gradual expansion of ICT facilities in schools and tertiary institutions – targets to be determined</li> </ul>	<ul style="list-style-type: none"> <li>Develop a State education policy on ICT. Undertake a needs assessment and feasibility study to provide ICT infrastructure in schools/institutions</li> </ul>	<p>1. State education policy on ICT developed; needs assessment and feasibility study to provide ICT infrastructure in schools/institutions</p>	<p>1.2019</p>	<p>1.SMOESTI</p>	<p>1. SMOESTI/ SSSMB/ STSB /</p>



POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		and develop a plan for gradual expansion of ICT facilities using a phased approach beginning with SSS by end of 2019.	undertaken with a d plan for gradual expansion of ICT facilities using a phased approach in place.			
<p><b>QE 10</b></p> <p><b>Promote academic programmes and research relevant to state and national development</b></p>	<ul style="list-style-type: none"> <li>50% of all research funding from private and non-governmental sectors by 2020</li> </ul>	<ol style="list-style-type: none"> <li>Review and develop strategies for enhancing academic programmes and research</li> <li>Develop guidelines on the publication and dissemination of research findings – by end of 2025.</li> <li>Ensure that research findings relevant to State &amp; national development goals and are widely available from 2020.</li> </ol>	<ol style="list-style-type: none"> <li>Strategies for enhancing academic programmes and research are reviewed and developed.</li> <li>Guidelines on the publication and dissemination of research findings developed.</li> <li>Research findings relevant to State &amp; national development, and industry, are widely available</li> </ol>	<ol style="list-style-type: none"> <li>2020-2025</li> <li>2025</li> <li>2020</li> </ol>	<ol style="list-style-type: none"> <li>SMOESTI/TETFUND</li> <li>SMOESTI/TETFUND</li> <li>SMOESTI/TETFUND</li> </ol>	<ol style="list-style-type: none"> <li>SMOESTI/SUBEB/ All relevant tertiary institutions in the State.</li> <li></li> <li>SMOESTI/SUBEB/ All relevant tertiary institutions in the State.</li> </ol>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		4. Promote the use of electronic libraries for the storage and publication of research papers and findings – from 2020.	4. Electronic libraries for the storage and publication of research papers and findings available.	4.2020	4. SMOESTI/TETFUND	4. SMOESTI/ All relevant tertiary institutions in the State
		5. Revise research grants system by 2020 (based on teaching, administration and research criteria – including research published in recognized journals and/or in ISBN publications).	5. Research grants system revised	5.2020	5.SMOESTI/TETFUND	5. All relevant tertiary institutions.
		6. Review academic programmes to ensure relevance to national development goals.	6. Academic programmes reviewed to ensure relevance to national development goals.	6.2020	6.SMOESTI	6. SMOESTI/ All relevant tertiary institutions
		7. Undertake consultations with the	7. Consultations with the private	7.2020-2027	7.SMOESTI/ITF	7. SMOESTI/relevant industries and tertiary

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>private sector, particularly industry, to identify pertinent areas for research.</p> <p>8. Strengthen capacity within tertiary institutions in the State to conduct relevant research.</p>	<p>sector, particularly industry, undertaken to identify pertinent areas for research.</p> <p>8. capacity within tertiary institutions in the State strengthened to conduct relevant research</p>	8.2020-2027	8.SMOESTI/ITF/TE TFUND	<p><i>institution</i></p> <p>8. SMOESTI/relevant industries and tertiary institution</p>

### Technical and Vocational Education and Training

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
<p><b>TVET 1</b>  <b>Promote technical and vocational education and training relevant to the development needs of the State.</b></p>	<ul style="list-style-type: none"> <li>• TVET development strategy and programme in place by end 2023</li> <li>• Convert an existing vocational centre into a technical college and increase technical college enrolment by 70% by 2023.</li> <li>• Promote</li> </ul>	<p>1. Review technical and vocational education curriculum in consultation with industry to ensure a demand driven approach and increase the relevance of programmes to the needs of industry. Assess the demand and feasibility of introducing alternative post-basic vocational training courses outside of senior secondary technical schools, from 2023.</p>	<p>1. Technical and vocational education curriculum reviewed to ensure it's demand driven and relevant to industry needs.</p>	<p>1.2018-2023</p>	<p>1.SMOESTI</p>	<p>1. SMOESTI</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
	private sector (industry) participation in technical and vocational education through placement schemes and development of training programmes.	<p>2. Review the State science and technology policy to ensure conformity with the national policy by the end of 2019.</p> <p>3. Ensure that practical skills are assessed as part of all science and technical education examinations from 2016.</p> <p>4. Develop and publish Information, Education and Communication packages to promote TVET with an emphasis on attracting female students from mid-2019.</p>	<p>2. State science and technology policy reviewed to ensure conformity with national policy.</p> <p>3. Assessment of practical skills in all science and technical education examinations.</p> <p>4. Information, Education and Communication packages to promote TVET with an emphasis on attracting female students developed and published.</p>	<p>2.2019</p> <p>3.2016-2027</p> <p>4.2019</p>	<p>2.SMOESTI</p> <p>3.SMOESTI</p> <p>4. SMOESTI</p>	<p>2. SMOESTI/ STSB</p> <p>3. SMOESTI/ STSB</p> <p>4. SMOESTI /STSB</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		5. Develop gender-appropriate pre-vocational, vocational and technical courses, including possible piloting by end of 2017.	5. Gender-appropriate pre-vocational, vocational and technical courses, including piloting developed.	5.2017-2027	5. SMOESTI	5. <i>SMOESTI/ STSB/SAME</i>
<p><b>TVET 2</b>  <b>Enhance the relevance of vocational training to the human development needs of local communities.</b></p>	<ul style="list-style-type: none"> <li>At least 1 vocational centre established in each LGA by 2023.</li> </ul>	<p>1. Initiate and articulate appropriate technology programmes that will enhance the capacity of vocational centres to support and service cottage industries from 2023.</p> <p>2. Broaden and localise the vocational education curriculum to make formal crafts more relevant to immediate communities from 2023.</p>	<p>1. Appropriate technology programmes that will enhance the capacity of vocational centres to support and service cottage industries developed.</p> <p>2. The vocational education curriculum expanded and localised to make formal crafts more relevant to immediate</p>	<p>1.2023</p> <p>2.2023</p>	<p>1. SMOESTI</p> <p>2. SMOESTI</p>	<p>1. <i>SMOESTI/ STSB/KANO STATE POLYTECHNIC/ KUST</i></p> <p>2. STSB</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
<p><b>TVET 3</b></p> <p><b>Increase the resourcing of technical colleges and promote generation of internal revenue.</b></p>	<ul style="list-style-type: none"> <li>All technical colleges generate at least 80% of their annual budgets from IGR by 2027.</li> </ul>	<ol style="list-style-type: none"> <li>Mandate technical colleges to develop products and provide services to their immediate communities on a commercial basis from 2020.</li> <li>Establish small scale enterprises managed by staff and students in technical colleges from 2020</li> <li>Solicit private sector sponsorship to supplement government subventions to technical colleges from 2019.</li> <li>Encourage Government patronage of goods and services offered by</li> </ol>	<p>communities.</p> <ol style="list-style-type: none"> <li>Products developed and community needs met through commercial services provided by technical colleges.</li> <li>Small scale enterprises managed by staff and students in technical colleges established.</li> <li>Private sector support to technical colleges.</li> <li>Goods and services offered by technical</li> </ol>	<p>1.2027</p> <p>2.2020-2027</p> <p>3.2019-2027</p> <p>4.2020-2027</p>	<p>1. SMOESTI</p> <p>2 SMOESTI</p> <p>3. SMOESTI/ Private sector</p> <p>4. SMOESTI/ STSB</p>	<p>1. STSB</p> <p>2. STSB/ technical colleges</p> <p>3. SMOESTI/STSB/ Private sector</p> <p>4. SMOESTI/ State government</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		technical colleges by mid-2020.	colleges supported by Government			
<p><b>TVET 4</b>  <b>Use state technical colleges, vocational centres and polytechnic as the best vehicle to train young indigenes and create potential entrepreneurs and meet the skilled state's manpower needs</b></p>	<ul style="list-style-type: none"> <li>Each LGA to have a technical school and or vocational centre.</li> </ul>	<p>1. More technical schools to be established across the state.</p> <p>2. Renovate and equip the existing technical schools and vocational centres.</p>	<p>1. Technical schools are constructed in the 44 LGAs.</p> <p>2. All technical schools and vocational centres are renovated and equipped.</p>	<p>1. 2018-2027</p> <p>2. 2018-2027</p>	<p>1.SMOESTI</p> <p>2.SMOESTI</p>	<p>1.SMOESTI/STSB</p> <p>2.SMOESTI</p>



POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
<b>TVET 5</b> Provide progression opportunity for TVET teachers.	<ul style="list-style-type: none"> <li>Remove the stagnation associated with TVET teachers.</li> </ul>	1. Introduction of post-graduate courses in the state polytechnic	Post-graduate courses introduced and patronised by TVET teachers.	2019	<i>SMOESTI</i>	<i>SMOESTI/Kano Polytechnic</i>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>TVET 6</b> Provide a lead institution in technological innovations in the state.	<ul style="list-style-type: none"> <li>To boost technological development of the state.</li> </ul>	2. Kano state Polytechnic to be well equipped to international standard.	Kano state Polytechnic is upgraded and well equipped.	2023	<i>SMOESTI/TETFU ND</i>	<i>SMOESTI/Kano Polytechnic</i>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>TVET 7</b> Reverse the apathy and increase students' enrolment in TVET	<ul style="list-style-type: none"> <li>TVET to be accepted by the generality of the students.</li> </ul>	1. Public is to be made aware of the relevance of TVET.	1. More students enrolled in TVET programs.	2020-2027	<i>SMOESTI</i>	<i>SMOESTI/Kano Polytechnic</i>

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>ICT 1</b> To ICT driven learning environment in all institutions in the state.	<ul style="list-style-type: none"> <li>All schools in the state to be ICT compliant by mid-2019.</li> </ul>	1. ICT skill acquisition program to be conducted in all schools.	1. ICT skill acquired by all staff of the institutions in the state.	2019 – 2027	<i>SMOESTI</i>	SOMESTI/NUDENIA/STSB/SSMB/SUBEB.
		2. All schools are to be supplied with ICT facilities.	2. Schools are supplied with ICT facilities.	2019 – 2027	<i>SMOESTI</i>	SOMESTI/NUDENIA/STSB/SSMB/SUBEB/IDPs

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>ICT 2</b> To train all teachers on ICT.	<ul style="list-style-type: none"> <li>All teachers in the state to be ICT complaint 2020.</li> </ul>	1. Mass ICT skill acquisition program to be conducted in all schools.	1. ICT skill acquired by all staff of the institutions in the state.	2019 – 2025	SMOE	SMOESTI/NUDENIA/STSB/SSMB/SUBEB.

### EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>EMIS 1</b> To create an EMIS which has accurate and reliable education data that could enable prompt global reporting.	<ul style="list-style-type: none"> <li>To have accurate and reliable data at all time.</li> </ul>	<ol style="list-style-type: none"> <li>ASC to be utilized in forming the needed data</li> <li>Provide adequate copies of Annual School Census (ASC) Manual to help in data collection and management.</li> </ol>	<ol style="list-style-type: none"> <li>Credible and reliable data available.</li> <li>ASC Manual provided.</li> </ol>	<ol style="list-style-type: none"> <li>Mid-2019 – 2027.</li> <li>Mid-2019 – 2027</li> </ol>	<ol style="list-style-type: none"> <li><i>SMOESTI</i></li> <li><i>SMOESTI</i></li> </ol>	<ol style="list-style-type: none"> <li><i>SMOESTI/NUDENIA</i></li> <li><i>SMOESTI/NUDENIA</i></li> </ol>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>EMIS 2</b> To equip EMIS staff with the necessary skills required for data management processing and analysis.	<ul style="list-style-type: none"> <li>To enhance the capacity of the EMIS staff.</li> </ul>	<ol style="list-style-type: none"> <li>Capacity building of EMIS staff in the 44 LGAs.</li> </ol>	Capacity of EMIS staff enhanced.	2017-2025	<i>SMOESTI/GPE/NUDENIA</i>	<i>SMOESTI/NUDENIA</i>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>EMIS 3</b> Harmonize the activities and operations of all education data collection units in the ministry headquarters and its parastatals so as to eliminate duplication.	<ul style="list-style-type: none"> <li>To have synergy between the data collection units.</li> <li>Capability to produce unified single data.</li> </ul>	1. Organize regular state EMIS Core Committee meeting for all the units.	1. Meetings conducted regularly and unified single data produced.	2018-2027	SMOESTI/GPE/TETFUND	SMOESTI/and its Parastatals
		2. Data to be cross checked and verified before recording.	2. Accurate data recorded and produced.	2018-2027	SMOESTI/GPE/TETFUND	SMOESTI and its parastatals

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>EMIS 4</b> To ensure that records are properly kept in schools.	<ul style="list-style-type: none"> <li>Reliable data can be obtained right from the grassroots.</li> </ul>	1. Head teachers and principals to be sensitise on the relevant of proper record keeping.	1. Records are properly recorded and kept.	2018-2027	SMOESTI/GPE/ETFUND	SMOESTI and its parastatals
		2. Ensure regular update of recorded data	2. Up to date data available.			

## ENTREPRENEURIAL STUDIES

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
ES 1 Intensify the implementation of the policy on trade/entrepreneur education in the state secondary and tertiary levels.	<ul style="list-style-type: none"> <li>Increase the implementation of trade and entrepreneur subjects at all the levels from the present state to 95% by 2027.</li> </ul>	1. Conduct needs assessment survey to determine extent of the implementation of trade/entrepreneur education in the state.	1. Needs assessment survey for trade/entrepreneur subject by 2019.	1. 2019	1.SMOESTI/dPR C/Mercy Corp	SMOESTI
		2. Based on the National Curriculum for trade and entrepreneurs studies provide training for teachers in the state most especially in the 5 trade/entrepreneur subjects selected by the state in public secondary schools.	1. All trade/ entrepreneur teachers/institutions trained by 2027.	2. 2027	2.SMOESTI/dPR C/Mercy Corp	SMOESTI
		3. Revive the 2013/2014 system of selecting 50 Senior Secondary schools annually and fully equipping them with	2. 500 additional secondary schools are fully equipped with trade/entrepreneur facilities and equipment.	3. 2018-2027	3.SMOESTI	SMOESTI

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
		<p>trade/entrepreneur facilities and equipment.</p> <p>4. Encourage teachers of trade /entrepreneur subjects to improve their skills through in-service training and scholarships.</p>	<p>4.95% of the teachers teaching trade/entrepreneur subjects have undergone training and have improved their skills.</p>	<p>4. 2018 - 2027</p>	<p>4.SMOESTI/dPR C/Mercy Corp</p>	<p>SMOESTI</p>
		<p>5. Encourage and empower youths and secondary school leavers become self-reliant by granting them fund to pursue career in trade/entrepreneur.</p>	<p>5. Youths and secondary school leavers supported and are self-reliant through trade/entrepreneurship .</p>	<p>2016 - 2027</p>	<p>5.SMOESTI/dPR C/Mercy Corp</p>	<p>SMOESTI/DYE</p>

## SECURITY AND SAFETY IN SCHOOL (SSS)

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>SSS 1</b> To create an enabling policy atmosphere that would ensure overall pupils/students safety /security in and around schools.	<ul style="list-style-type: none"> <li>To ensure safety and security of pupils/students in and around schools has legal backing.</li> </ul>	<ol style="list-style-type: none"> <li>Enact law to ensure safety and security of all school children in and around the school.</li> <li>Involve civil societies, CBOs/NGOs etc. in ensuring the enforcement of the law.</li> </ol>	Pupils/students are safe and secured in and around the schools.	2018-2027	<i>SMOESTI</i>	<i>SMOESTI</i> its parastatal CSOs, CBOs and NGOs.

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>SSS 2</b> To empower and strengthen schools as agents of protection and safety.	<ul style="list-style-type: none"> <li>Schools to handle all safety and security related issues in and around schools.</li> </ul>	<ol style="list-style-type: none"> <li>School heads and all other members of staff to be trained on how to identify safety and security issues.</li> </ol>	1. Safety and security issues are treated by schools directly.	2018-2027	<i>SMOESTI</i>	<i>SMOESTI</i> its parastatal CSOs, CBOs and NGOs.

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	Performance Indicator	Timeline	Funding Source	RESPONSIBILITY
<b>SSS 3</b> To protect pupils/students in and around schools in emergencies, conflict post-conflict and fragile situations.	<ul style="list-style-type: none"> <li>Pupils/students should feel secured in and around schools in any situation they may find themselves.</li> </ul>	1. All school Heads, all members of staff and students to be train on what to do during and or after emergencies/ conflict/fragile situation.	1. Schools are now completely safe and secured for all pupils/students.	2018-2027	<i>SMOESTI</i>	<i>SMOESTI</i> its parastatal CSOs, CBOs and NGOs.

### Education Finance

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
<b>EF 1</b> Increase and sustain education resource allocation to facilitate achievement of objectives and targets in ESP	<ul style="list-style-type: none"> <li>Kano State and LGA total budgets grow in real terms by 6.1% per annum.</li> <li>Education share of State budget to increase from 20% in 2016 to 26% by 2027.</li> </ul>	1. Define criteria for resource allocation to the various sub-sectors based on agreed priorities areas, including assessment of the unit cost of education per student in each sub-sector related to returns on investment.	1.Criteria for resource allocation to the various sub-sectors based on agreed priorities areas, including assessment of the unit cost of education per student in each sub-sector related to returns on	1.2018 -2027	1.SMOESTI	1. SMOESTI/SUBEB, MoF, MoBP, relevant education agencies



	<ul style="list-style-type: none"> <li>• Education share of LGA budgets increased from 17% in 2013 to 20% in 2016 to cover increased salary costs at primary level and some capital spending.</li> <li>• Non salary expenditure share of State, LGAs and education agencies recurrent budget to reach 35% by 2027</li> </ul>	2. Increase resource allocation based on the strategies stated above.	investment defined 2.Resource allocation increased	2.2018-2027	2.MoPB/MOF/IDPs/other Donors agencies.	2. SMOE/SUBEB, MoF, MoBP, relevant education agencies
<b>EF 2</b> <b>Improve the efficiency and effectiveness resource utilisation</b>	<ul style="list-style-type: none"> <li>• Financial Management Capacity Development Strategy in place by end of 2019.</li> </ul>	1. Undertake financial management capacity needs assessment and develop a strategy by mid-2019, and implement from accordingly, to include strengthening:	1. Financial management capacity needs assessment undertaken, strategies developed and implemented.	1.2019	1.SMOESTI/SUBEB/IDPS	1. SMOHE, SMOE/SUBEB, MoF, MoBP, relevant education agencies

		<ul style="list-style-type: none"> <li>• Budget preparation</li> <li>• Budget management</li> <li>• Financial monitoring and reporting</li> <li>• Procurement</li> <li>• Audit</li> </ul> <p>2. Re-evaluate the costs of all capital spending projects and key recurrent expenditure in education inputs and review of procurement procedures by 2019.</p>	<p>2. Costs of all capital spending projects and key recurrent expenditure in education inputs re-evaluated and procurement procedures reviewed.</p>	2.2019	2. SMOESTI/SUBEB/ MoF/MoPB /	2. SMOESTI/SUBEB, MoF, MoPB, relevant education agencies
<p><b>EF 3</b></p> <p><b>Introduce school development planning in all schools and support school improvement plans with school grants.</b></p>	<ul style="list-style-type: none"> <li>• Financial Management Capacity Development Strategy in place by end of 2017</li> </ul>	<p>1. Using lessons learned from the SESP and ESSPIN “School Development Scheme”; strengthen school development planning in all primary and secondary schools. In addition to the present GPE Interventions which support School</p>	<p>1. All schools having school development plans that are funded through school grants.</p>	1.2018-2027	1. SMOESTI/SUBEB/ MoF/MoPB /	1. SMOESTI/SUBEB, MoF, MoPB, relevant education agencies

