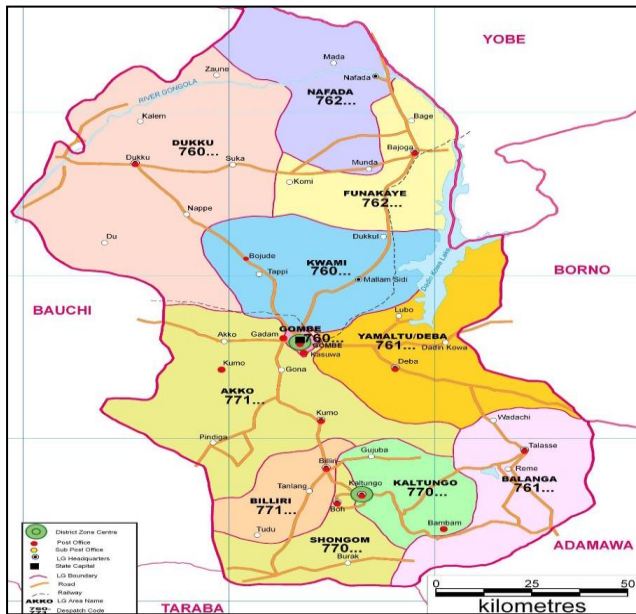




FEDERAL REPUBLIC OF NIGERIA

AKKO LGEA - GOMBE STATE



Map of Gombe State – Nigeria



Map of Akko LGA - Gombe State – Nigeria

AKKO LOCAL GOVERNMENT EDUCATION SECTOR OPERATIONAL PLAN (LESOP) 2021- 2023

Foreword

(The Education Secretary will write this) by explaining the following:

- **What the LGA LESOP is all about:** LESOP is the local government education sector plan and is an off-shoot of the state government education sector operational plan (SESOP). It aimed at taking the indication planning to the grassroots level at the basic education. Local government being the third tier of government and there contact with the local issues and their understanding.
- **The processes involve in developing LESOP:** High level sensitization with key stakeholders, political leaders. It also involves training of core technical staff and policy was formulated to address to identify issues. Action plan were designed, monitoring and evaluation were stated, situation analysis, challenges, costing and how to prosper possible solutions, through monitoring and evaluation.
- **The coverage area of LESOP:** In Gombe state the area of coverage is in Akko Local Government of Gombe State, with 3 districts namely: Akko District, Pindiga District and Gona District.
- **Stakeholders involvement in the development of LESOP:** LGA, LGEA, SBMC, PTA, SUBEB, MOE, UBEC, NGOs, FBOs, and AFDB
- **Final recommendation:** If the LESOP objectives are effectively implemented, there will be improvement in access and quality education. I therefore, urge and encourage all relevant stakeholders to be proactive in making sure that the plan is utilized accordingly to achieve the targeted goals. Thanks.

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Signature:
Name: ABUBAKAR BOYI
Designation: EDUCATION SECRETARY
LGA: AKKO LGEA.

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Section One: Introduction

- **Brief history of the LGA**

Akko is one of the local government areas in Gombe State, Nigeria. With its headquarters in Kumo on the A345 highway south of the state capital Gombe, about 40 km away. Kumo (headquarters) is a cosmopolitan community of more than 30 different tribes, ranging from the dominant Fulani tribe to Tangale, Tera, Hausa and other minorities. Kumo also serves as the second largest commercial centre after Gombe. Akko, from which the local government area is named, is west of Gombe at 10°17'00"N 10°58'00"E.

- **The total population**

The local government area covers 2,627 km² and had a population of 337,853 at the 2006 census. The postal code of the area is 771. The local government shares a common boundary with Balanga and Yamaltu Deba LGAs to the East Gombe and Kwami LGAs to the North, Alkaleri and Kirfi LGAs of Bauchi State to the West and Billiri LGA in to the south

- **The inhabitants**

- a. Fulani
- b. Hausa
- c. Tangale
- d. Waja
- e. Tera
- f. Jukun
- g. Kanuri
- h. Bolewa

- **The major languages spoken in the area**

- a. Fulani
- b. Hausa
- c. Tangale

- **The LGA Districts are:** Akko, Gona and Pindiga

(Google can assist in populating this. Check the internet for more details)

Education Highlights in Akko LGA

The LGEA has 53 ECCDE centers, 270 primary Schools, 61 JSS, 0 IQTE centers and 7 Nomadic Schools.

There are also 0 ANFE centers.

Enrolment figure: ECCDE has 4,570 (1823 females), primary School has 93,239 (37296 females), JSS 15,714 (6,404 females), IQTE(.....females) and Nomadic Schools 1,224 (245 females): an ANFE centers also have a total Enrolment of and out of whichare females.

- **Quality and relevance; management and efficiency; resourcing and costing**
 - a. **Quality and Relevance:** Supervision, Inspection, Monitoring, Training and Evaluation, Knowledge acquiring, mainstreaming from ECCDE, Primary to JSS.
 - b. **Management and Efficiency:** The Education Secretary, The Head of School Services, The Head of Finance, The Head of Planning Research and Statistics, The Social Mobilization, The Head of Quality Assurance, Supervisors and the Stakeholders, Improvement of Enrolment, retention and completion of pupils, and supervision.
 - c. **Resourcing and Costing:** UBEC, SUBEB, Ministry of Education, LGA, Stakeholders and Donors, Bureau for Public Procurement (BPP).
- **Challenges encountered in education Provision in the LGA using**
 - a. **The SWOT:**
 - i. **Strengths:** Teachers, Pupils, Schools, Management, and Stakeholders.
 - ii. **Weakness:** Inadequate of trained personnel (Teachers), Inadequate Funding and poor political will.
 - iii. **Opportunities:** Larger Communities, mobilization team, Line Ministries, Stakeholders and Donors.
 - iv. **Threats:** Covid-19 issues, poverty, unacceptability by the community.

- b. Bottleneck analysis**
 - i. Rural posting of teachers.
 - ii. Lack of political will
 - iii. Accessibility
 - iv. Inadequate supervision

The need for LESOP in Akko Local Government Authority

- a. Infrastructure
- b. Training and retraining
- c. Instructional Materials/Supply of Textbooks
- d. School Knowledge Centre (ICT)
- e. Support Enrolment drive campaign
- f. Supply of transport facilities
- g. Staff welfare/promotion

Our Present Education Challenges as indicated from the LGA SWOT Profile and BNA:

The present challenges facing Education in the LGA include:

- a. Inadequate of trained personnel (Teachers), Inadequate Funding and poor political will.
- b. Rural posting of teachers, Lack of political will, Accessibility, and Inadequate supervision

These challenges were identified using SWOT and Bottleneck analysis. The Local Government Education sector operational plan has tried to proffer some strategic interventions in addressing some of these challenges under the three following Policy Objectives:

Policy Objective 1.

- a. Training and Retraining of personnel
- b. Public awareness

Policy Objective 2.

- a. Pupils Enrolment
- b. Improve Supervision

Policy Objective 3.

- a. Rural posting allowances
- b. Accommodation for rural teachers

Bottleneck Analysis

Indicators for Educational Provide Coverage Determinant in Akko LGA

ECCE for age 3 – 5 years

****Population for 3-5 years in the LGA: 162,256**

****Total Enrolment Figure for 3-5 year in the LGA: 4,570**

****Total Qualified Teachers (Male / Female) among others: 1**

(These two ** will assist you to compare the actual situation with what is expected for Column 4: Bottleneck Column)

Determinants	Indicators	LGA Baseline	Are there Bottlenecks? Major or Minor?	Possible causes of bottlenecks and disparities	Proposed operational strategies or solutions	What is the realistic level of coverage that the LGA could achieve in the next 3 years
Availability of Physical inputs	No. of ECCDE Centres (owned by government, FBO, Individuals & Community)	36 (15%)	234 (85%) Major:	1. Misappropriation of allocation in to ECCDE 2. Lack of awareness by the community	1. Establish more ECCDE centres 2. sensitize community on importance of ECCDE	1. Establish 30 (13%) ECCDE centres in 3 years 2. Visit 30 communities for awareness on ECCDE
	No of enrolled learners	4,570 (10%)	45559 (90%) Major	1. Insecurity 2. Poverty 3. absenteeism 4. Inadequate care givers 5. Poor monitoring	1. Recruitment of care givers 3. Fencing of ECCDE centres 4. Scale up ECCDE with existing feeding programme	2640 (5%) in 3 years 1. Construct perimeter fence in 9 schools 2. Conditional cash transfer to 1000 parent