		<p>improvement plans. For example, funds to be used for</p> <ul style="list-style-type: none"><li>• regular school maintenance</li><li>• teaching and learning materials including workshop and laboratory materials</li></ul>				
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### Education Planning and Management

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
<b>EPM 1</b>  <b>Clarify management roles and strengthen management systems at all levels of the system</b>	All officers at all levels have supervised and agreed work programmes in place by the end of 2019 and reviewed annually thereafter  <ul style="list-style-type: none"> <li>Annual appraisal/review and audit systems at all levels in place by the end of 2019.</li> <li>Operational manuals for officers in SMOESTI, paratals and LGAs developed and in place by the end of 2021</li> <li>HRD and capacity building</li> </ul>	1. Prepare detailed work programmes for desk officers at all levels of management by the end of 2019	1. Detailed work programmes for desk officers at all levels of management made available.	1.2019	1.SMOESTI and other relevant agencies	1. SMOESTI and other relevant agencies
		2. Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at Ministry, agency, Zonal, LGA, school level by mid-2021.	2. Monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews for management at Ministry, agency, Zonal, LGA, school level strengthened.	2.2019	2.SMOESTI and its MDAs	2. SMOESTI and other relevant agencies
		3. Establish Management/Communication systems, ensuring quarterly meeting of	3. Quarterly meeting of Boards and monthly	3.2021	3.SMOESTI and other MDAs	3. SMOESTI and other relevant agencies

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
	<p>programme designed and in place by the end of 2021</p> <ul style="list-style-type: none"> <li>• All Basic and secondary schools have an effective SBMC in place by mid-2021.</li> <li>• All schools have School Development Plans (SDP) to improve learning achievements agreed with SBMC by the end of 2021</li> <li>• Head counts for payroll conducted on an annual basis</li> <li>• Revision/clarific</li> </ul>	<p>Boards and monthly meetings of Zonal Directorates by mid-2021.</p> <p>4. Develop public awareness programmes Information Education Communication (IEC) on the main elements of the UBE Act to sensitize all stakeholders on their rights and responsibilities in the provision, management and administration of education by mid-2021.</p> <p>5. Identify HRD needs and competencies at all levels of the management system and provide targeted training to</p>	<p>meetings of Zonal Supervisory Directorates taking place through established Management/Communication systems.</p> <p>4. Public awareness programmes (IEC) on the main elements of the UBE Act developed.</p> <p>5. HRD needs and competencies at all levels of the management system identified</p>	<p>4.2021</p> <p>5.2021</p>	<p>4.SMOESTI and other relevant agencies</p> <p>5.SMOESTI/and other MDAs</p>	<p>4. SMOESTI and other relevant</p> <p>5. SMOESTI and other agencies</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
	<p>ation of staffing norms for improved efficiency by early 2021.</p>	<p>upgrade the technical competence of selected staff – by the end of 2021.</p> <p>6. Prepare guidelines for drawing up school development plans and distribute to LGEAs and school by mid-2020.</p> <p>7. Strengthen pre-school/ECCE unit in SUBEB to ensure the capacity to implementation the planned expansion (see EA 1) – from 2027.</p> <p>8. Systematic management training of Head teachers from 2019.</p>	<p>and training provided to upgrade the technical competence of selected staff.</p> <p>6. Guidelines for drawing up school development plans prepared and distributed to LGEAs and schools.</p> <p>7. Pre-school/ECCE unit in SUBEB capacity strengthened.</p> <p>8. Head teachers trained in school management.</p>	<p>6.2020</p> <p>7.2018-2027</p> <p>8.2019-2025</p>	<p>6.SMOESTI/SUBEB</p> <p>7. SMOESTI /SUBEB/IDPs</p> <p>8. SMOESTI /UBEC/SUBEB/ IDPs</p>	<p>6. SMOESTI/SUBEB/LGEAs</p> <p>7. SMOESTI /SUBEB</p> <p>8. SMOESTI /SUBEB</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>9. Review the design of the monitoring and evaluation teams of SBMCs by mid-2019 so as to effectively track the performances of SBMCs and BOGs.</p> <p>10. Conduct annual headcounts to ensure accuracy in the SMOESTI and SUBEB payroll (with an emphasis on removing ghost workers) through HRMIS/EMIS on-going from 2019.</p> <p>11. Clarification and revision of average PTR and teacher-non-teacher staff ratios, related staffing guidelines for schools, strengthening of norm enforcement mechanisms – by early 2019.</p>	<p>9. SBMCs and BOGs monitored by system designed to track their performance.</p> <p>10. Annual headcounts conducted.</p> <p>11. PTR and teacher-non-teacher staff ratios, related staffing guidelines for schools clarified and revised.</p>	<p>9.2019-2027</p> <p>10.2019-2027</p> <p>11.2019</p>	<p>9. SMOESTI /SUBEB/IDPs</p> <p>10. SMOESTI /SUBEB</p> <p>11. SMOESTI</p>	<p>9. SMOESTI /SUBEB/ LGEAs/ Schools</p> <p>10. SMOESTI /SUBEB</p> <p>11. SMOESTI and its Agencies</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		12. Develop and implement a system/process through which harassment of pupils by teachers – sexual and otherwise can be formally reported and sanctioned – from 2019.	12. A system/process to handle harassment of pupils by teachers in place.	12.2019	12. SMOESTI /SUBEB	12. SMOESTI /SUBEB/LGEAs /Schools.
<p><b>EPM 2</b></p> <p><b>Strengthen the Education Management Information System (EMIS)</b></p>	<ul style="list-style-type: none"> <li>Comprehensive Education Sector Performance Monitoring system developed and established by mid-2019, including annual EMIS report published in May to feed Annual Sector Review in June</li> <li>Improved use of EMIS data for setting targets and monitoring</li> </ul>	<p>1. Education Sector Performance Monitoring Framework established and used to inform policy-making by mid-2019, including:</p> <ul style="list-style-type: none"> <li>Core Education Sector Performance Indicators developed, including baseline data and multi-annual targets. By end of 2019.</li> <li>Process indicators focused on policy undertakings, legislation, institutional development and financial management</li> </ul>	<p>1. Education Sector Performance Monitoring Framework established and used to inform policy-making.</p> <ul style="list-style-type: none"> <li>Core Education Sector Performance Indicators developed including baseline data and multi-annual targets.</li> </ul>	1.2019	1.SMOESTI	1. SMOESTI and its agencies



POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
	<p>indicators, and to feed into strategic planning and programme adjustment</p> <ul style="list-style-type: none"> <li>• Undertake a state wide assessment of learning outcomes in primary and secondary schools by 2021.</li> </ul>	<p>2. Capacity building in education performance monitoring, evaluation and reporting for key staff in <i>SMOESTI</i> and its parastatals from 2019 and gradually extend to other relevant institutions.</p> <p>3. Needs analysis undertaken and EMIS Development Plan in place by end of 2019.</p> <p>4. EMIS Development Plan implemented in 2021 including:</p> <ul style="list-style-type: none"> <li>• Equipment and IT procurement</li> <li>• Connectivity and networking</li> <li>• EMIS programme and system development</li> <li>• Staff recruitment</li> <li>• Training/skills upgrading</li> </ul>	<p>2. Capacities of key staff in <i>SMOESTI</i> and its parastatals from 2019 and gradually built in education performance monitoring, evaluation and reporting.</p> <p>3. EMIS development plan developed</p> <p>4. EMIS in place and functional.</p>	<p>2. 2019</p> <p>3. 2019</p> <p>4. 2021</p>	<p>2. <i>SMOESTI</i> and its parastatals</p> <p>3. <i>SMOESTI/TETFU ND</i></p> <p>4. <i>SMOESTI/TETFU ND</i></p>	<p>2. <i>SMOESTI</i> and its agencies</p> <p>3. <i>SMOESTI</i> and its agencies</p> <p>4. <i>SMOESTI</i> and its agencies</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<ul style="list-style-type: none"> <li>• Clarity of roles and responsibilities between <i>SMOESTI</i> and its parastatals including tertiary institutions.</li> </ul> <p>5. Develop and undertake a state wide assessment of primary and secondary school learning outcomes that can be repeated periodically to accurately monitor trends in learning outcomes by 2021.</p>	<p>5. State wide assessment of primary and secondary school learning outcomes developed and undertaken.</p>	<p>5.2021</p>	<p>5.<i>SMOESTI</i>/IDPs/ UBEC/GPE</p>	<p>5. <i>SMOESTI</i>/ and its agencies.</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
<p><b>EPM 3</b>  <b>Improve clarity and regulation of cost sharing and cost recovery</b></p>	<ul style="list-style-type: none"> <li>Guidelines on cost sharing and cost recovery in education in place by mid-2021</li> </ul>	<ol style="list-style-type: none"> <li>Require State tertiary institutions to submit cost recovery proposals to government by mid-2021.</li> <li>Write guidelines on ‘Cost – sharing and cost recovery and circulate to all stakeholders at all levels within the education system by mid of 2021.</li> <li>Monitor schools and institutions to ensure adherence to guidelines on fees/costs from mid-2021.</li> </ol>	<ol style="list-style-type: none"> <li>Cost recovery proposals submitted to government by State tertiary institutions.</li> <li>Guidelines on ‘Cost – sharing and cost Recovery written and circulated to all stakeholders at all levels within the education system.</li> <li>Schools and institutions monitored to ensure adherence to guidelines on fees/costs</li> </ol>	<p>1.2021</p> <p>2.2021</p> <p>3.2021</p>	<p>1. <i>SMOESTI</i></p> <p>2. <i>SMOESTI/LGAs</i></p> <p>3. <i>SMOESTI</i> and relevant agencies,</p>	<ol style="list-style-type: none"> <li><i>SMOESTI/</i> tertiary institutes</li> <li><i>SMOESTI/</i> LGAs</li> <li><i>SMOESTI</i> and relevant agencies</li> </ol>
<p><b>EPM 4</b>  <b>Strengthen the involvement of stakeholders</b></p>	<ul style="list-style-type: none"> <li>Annual Review of sector performance in September annually.</li> </ul>	<ol style="list-style-type: none"> <li>Establish an institutional structure to ensure broad based stakeholder participation and consultation in education</li> </ol>	<ol style="list-style-type: none"> <li>Institutional structure to ensure broad based stakeholder</li> </ol>	<p>1.2018-2021</p>	<p>1. <i>SMOESTI</i></p>	<ol style="list-style-type: none"> <li><i>SMOESTI</i></li> </ol>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
<p>including civil society, the private sector and religious bodies</p>	<ul style="list-style-type: none"> <li>Schools, Communities-Businesses partnership programmes in place at State and local levels by 2019</li> <li>Regulations for the management of schools in partnership with religious bodies published and made available by mid-2017.</li> </ul>	<p>policy formulation, implementation and monitoring by the end of 2021 involving review (and implementation as appropriate) of the current proposals (December 2018) for the formation of a State Education Advisory Committee (SEAC), State Education Committee (SEC).</p> <p>2. Review partnership arrangements with stakeholders to determine and provide an enabling environment for the private sector, communities and religious bodies to participate in the education process, including streamlining administrative procedures and management of pre-schools and schools to</p>	<p>participation and consultation in education policy formulation, implementation and monitoring established.</p> <p>2. Partnership arrangements with stakeholders to determine and provide an enabling environment for the private sector, communities and religious bodies to participate in the education process reviewed.</p>	<p>2.2019</p>	<p>2.SMOESTI/SUBEB</p>	<p>2. SMOESTI/SUBEB</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>ensure a holistic focus on the education system (irrespective of religious affiliation) as provided by the UBE Act – from 2019.</p> <p>3. Establish clear policy on integration of IQTE schools:</p> <ul style="list-style-type: none"> <li>• Clear registration guidelines and level of support provided once IQTE schools are integrated.</li> <li>• LGAs to identify and inspect Islamiyya schools that apply for integration to ensure suitability according to registration guidelines.</li> <li>• Clear guidelines on learning hours, language of instruction, levels of teacher education and training</li> <li>• Integrated curriculum that ensures</li> </ul>	<p>3. Policy on integration of IQTE schools established</p>	<p>3.2018-2027</p>	<p>3.SMOESTI</p>	<p>3. SMOESTI/ SUBEB/KSQIS MB</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		sufficient learning time and uniformity 4. Review the regulations regarding the minimum standards and management of non-government schools and revise and publish if necessary by mid-2021.	4. Regulations on minimum standards and management of non-government schools reviewed and published.	4.2021	4.SMOESTI	4. SMOESTI/ SUBEB/ KSQISMB/KSPV IB
<b>EPM 5</b>  <b>Review primary, secondary and NCE curriculum and develop and implement a new IQTE curriculum by 2020.</b>	<ul style="list-style-type: none"> <li>• Develop proposal for changes to the curriculum for tabling at National Council of Education by 2020.</li> <li>• Develop a comprehensive curriculum for IQTE schools by 2020.</li> </ul>	1. Review curriculum implementation at all levels in collaboration with key stakeholders to ensure relevance of curriculum to State needs – by end of 2020.  2. Review textbooks, assessment and examination systems in the context of the curricula by end 2020	1. Curriculum implementation at all levels in collaboration with key stakeholders reviewed to ensure relevance of curriculum to State.  2. Textbooks, assessment and examination systems in the context of the curricula reviewed.	1.2020  2.2020	1.SMOESTI  2.SMOESTI	1. SMOESTI/ KERD/ COE/KSQISMB  2. SMOESTI/ KERD / COE/KSQISMB

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>3. Develop minimum standards for homework, games/sports and extra-curricular activities, and ensure implementation by the end of 2020.</p> <p>4. Establish Curriculum Oversight Committee within the SMOESTI by end 2020</p>	<p>3. Minimum standards for homework, games/sports and extra-curricular activities developed and implemented.</p> <p>4. Curriculum Oversight Committee within the SMOESTI established.</p>	<p>3.2020</p> <p>4.2020</p>	<p>3.SMOESTI</p> <p>4.SMOESTI</p>	<p>3. SMOESTI/KERD / COE</p> <p>4. SMOESTI/ KERD / COE</p>
<p><b>EPM 6</b> <b>Further develop key policy and strategy plans</b></p>	<ul style="list-style-type: none"> <li>Further develop policy and strategy in key areas of the ESP by end 2021</li> </ul>	<p>Key policy and strategy plans to review/develop:</p> <p>1. Human resource development strategy.</p> <ul style="list-style-type: none"> <li>To incorporate teacher policy study findings and recommendations.</li> <li>To also look more broadly at the</li> </ul>	<p>1. Human resource development strategy developed that incorporates teacher policy study findings, recommendations and addresses</p>	<p>1.2021</p>	<p>1.SMOESTI</p>	<p>1. SMOESTI</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>capacity and professional development needs of the education sector as a whole (e.g. teachers, administrators, evaluators etc.)</p> <p>2. Review of the State tertiary education sector (see EA 8) to include:</p> <ul style="list-style-type: none"> <li>• Clear statement of state higher education policy.</li> <li>• Budgeted plans and strategies for the development of the sub-sector between 2018 and 2027.</li> </ul> <p>3. State policy on TVET (see TVET 1)</p> <p>4. State policy on IQTE integrated schools (see EPM 4).</p>	<p>capacity and professional development needs of the education sector.</p> <p>2. State higher education policy in place with Budgeted plans and strategies for the development of the sub-sector.</p> <p>3. State policy on TVET developed.</p> <p>4. State policy on IQTE integrated schools developed</p>	<p>2.2018-2027</p> <p>3.2018-2023</p> <p>4.2018-2027</p>	<p>2.SMOESTI</p> <p>3. SMOESTI</p> <p>4.SMOESTI</p>	<p>2. SMOESTI</p> <p>3. SMOESTI</p> <p>4. SMOESTI/SUBEB/KSIQSMB</p>



POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		5. State policy on school grants scheme (see EA 2, EA 7).	5. State policy on school grants scheme developed.	5. 2018-2027	5.SMOESTI	5. SMOESTI/ SUBEB
		6. State education policy on ICT and science and technology (see QE 9).	6. State education policy on ICT and science and technology developed.	6. 2018-2027	6.SMOESTI/TETFU ND	6. SMOESTI and relevant MDAs
		7. State policy on pre-school education (see EA 1).	7. State policy on pre-school education developed	7. 2017-2025	7. SMOESTI	7. SMOESTI/ SUBEB
		8. Review and re-strategize implementation of conditional cash transfer programme (see EA2, EA 4, EA 7).	8. Feasibility and strategy for implementing a conditional cash transfer programme in place.	8.2017- 2025	8.SMOESTI/SUBE B/ IDPs	8. SMOESTI/ SUBEB/IDPs

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY
		<p>9. Develop a policy and innovative strategies for providing educational opportunities to orphaned, marginalised and vulnerable children (see EA 4).</p>	<p>9. Policy and innovative strategies for providing educational opportunities to orphaned, marginalised and vulnerable children developed.</p>	<p>9.2017-2025</p>	<p>9.SMOESTI</p>	<p>9. SMOESTI/ SUBEB</p>
		<p>10. Develop, publish and circulate guidelines on applying minimum standards for health care and sanitation in schools by end of 2019.</p>	<p>10. Guidelines on applying minimum standards for health care and sanitation in schools developed, published and circulated.</p>	<p>10.2019</p>	<p>10.SMOESTI/SUBEB</p>	<p>10. SMOESTI/MDAs</p>

POLICY OBJECTIVES	TARGETS	MAIN STRATEGIES	PERFORMANCE INDICATOR	TIMELINE	FUNDING SOURCE	RESPONSIBILITY

## **5. ESP outcomes and costs**

This section outlines the projections that have been used in preparing the ESP. They demonstrate how enrolments and the costs of the education system evolve over the full ten years of the ESP. These projections are made using a simulation/costing model developed for Kano State during the ESA/SP work. A full description of the model and the base year data used are available as a separate annex to the ESP. **(COSTING NEEDED)**

The targets and strategies of the ESP, outlined in Section 5, are used to develop projections of the size and cost of the education system between 2018 and 2027. The separate annex to the ESP also provides a detailed list of how the targets and strategies in the ESP have been used to project the education system forward. The projections in the ESP are based on information collected for the 2016/17 school year. The accuracy of the projected outcomes and costs are determined by the accuracy of this base year information. It is particularly important to note that population projections have not been finalised from the 2006 census and it may prove that the projections used in the costing model are too conservative. As this will have important implications on the feasibility of the ESP as a whole, it is crucial that new information is made available to be incorporated into revised projections.

### **5.1 Selected indicators**

This section looks at a selection of how key indicators are projected to change over the lifetime of the ESP. A more detailed list of indicators and costs are provided in Annex A which also projects the education system forward to 2029 based on continuing the investments outlined in the ESP.

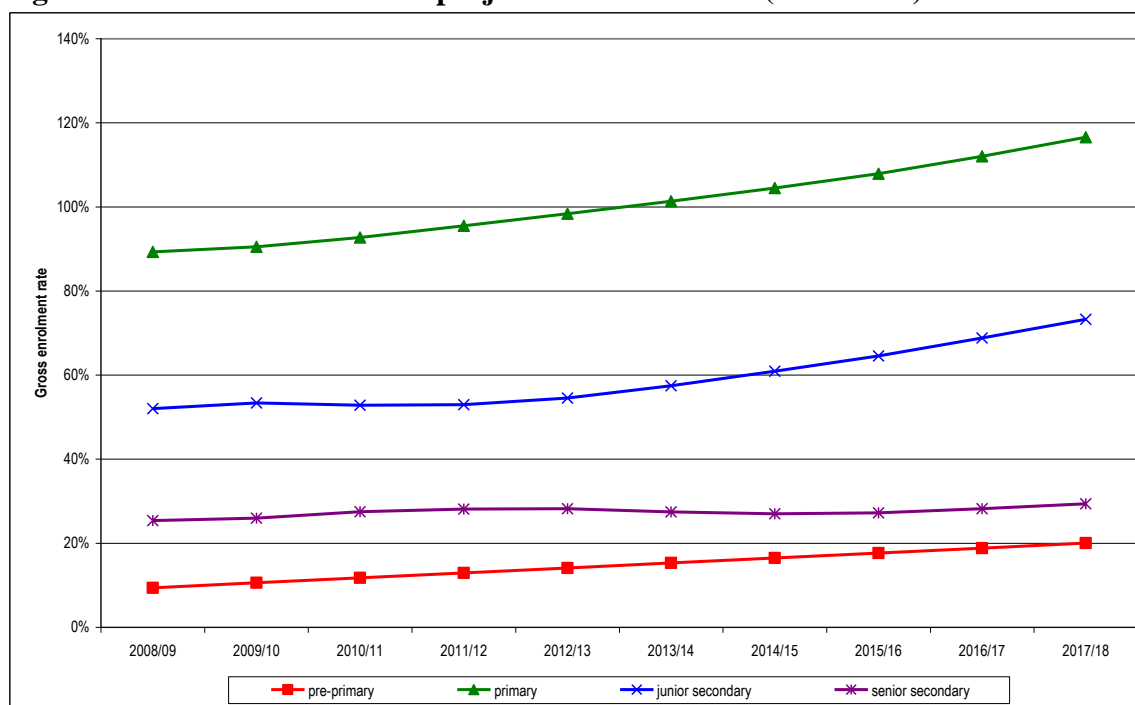
The targets in the ESP lead to large increases in the primary and pre-primary gross enrolment rates (see Figure 5). By the end of the ESP it is projected that pre-primary and primary gross enrolment rates will have reached 20% and 117% respectively. Primary school registration rates (i.e. the percentage of 6 year old children enrolled in grade 1 of primary) are projected to be over 100% over the plan period. This is to allow for older children who had not enrolled in primary school at age 6 to enrol. It is envisaged that after the plan period, registration rates would decline to 100%.