					4. Improve supervision	
No. of classrooms (Against National Minimum Standards)	59 (12%)	481 (88%) major	1. Misappropriation of allocation in to ECCDE 2. Lack of awareness by the community	Construction of more classrooms	To establish 60 (12%) classrooms in 3 centres, 10 each year	
No. of children with adequate no. of workbooks (Against National Minimum Standard 1:4)	2275 (50%)	4550 (50%) Major	1. Misappropriate of allocated funds 2. Lack of community engagement	Provide of more workbooks: Government, Donors and Philanthropist	Increase the number of children with workbook to 2275 (50%) in three years through 1. Advocacy 2. Writing Memo to a relevant authorities	
No. of ECCDE centres with sufficient separate toilets for children (for boys and girls) (Against National Minimum Standards)	11 (4%)	259 (96%)	1. Misappropriation of funds allocated 2. Ignorance on the toilets facilities	1. construction of Additional toilets	Establish 30 (12%) more toilets in centres in 3 years ,	
No. of ECCDE centres with sufficient separate toilets	11 (4%)	259 (96%)	1. Misappropriation	Funds allocated should be utilized	Establish 30 (12%) more toilets in 3 years , 10	

	for care givers (for Male and female) (Against National Minimum Standards)			of funds allocated 2. Ignorance on the toilets facilities	appropriately 2. Awareness campaign on the dangers of not having a toilets 3. community engagement	
	No. of ECCDE centres with portable water points	21 (8%)	249 (92%) Major	1. Lack of community engagement 2. Some communities lacks underground water 3. Inadequate of water points in some schools	1. Community should utilized the nearby water point facilities. 2. To provide more water point	30 (12%) more water point 1 st year 13, 2 nd year 10 and 3 rd year 7. 13 Boreholes, 10 Wells 7 Reservoirs
	No. of ECCDE centres that meet National Minimum Standards	36 (15%)	234 (85%) Major	Improper allocation of funds	Judicious utilization of funds allocated	Establish 30 (13%) ECCDE centres in 3 years
	No. of ECCDE centres with Learning materials	15 (71%)	21 (29%) Minor	Poor utilization of learning materials supplied	Proper distribution, and Supervision and	21 (100%) 1. Thorough supervision to 30 ECCDE centres 2. Purchase 30 simple teaching aids to 30

						villages
	Number of ECCDE Centres with WASH Facilities	15 (71%)	21 (29%) Minor	1. Inadequate WASH facilities 2. Lack of proper maintenance	1. Provide of more WASH facilities 2. Proper and effective supervision on the existing facilities	Additional of 21 (100%) WASH facilities in 21 centres within 3 years
Availability of human resources	No. of qualified care givers based on National Minimum standards)	139 (98%)	5 (2%) Minor	Lack of community volunteers	To provide more caregivers	5 (100%) Additional 5 caregivers recruited
	No. of available Nannies in ECCDE centres	26 (52%)	50 (48%) Major	1. unemployment rate 2. Inappropriate funds allocation 3. Sensitization	1. Employ additional nannies	Employ more 25 (50%) Nannies in 3 years
	No. of qualified females in ECCDE centres	111 (81%)	21 (19%) Minor	1. Lack of enough qualified female teachers 2. Lack of community engagement	1. Employment of qualified teachers 2. In-service training 3. sensitized community to volunteer	Employ 21 (100%) qualified female in 3 years

Accessibility	No. of children who live within 2km distance to the school	139 (100%)	--	All children lives within the feeder school s	Sensitized community to improve attendance rate	---
Initial Utilization	No. of children 3-5years who have ever attended ECCDE	4570 (91%)	411 (9%) Minor	1. Insufficient awareness	creating awareness	411 (100%) in 3 years Enrolment drive campaign in cluster of 30 villages
Timely and continuous utilization	Net attendance rate	80%	20% Minor	1. Broken homes 2. Poor family	Engage community to identify broken home pupils and enroll them into ECCDE Centres	20 (100%) in 3 years Advocacy to 30 communities
Effective quality coverage	No. of ECCD children who transit to primary schools (M, F)	1117 (70%)	330 (30%) Minor	Promotion to the next level of education 1. Almajiri school 2. Culture	Integrating western education in Almajiri school	Identify 330 (100%) to be enroll in 3 years to Primary School : Advocacy to communities to reenroll dropped out

Effective quality coverage	No. of children 3-5 years old who are developmentally on track through parental support	229 (5%)	4341 (95%) Major	1. Ignorance 2. high birth rate 3. Poverty	1. Awareness 2. Control birth rate	Sensitize 434 (10%) parent to control birth rate
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Primary for age 6 – 11 years

****Population for 6 – 11 years in the LGA: 196,445**

****Total Enrolment Figure for 6 – 11 year in the LGA: 88,799**

****Total Qualified Teachers (Male / Female) among others: 1,657**

(These two ** will assist you to compare the actual situation with what is expected for Column 4: Bottleneck Column)