The ESP contains strategies to improve the enrolment of girls at all levels. These measures are projected to close the gender gap in enrolment as spaces for girls are expected to grow at a faster rate than for boys. At the pre-primary, primary and junior secondary levels, completion rates are expected to be the same for boys and girls by 2027. For example, **the primary gross completion rate (i.e. Grade 6 enrolment as a percentage of 11 year old population) is expected to reach 97% by 2027.** For senior

secondary schools, male and female registration rates (i.e. the percentage of junior secondary graduates that register for senior secondary respectively) are expected to equalise by 2027.

Private sector participation is expected to increase over the plan period to accommodate some of the increases in enrolment shown in Figure 5. This is most extensive at the pre-primary level where a half of all places are expected to be provided by private community based pre-primary centres. **At the primary level, the ESP expects that approximately 30% (12% of total enrolment) of children in urban LGAs will enrol in private schools.** This will occur as a result of the strategies outlined in the ESP to encourage and support the establishment of private schools. Furthermore, it is expected that by the end of the plan period 50% of public primary school enrolment will be in integrated IQTE schools. At the junior secondary level, it is expected that the number of private schools will not increase dramatically and hence the proportion of the JSS student population will decline over the plan period.

**Figure 5: Gross enrolment rate projections for the ESP (2018-2027)**



Source: Kano State Simulation Model – ESP scenario

Before looking at classroom needs for these expanded levels of enrolment it is important to highlight that the ESP also plans a substantial reintroduction of adult literacy classes across Kano State. **In 2006, approximately 18,000 adults attended basic literacy classes and this is expected to grow to approximately 250,000 adult learners by 2018(ATS).** This

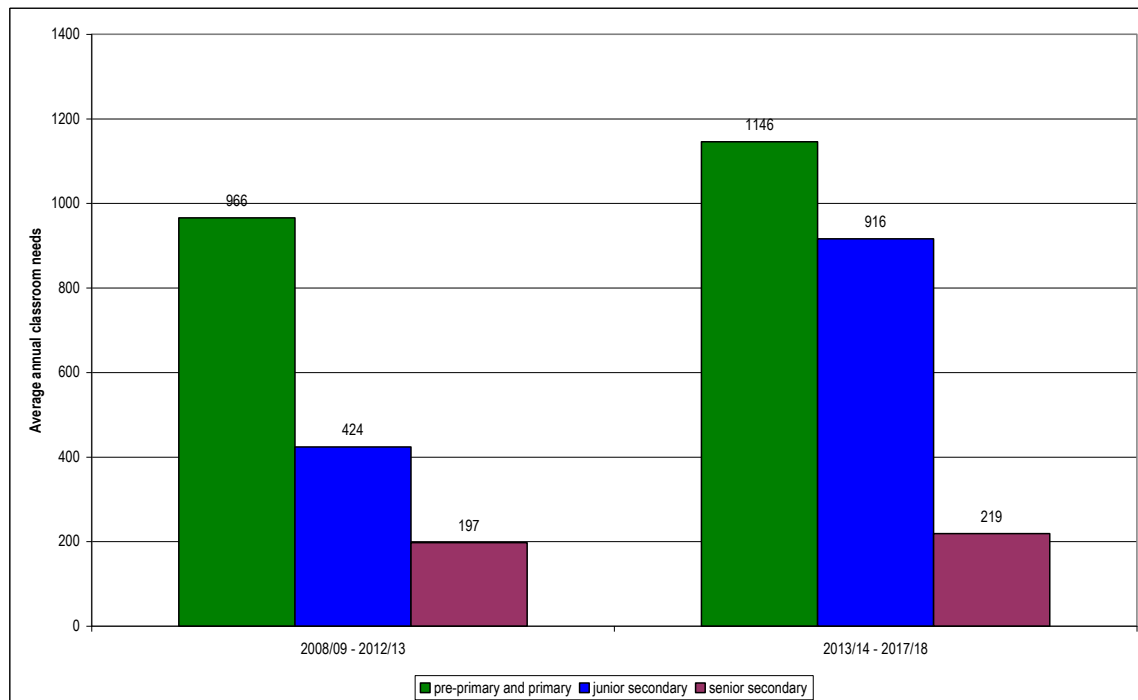
expansion will arise through the establishment of approximately 50 basic literacy centres in each LGA.

In line with the enrolment projections shown in Figure 5 and the dramatic declines in class sizes planned under the ESP a large number of new classrooms are required annually (see Figure 6). At the primary and junior secondary levels class sizes are planned to fall to 60 from over 100 immediately the plan starts. Initially, this has little impact on classroom needs because these reductions in class sizes are realised through increasing double shifting. However, at the same time new classrooms are constructed to allow for double shifting to be phased out from most schools by 2027. At the primary level, approximately 1,000 classrooms need to be constructed annually to fulfil the targets in the plan. It should also be noted that classroom needs are kept relatively low through the increase in the proportion of total enrolment attending private schools and integrated IQTE schools. It is assumed that in these schools, construction costs are supported by the private sector and local communities.

Levels of classroom needs at junior secondary school are similar to primary school needs in the second half of the plan period. This is largely because the government plays a stronger role in the expansion of junior secondary schooling. For example, it is expected that the government provides similar support for construction in integrated IQTE schools as in conventional schools. It should be noted that classroom needs at all levels of the education system begin to decline after the 10 year plan period as all of the major reforms affecting class size are completed.

Costs of construction are expected to decline by 30% in the first three years of the plan and this significantly reduces the overall cost of the construction and rehabilitation plans outlined in the ESP. Without these declines in costs the ESP financing gap (see below) would grow considerably.

**Figure 6: Average annual public classroom needs for the ESP (2018-2027)**  
**MUJITABA**



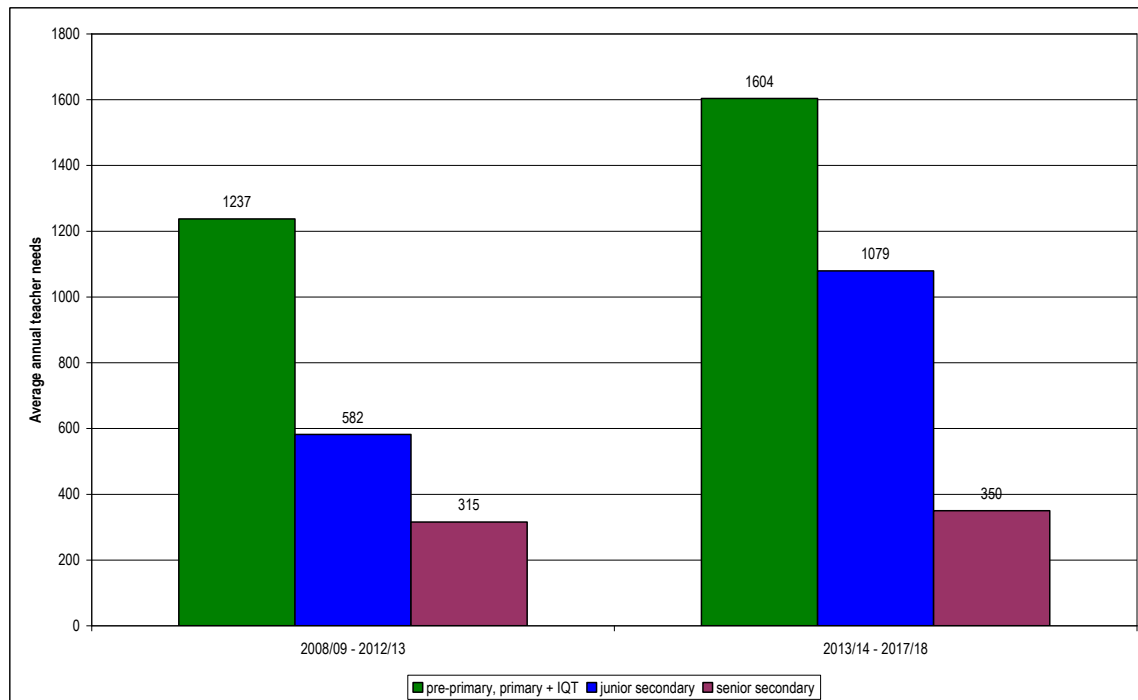
Source: Kano State Simulation Model – ESP scenario

Figure 7 provides information on the number of teachers needed annually in government and government supported schools. Annual needs for teachers are calculated based on pupil teacher ratios contained in the ESP and a 5% annual attrition rate of teachers. Given the size of the primary sector it is no surprise that teacher needs are highest at this level. The ESP plans to provide 6 primary school teachers to every integrated IQTE school and this accounts for approximately half of all teacher needs by the end of the ESP. Teacher needs at this level are kept down by the introduction of class based teaching at the primary level. The ESP expects that by 2027, the norm for a single stream primary school will be 7 teachers (i.e. 6 class teachers and 1 head teacher).

For similar reasons to classroom needs, teacher needs at junior secondary schools increase substantially in the second half of the plan. This is due to the greater involvement of government in the provision of junior secondary schools. At all levels however, annual teacher needs decline and stabilise at the end of the plan and beyond once the major reforms around class sizes and teacher use have been fully implemented.

The proportion of qualified teachers in primary and secondary schools is also planned to increase rapidly over the ESP (see Sections 4 and 5). These increases are largely brought about through the introduction of upgrading courses in SRCOE, FCE Kano, FCE, (T) Bichi and AKCILS, and the prohibition on any further recruitment of unqualified teachers. Since the annual salaries of qualified teachers are substantially higher than unqualified teachers this has large impacts on the overall cost of the ESP (see below).

Figure 7: Average annual public teacher needs for ESP (2009-2018) ATS



Source: Kano State Simulation Model – ESP scenario

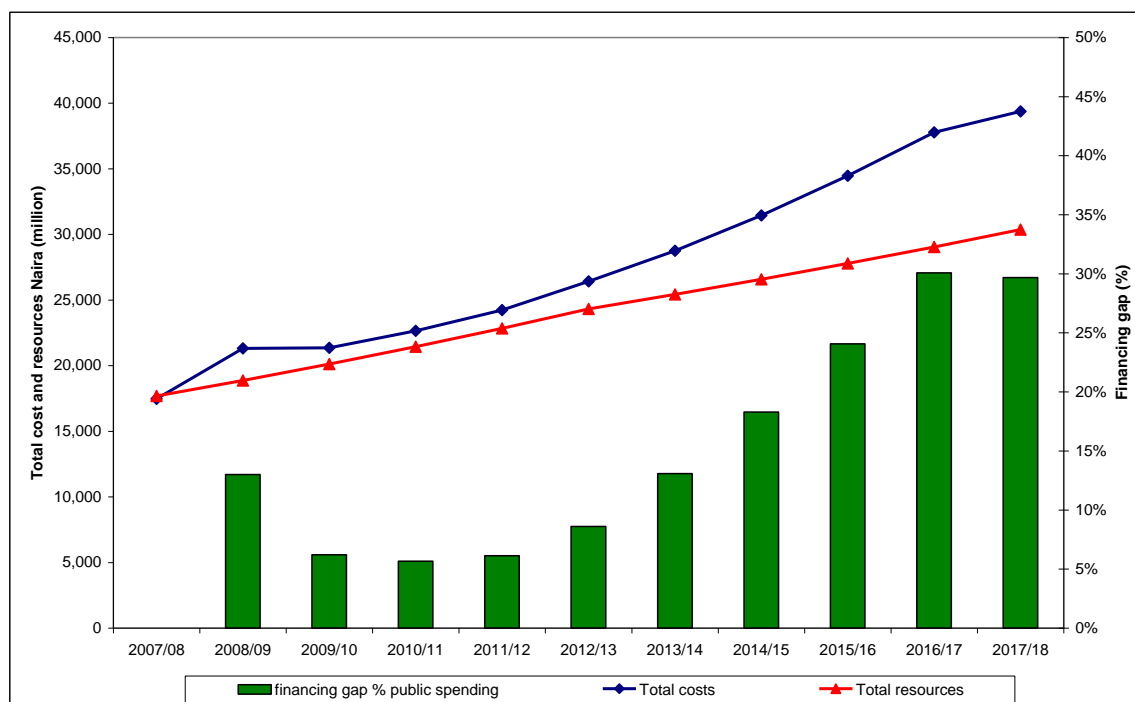
## 5.2 Costs and financing

Figure 8 outlines the costs of the education system over the 10 years of the ESP. It is noticeable that the increase in costs follows a similar pattern to primary and junior secondary enrolments shown in Figure 5. This demonstrates that costs are in a large part driven by the increase in access under the ESP. However, there are a number of other key reforms that increase the cost of the education system. These include:

1. Declines in pupil teacher ratios.
2. Provision of textbooks and teacher guides.
3. Cost of upgrading primary and secondary school teachers and the subsequent increases in teacher salaries.
4. Provision of support to non-government teachers in integrated IQTE schools.
5. Reductions in class sizes, particularly at the secondary level.
6. Provision of school grants to all government and supported non-government primary and secondary schools of between N300-700 thousand annually.

Figure 8: Projected expenditure, resources and financing gap for ESP (2018-2027)  
MUJITABA





Source: Kano State Simulation Model – ESP scenario

Comparing the costs of the ESP with the resources that are available to the education sector in Kano State provides a useful check on the feasibility of the plan. As part of the ESP, it is expected that real resources to education will increase due to:

1. Annual real increases in overall State and LGA budgets. The ESP is based on the assumption that these budgets will increase by 5% per annum in real terms over the plan period. Given diversification of the economy from the oil revenue at the Federal level and recent increases in the state IGR.
2. Increase share of State and LGA budgets to education to 20%. In 2016, 18% of the State budget and 17% of LGA budgets were devoted to education. Therefore, increasing education share of these budgets to 20% is commendable.

Based on these assumptions the gap between costs and available resources is projected to grow over the 10 year plan period. By 2027, projected costs will exceed resources by approximately 30% or N 9 billion. It should be noted that while this gap is large it will decline over the longer term as intake rates into the education system will stabilise at a similar level to the 6 year old population and the bulk of upgrading of teachers is completed. It is possible for the gap to be filled by (Ibrahim little)

1. Further increases in State and LGA budgets devoted to education
2. Private sector financial support
3. Increases in federal allocations to education possibly through UBEC

#### 4. Development partner support

Increases in the overall funding for the ESP needs to be sought before moving to an operational plan.

## **6. Managing and Implementing the ESP**

### **6.1 Management Arrangements and Responsibilities**

The State Ministry of Education is committed to a holistic approach to education development. This is informed by the Kano State Government's policy on education which takes a universal approach to sector development and incorporates joint efforts between sectors and stakeholders being collectively responsible for the implementation of the educational policies.

The recently established State Council on Education (SCE) will provide advice on the overall management and implementation of the ESP, including:

- Setting priorities and budgets
- Planning, management and implementation
- Monitoring, evaluation and reporting
- Inter-Government and external partnerships, including donor coordination

The SCE comprises representatives from a number of ministries, other agencies under the State Ministries and stakeholders, including the following:

- Chairman House of Assembly-Education Committee
- State Ministry of Education, Science, Technology and Innovation
- State Ministry of Planning and Budget
- State Ministry for Local Government
- State Ministry of Health
- State Ministry of Women Affairs
- Office of the Special Adviser on Education and Technology
- Office of the Special Adviser on Private and Voluntary Institutions
- Kano Forum
- Heads of Parastatals under SMOESTI
- PTAs/SBMCs
- Nigerian Union of Teachers
- Civil Society

The SCE will oversee a series of other sub-committees with varying responsibilities to reflect the areas of focus of the ESP. Each subcommittee will produce a prioritized work annual work plan linked to the annual revisions to the Education sector Operational Plan.

The following table outlines key collaborative management arrangements and responsibilities for ESP implementation in Kano State.

Table 6: Management Arrangements and Responsibilities for ESP Implementation

STAKEHOLDERS		REPORTING	FUNCTION
<ul style="list-style-type: none"> <li>• Permanent Secretary (PSD)</li> <li>• Permanent Secretary (TST)</li> <li>• All Heads of Parastatals,</li> <li>• SMOESTI Directors</li> <li>• Selected stakeholders e.g. PTA's, NUT, OSA's etc.</li> </ul>	—>	<ul style="list-style-type: none"> <li>• Commissioner of Education</li> <li>• Management Committee</li> </ul>	<ul style="list-style-type: none"> <li>— <i>Policy assurance monitors the SEAC</i></li> <li>&gt;</li> </ul>
<ul style="list-style-type: none"> <li>• Directors PRS</li> <li>• Directors PP</li> </ul> <p>SMOESTI, SUBEB, STSB, SSMB SAME,</p> <ul style="list-style-type: none"> <li>• Selected Planning Personnel, monitoring and evaluation. Chaired by the Permanent Secretary.</li> </ul>	—>	State Council on Education	<ul style="list-style-type: none"> <li>— <b>Think tank of ESP implementation.</b></li> <li>&gt; <ul style="list-style-type: none"> <li>• Advise on the programme, planning &amp; design</li> <li>• EDP Management and Monitoring sub-committee</li> <li>• Supervision</li> <li>• Co-ordination and guidance.</li> <li>• Meeting with Donor Agencies quarterly</li> </ul> </li> </ul>
<p>Technical staff from SMOESTI, and selected Parastatals, chaired by DPP, ZED's and Principals</p>	—>	Sub-committees	<ul style="list-style-type: none"> <li>— <b>Grassroots implementers of the ESP.</b></li> <li>&gt; <ul style="list-style-type: none"> <li>• Planning output</li> <li>• Donor liaison- joint effort</li> <li>• Report to SEAC periodically</li> </ul> </li> </ul>
SEAC Secretariat and Sub-Committees	—>	Equitable Access (EA)	<ul style="list-style-type: none"> <li>— Expanding access in all sub sectors, equity, gender disparity, Adult &amp; Non</li> <li>&gt;</li> </ul>

STAKEHOLDERS		REPORTING	FUNCTION
			Formal Education.
KERD & Quality Assurance unit under SMOESTI, State PTA and NUT, Monitoring & Evaluation chaired by Director KERD.	—>	Quality of Education (QE)	<b>Setting standards</b> <ul style="list-style-type: none"> <li>— • Monitoring &amp; evaluation</li> <li>&gt; • Supervision, Curriculum</li> <li>• School improvement</li> <li>• Education Quality Assurance Evaluation</li> </ul>
SMOESTI, SUBEB and SMOESTI selected agencies. Chaired by DPRS.	—>	Education Planning & Management (EPM)	<ul style="list-style-type: none"> <li>— • Policy planning</li> <li>&gt; • Financial planning and budget.</li> <li>• School mapping, EMIS, statistics, monitoring and evaluation.</li> </ul>
STSB, Director ICT & Science Education, KUST, YMS Univ, Kano State Polytechnic, CARSS Kano and T/Wada, SMOESTI to chair.	—>	Science Technology (ST)	<ul style="list-style-type: none"> <li>— Facilitating infrastructural and in instructional materials and equipment for Science, Technical, ICT, Vocational and entrepreneurial Education</li> <li>&gt;</li> </ul>
Directors ICT & Science Technology, KERD, AIED, IQSMB and ULAMAS and Community Leaders	—>	Qur'anic, Islamiyya and Tsangaya Education	<ul style="list-style-type: none"> <li>— Integration, modernization and provision of infrastructural and instructional facilities for Qur'anic, Islamiyya and Tsangaya Education.</li> <li>&gt;</li> </ul>

## **6.2 The Education Sector Operational Plan (ESOP)**

ESOP contains an outline three – year operational work programme that covers the policy goals that underpin the strategic plan. The realisation of the ESOP is an important component of the implementation process.

The purpose of the ESOP is:

- to provide a sequenced work programme in terms of expected outcomes over the plan period,
- to identify priorities and scopes of work for institutions, departments and agencies designated by SMOE
- to assist with progress review on ESP work-planning,

ESOP, which may be considered as Volume 2 of the ESP, will assure the following important elements in sector management and implementation:

1. Greater articulation of the linkage between education sector development and broader development ambitions and plans
2. The central role of a policy framework in developing strategies and guidelines for sector reform.
3. Prioritisation and phasing of interventions.
4. Preparation of strategies for integrating existing activities into broader sector-wide programmes, in terms of both management of implementation and financing.
5. Uniform and internally consistent financial management, monitoring, audit and procurement systems.
6. Joint SMOE and stakeholder partnership arrangements including regular monitoring and review processes against agreed performance indicators and reporting systems.
7. Analytical work, studies and capacity building initiatives.

## **7. Education Sector Performance Monitoring**

### **7.1 Sector Performance Monitoring Systems**

Process and performance indicators are a key component of the monitoring process. Quantitative and qualitative data will inform sector performance assessment and, as a result, any subsequent decision-making relating to the implementation of the ESP. This system is aimed at ensuring a comprehensive evaluation framework which will yield timely, relevant and evidence-based information for decision-making. The indicator system will address the following requirements for monitoring sector performance:

- 1. *The need to have a holistic and comprehensive grasp of the state of implementation in relation to ESP targets***  
Policy makers and decision makers, including managers of implementing agencies and other stakeholders at all levels, will be informed about the issues, challenges, successes and progress in the sector so that evidence-based analyses are made and decisions are taken that support commitment to the relevant issues.
- 2. *The need to generate support for educational interventions***  
Support for specific interventions will be necessary in order to increase the probability of their successful implementation. This may call for a revision of indicators and implies that the system must be flexible.
- 3. *The need to provide feedback to all stakeholders***  
The indicator system should assist in providing clear and unambiguous feedback to stakeholders through periodic reporting procedures.

**Sector Performance Indicators and Targets from 2018 to 2027 are outlined in the following tables. (ATS)** Data from 2016/17, where available and appropriate, is used as a baseline from which to measure progress. The list will be adjusted as the ESP develops and circumstances change.

The process of accountability, to which the SMOESTI is committed, dictates that there should be a regular review of education sector performance. This review will be conducted by SMOESTI and by its internal and external partners and stakeholders. The purpose of the review process is to ensure that there are effective returns on the investments being made in the education sector and that the intended beneficiaries (children, students, parents and all other stakeholders) are indeed benefiting.

The Annual Sector Review (ASR) will be scheduled to ensure school year performance assessment and to complement the budgetary cycle so that informed decisions can be taken prior to budget preparation. Likewise the review will take place prior to revision of the rolling work Education Sector Operational Plan. It is expected that annual reviews will eliminate the need for development partners to request separate reviews for

individual projects and support programmes. The review will cover whole sector performance and will, of necessity, cover all aspects of annual educational development, including projects and sub-programmes.

The first ASR will be undertaken in 2018 (June). In preparation for the ASR, SMOESTI through the monitoring and evaluation function in PRS, will produce a comprehensive Annual Education Sector Performance Report, including assessment of progress towards meeting indicators and targets, and implementation of ESOP. The report will include lessons learned and recommendations as a basis for discussions during the ASR.

## 7.2 Sector Performance Indicators and Targets, 2018-2027

Table 7: Domestic Resource Mobilisation, Financing Arrangements for the Flow of Resources and Distribution of Education Budget

<b>Indicator</b>	<b>Baseline 2006</b>	<b>Target 2012/13</b>	<b>Target 2017/18</b>
<b><i>Domestic Resource Mobilisation</i></b>			
Education % share of consolidated resources available at State level (Federal contribution+State+LGAs)	17%	20%	20%
<b><i>Financing Arrangements</i></b>			
<i>- State level</i>			
Education share of State budget	18%	20%	20%
<i>- Local level</i>			
Education share of LGA budget	17%	20%	20%
<b><i>Education Sub-sectoral budget shares*</i></b>			
% for pre-primary	1	3	3
% for primary	57	44	39
% for JSS	9	23	28
<b>% for basic education (primary+JSS)</b>	<b>66</b>	<b>67</b>	<b>67</b>
% for SSS	7	10	12
% for higher education	11	10	11
% other cross cutting	15	10	7

Source: Kano State Simulation Model – ESP scenario

Table 8: Equitable Access

	Baseline 2006			Target 2012/13		Target 2017/18
	All	Female	All	Female	All	Female
<b>Enrolment and gross enrolment rates</b>						
ECCD GER	6%	6%	14%	14%	20%	20%
Primary GER	91%	82%	98%	95%	117%	119%
JSS GER	45%	39%	55%	51%	74%	75%
SSS GER	26%	19%	28%	22%	29%	27%
<b>Completion rates</b>						
Primary gross completion rate	77%	64%	80%	75%	97%	96%
JSS/Basic gross completion rate	44%	38%	51%	46%	67%	67%
SSS gross completion rate	27%	19%	29%	21%	29%	26%
<b>Registration rates</b>						
Primary gross intake rate	90%	84%	109%	109%	134%	140%
Registration rate JS1	58%	60%	73%	80%	85%	94%
Registration rate SS1	64%	60%	58%	57%	50%	52%
<b>% of students in private sector per level</b>						
Primary	1%		4%		9%	
JSS	22%		18%		15%	
SSS	36%		37%		40%	
<b>% of students in integrated IQT</b>						
Primary	30%		42%		50%	
JSS	17%		30%		34%	
<b>Others</b>						
% of science and technical in total secondary	1%		2%		1%	
Number of students in Adult Education Programme (000's)	31	18	104	86	286	263

1. Primary gross completion rate. Enrolment in the last grade of primary as a percentage of age 11 population.
2. Registration rate JS 1 (SS 1). Enrolment in first grade JSS (SSS) as a percentage of graduates from primary school (JSS).
3. Rates for JS 1 and SS 1 include registration in science and technical colleges.

Table 9: Quality and Efficiency of Education Services Delivery

Indicator	Baseline 2006	Target 2012/13	Target 2017/18
<b>Student Learning outcomes*</b>			
% of pupils passing primary leaving examination (previously CEE)	tbc	tbc	tbc
% of students achieving 5 credits at JSCE	tbc	tbc	tbc
% of students achieving 5 credits at SSCE	tbc	tbc	tbc
Literacy Rate (impact indicator)	60%	70%	80%
<b>Instructional Hours and Teacher Loads</b>			
Double Shift Rate in Basic Education	15%	37%	15%



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Annual instructional hours for pupils Primary JSS SSS	tbc	tbc	tbc
Average pupils' instructional hours per week	tbc	tbc	tbc
Average teachers' teaching load per week (hours)	tbc	tbc	tbc
<b>% of qualified teachers</b>			
Primary	22%	54%	76%
JSS	29%	67%	95%
SSS	30%	71%	100%
<b>Pupil-Teacher Ratio</b>			
Pupil Teacher Ratio (Primary)	39	50	50
Pupil Teacher Ratio (JSS)	54	49	49
Pupil Teacher Ratio (SSS)	49	38	31
<b>Pupil-Textbook Ratio</b>			
Pupil Core Textbook Ratio (Primary)	0	2.5	2.5
Pupil Core Textbook Ratio (JSS)	0	2.5	2.5
<b>Resource Utilisation</b>			
Average teacher wage as a multiple of GDP per capita Primary JSS SSS	1.5 2.1 1.9	1.9 3.0 2.5	2.0 3.5 3.0
Non-salary spending as % of recurrent spending in Primary JSS SSS	5% 5% 5%	18% 17% 12%	15% 14% 11%

Notes:

1. Primary pupil-teacher ratio only includes students and teachers teaching in conventional schools. In integrated IQTE schools, 4 teachers for every 6 streams are supplied by the beginning of the first five year period.

# **Annex**

**ANNEX A: Projection of Key Indicators under ESP Scenario**

Primary statistics and indicators	Baseline	Projections				
	2015	2016	2018	2019	2022	2025
<b>System description</b>						
Number of primary schools (Public & Private)	6,907	7,132	7,292	7,384	7,753	8,141
<i>Number of Primary School (Public)</i>	6,218	6,333	6,451	6,523	6,849	7,192
<i>Number of Primary School (Private)</i>	689	813	841	861	904	949
Number of primary pupils	3,128,509	3,224,208	3,517,468	3,693,341	3,878,008	4,071,908
Percentage of female primary pupils	49.6	49.9	51	53	56	58
Number of primary pupils (Public Only)	2985687	3187696	2916343	3006343	3156660	3314493
Number of Pre- primary pupils (Public Only)	391983	303000	387481	427831	449223	471684
Number of primary pupils (Public Only, Pre-Primary Inclusive)	2985687	3187696	3303824	3434174	3605883	3786177
Number of primary teachers (Public & Private)	61431	64113	71874	72979	76628	80459
<i>Percentage of female primary teachers</i>	24%	24%	26%	30	32	33
Percentage of qualified primary teachers	52%	54%	98%	99%		
Number of Public Primary Teachers	45802	48619	56094	57051	59,904	62,899
Number of Public Female Primary Teachers	10874	8363	14591	15231	15,993	16,792
Number of Public Qualified Teachers	23676	41812	54,972	56,017	58,818	61,759
<i>Number of Qualified Female Teachers</i>	23676	21480	12402	13752	14,440	15,162
Percentage of qualified public primary teachers	52%	54%	98%	99%	0	0
<i>Percentage of qualified female public primary teachers</i>	26%	22%	98%	99%	0	0
Average School Size	453	452	482	500	525	551
Average School Size	438	440	452	461	484	508
<b>Primary education student flows</b>						
GER in Public Primary	130	133	127	125	131	138
<i>Girls' GER in Primary</i>	133	138	131	131	138	144
<i>Boys' GER in Primary</i>	126	129	121	120	126	132
<i>Enrolment of New Intake</i>	566,342	598,794	649,903	674,626	686,769	700,505
<i>Enrolment of New Intake (Female)</i>	276,214	301,890	302,418	311,468	339,500	370,055
Public Primary Completion rate	92	96	87	90	91	93
<i>Girls' Public Primary Completion rate</i>	95	96	83	85	87	89
Public Primary-Junior secondary transition rate	45	55	70	75	78	80
<i>Girls' public transition rate</i>	41	55	64	67	69	71
<b>Service delivery indicators for public schools</b>						
Pupil-teacher ratio (Public Primary Only)	59	72	52	53	54	55
<i>Lowest LGA ratio</i>	35	40	45	50	50	50
<i>Highest LGA ratio</i>	107	116	72	65	63	60
Pupil-classroom ratio	96	100	80	70	68	65
Number of classrooms	37957	31,871	36,454	42,948	45,095	47,350
<i>Percentage of classrooms in good condition</i>	98	94	95	95	95	95

**Service delivery indicators for public primary schools**

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Secondary indicators	2015	2016	2018	2019	2022	2025
<b>System description</b>						
Number of Secondary schools	2,292	1,994	2,115	2,182	2,514	2,816
<i>Public Secondary schools</i>	1505	967	1,042	1,069	1,255	1,514
<i>Private Secondary school</i>	787	1,027	1,073	1,110	1,259	1,453
Number of Secondary pupils	705,277	766,329	868,476	916,508	983,571	1,121,270
<i>Number of public Secondary pupils</i>	617,481	647,859	733,029	779,170	830,337	929,977
<i>Number of private Secondary pupils</i>	87,796	118,470	135,447	147,340	153,234	171,622
Percentage of female Secondary pupils	44	47	58	59	59	59
<i>Percentage of female public Secondary pupils</i>	37	38	40	42	43	45
<i>Percentage of female private Secondary pupils</i>	7	12	19	20	22	25
Number of pupils entering JSS 1	157,758	169,726	199,128	211,117	228,970	256,446
<i>Number of pupils entering JSS 1 in public schools</i>	148,529	144,062	169,560	178,516	194,582	217,932
<i>Number of pupils entering JSS 1 in private schools</i>	9,229	25,664	29,568	31,548	34,387	38,514
Number of female pupils entering JSS 1	77,539	81,496	99,874	106,854	117,038	131,083
<i>Number of female pupils entering JSS 1 in public schools</i>	65,833	66,470	83,746	90,946	99,131	111,027
<i>Number of female pupils entering JSS 1 in private schools</i>	11,706	15,026	16,128	16,428	17,907	20,055
Number of pupils completing JSS 3	125,148	125,809	131,357	134,207	146,402	163,970
<i>Number of pupils completing JSS 3 in public schools</i>	109,586	106,185	110,974	113,531	123,749	138,599
<i>Number of pupils completing JSS 3 in private schools</i>	15,562	19,624	20,383	20,783	22,653	25,372
Number of female pupils completing JSS 3	56,044	59,725	64,621	67,121	72,298	80,974
<i>Number of female pupils completing JSS 3 in public schools</i>	47,351	48,728	52,874	54,378	59,272	66,385
<i>Number of female pupils completing JSS 3 in private schools</i>	8,693	10,997	11,747	11,950	13,026	14,589
Number of pupils completing SS 3	84,854	86,978	91,284	105,658	113,689	127,332
<i>Number of pupils completing SS 3 in public schools</i>	75,242	75,053	78,962	91,598	99,842	111,823
<i>Number of pupils completing SS 3 in private schools</i>	9,612	11,925	12,322	12,704	13,847	15,509
Number of female pupils completing SS 3	32,766	35,910	39,822	42,467	47,986	53,744
<i>Number of female pupils completing SS 3 in public schools</i>	27,672	29,368	32,471	35,789	39,010	43,691
<i>Number of female pupils completing SS 3 in private schools</i>	5,094	6,542	7,351	8,235	8,976	10,053
Number of secondary classes	21,133	48,956	56,170	60,124	65,535	73,399
<i>Number of secondary classes in public schools</i>	12,303	13,735	16,323	18,567	20,238	22,667
<i>Number of secondary classes in private schools</i>	8,830	9,721	9,108	9,309	10,147	11,364

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Number of Secondary teachers	32,143	33,760	37,901	38,018	41,440	46,412
<i>Number of public Secondary teachers</i>	<i>16,514</i>	<i>15,196</i>	<i>18,269</i>	<i>18,403</i>	<i>20,059</i>	<i>22,466</i>
<i>Number of private Secondary teachers</i>	<i>15,629</i>	<i>18,564</i>	<i>19,632</i>	<i>19,869</i>	<i>21,657</i>	<i>24,256</i>
Number of female secondary teachers	11,113	11,678	13,224	15,300	15,961	17,876
<i>Number of female public secondary teachers</i>	<i>3,910</i>	<i>3,314</i>	<i>3,959</i>	<i>4,108</i>	<i>5,210</i>	<i>5,835</i>
<i>Number of female private secondary teachers</i>	<i>7,203</i>	<i>8,364</i>	<i>9,265</i>	<i>10,264</i>	<i>10,751</i>	<i>12,041</i>
Percentage of qualified public secondary teachers	79	89	95	96	97	99
Percentage of female secondary teachers	35	37	39	40	42	47
Average secondary school size	269	384	411	423	391	398
<i>Average public secondary school size</i>	<i>410</i>	<i>670</i>	<i>703</i>	<i>732</i>	<i>662</i>	<i>614</i>
<i>Average private secondary school size</i>	<i>112</i>	<i>115</i>	<i>126</i>	<i>136</i>	<i>122</i>	<i>118</i>
<i>Average public secondary class size</i>	<i>50</i>	<i>47</i>	<i>46</i>	<i>45</i>	<i>42</i>	<i>40</i>
<i>Average private secondary class size</i>	<i>10</i>	<i>12</i>	<i>15</i>	<i>17</i>	<i>19</i>	<i>20</i>
<b>Secondary education pupil flows</b>						
Gross public secondary intake rate	43	44	49	51	55	62
<i>Girls' gross public secondary intake rate</i>	<i>39</i>	<i>41</i>	<i>48</i>	<i>50</i>	<i>50</i>	<i>56</i>
GER in secondary	39	40	42	44	46	52
<i>Girls' GER in secondary</i>	<i>36</i>	<i>37</i>	<i>40</i>	<i>41</i>	<i>41</i>	<i>46</i>
Public secondary Completion rate	62	63	70	72	74	83
<i>Girls' public secondary Completion rate</i>	<i>61</i>	<i>63</i>	<i>65</i>	<i>67</i>	<i>69</i>	<i>77</i>
Public secondary repetition rate	1	1	1	1	1	1
<i>Girls' public secondary repetition rate</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>1</i>
Junior secondary-senior public secondary transition rate	83	85	95	80	82	92
<i>Girls' transition rate in public secondary schools</i>	<i>77</i>	<i>80</i>	<i>88</i>	<i>89</i>	<i>90</i>	<i>101</i>
<b>Measured achievement in secondary school [BECE, SSCE and NABTEB]</b>						
Junior Secondary		n.a	n.a	n.a	n.a	n.a
<i>Percentage with five BCCE credits and above</i>	<i>86</i>	<i>88</i>	<i>92</i>	<i>93</i>	<i>94</i>	<i>95</i>
Junior Technical and Vocational	1032	n.a	n.a	n.a	n.a	na
<i>Percentage with credit</i>	<i>43</i>	<i>85</i>	<i>95</i>	<i>97</i>	<i>98</i>	<i>99</i>
Senior Secondary [WAEC]		n.a	n.a	n.a	n.a	na
<i>Percentage with five WAEC credits and above</i>	<i>66.7</i>	<i>37</i>	<i>40</i>	<i>41</i>	<i>42</i>	<i>47</i>
Senior Technical and Vocational	1872	0	0	0	0	-
<i>Percentage with credit</i>	<i>66.3</i>	<i>68</i>	<i>70</i>	<i>74</i>	<i>77</i>	<i>80</i>
<b>Service delivery indicators for public secondary schools</b>						

Pupil-teacher ratio	53	50	50	52	55	62
<i>Lowest LGA ratio</i>	24	27	30	31	33	37
<i>Highest LGA ratio</i>	72	65	61	60	65	73
Pupil-textbook ratio [actual]	1:04	1:04	1:04	0	0	0
<i>Lowest LGA ratio</i>	1.75	1.75	1.75	2	2	2
<i>Highest LGA ratio</i>	1.5	1.5	1.5	2	2	2
Pupil classroom ratio	50	62	60	61	60	60
Number of classrooms	12303	10421	12205	11,350	11,645	13,042
<i>Percentage of classrooms in good condition</i>	94	94	95	95	97	99

Source: Kano State simulation model – ESP scenario

Notes:

1. Pupil teacher ratios reported for primary school are for conventional schools only.
2. Registration, enrolment and completion rates at secondary include science and technical college enrolment.
3. In 2006, it is assumed that GDP per capita in Kano is \$850 and the same as for Nigeria as a whole. It is more likely, however, that GDP per capita is well below this figure. Salaries expressed as a percentage of GDP per capita are therefore likely to be underestimates and should be treated cautiously.

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**A literature review on available estimates found that they range from around 1 percent of GDP up to 5 percent (Acosta, 2012) and even over 7 percent (FMOE, 2011; EDOREN, 2013). Even if for some states data might exist, the differences between states are so large that one cannot extrapolate**