Determinants	Indicators	LGA Baseline	Are there Bottlenecks Major or Minor?	Possible causes of bottlenecks and disparities	Proposed operational strategies or solutions	What is the realistic level of coverage that the LGA could achieve in the next 3 years
Availability of Physical inputs	No. of primary schools (owned by government, FBO, Individuals & Community) (266)	270 (64%)	70 (26%) Minor	Additional classes	Additional classrooms and renovation	Additional 30 (42%)
	No of enrolled learners	88,799 (45%)	196,445 (55%) Major	1. Lack of sensitization 2. Absenteeism of teacher	Sensitization campaign and proper supervision	Enrolment
	No. of classrooms (Compare with National Minimum Standard 1:4)	1149 (0%)	1149 (100%)	Improper allocation	Construction of 1149 classes	Additional of 1149 (100%) classes in 3 districts within 3 years
	No. of children with adequate no. of core textbooks (Compare with National Minimum Standard 1:4)	93239 (100%)	0 (0%)	--	--	0 (0%)

No. of schools with sufficient separate toilets for pupils (for boys and girls) (Compare with National Minimum Standards)	49 (18%)	221 (82%) Major	1. Lack of knowledge of importance of toilet 2. Inadequate toilet facilities	1. Awareness Creation 2. Raising MEMO to the relevant authorities 3. Provide additional toilet facilities	30 (14%) toilets built in 3 years
No. of primary schools with sufficient separate toilets for teachers (for Male and female) (Compare with National Minimum Standards)	49 (18%)	221 (82%) Major	1. Lack of knowledge of importance of toilet 2. Inadequate toilet facilities	1. Awareness Creation 2. Raising MEMO to the relevant authorities 3. Provide additional toilet facilities	30 (14%) toilets built in 3 years
No. of primary schools with portable water points	22 (9%)	248 (91%) Major	Insufficient water point	To provide additional water points	Provide of source of water in 69 (28%) schools within 3 years 10 boreholes 20 wells 39 water containers
No. of primary schools that meet National Minimum Standards	195 (62%)	75 (38%) Minor	1. Lack of community engagement. 2. Inadequate funding	1. Community engagement 2. Increase in budgetary allocation	Make the facilities to a national minimum standard 75 (100%) in 3 years
No. of primary schools with Learning materials	105 (36%)	165 (64%) Major	1. Poor funding 2. Lack of	1. Increase in budgetary allocation	Provide of learning materials to 165 (100%)

				community engagement	2. Community engagement	schools
	No. of primary schools with functional Libraries	10 (3%)	260 (97%) Major	Lack of reading culture	Establish libraries	Additional 30 (12) libraries in 3 years
	No. of primary schools with adequate furniture	103 (39%)	167 (61%) Major	1. Poor maintenance 2. Lack of community engagement	1. Proper supervision 2. Provide of more furniture 3. Community engagement	To provide 30 (18%) schools with furniture in 3 years, 10 each year
	No. of primary schools with WASH Facilities	22 (9%)	248 (91%) Major	1. Lack of knowledge on the importance of WASH 2. Lack stakeholders engagement	To improve wash facilities	Provide wash materials 100 (40%) in 3 years
Availability of human resources	No. of children who can be covered by existing qualified teachers based on National Minimum standards	73400 (73%)	19839 (27%) Minor	Inadequate qualified teachers	1. Recruitment of qualified teachers 2. Community should engage volunteer	To recruits 496 (100%) teachers in 3 yrs, 200 1 st yr 160 2 nd yr 136 rd yr
Accessibility	No. of children who live within 3km distance to the school	93239 (100%)	0 (%)	All children lives within the feeder schools	Sensitized community to improve attendance	0 (0%)

	(M, F)				rate	
Initial utilization	No. of children 6-11 years (M, F) who have ever attended primary school	94415 (99%)	1176 (1%) Minor	Economic factor	scale up feeding programme	Hundred percent enrolment 1176 (100%) in 3 years using Advocacy
Timely and continuous utilization	Net attendance rate(M, F)	60605 (60%)	32634 (40%) Minor	1. Early Marriage 2. lack of Awareness 3. Seasonal farming (Child labour) 4. Poverty	1. Create more awareness 2. Proper supervision 3. Scale up of Feeding programme 4. Empower parents	Improve attendance of 16317 (50%) in 3 years Advocacy and sensitization
Effective quality coverage	No. of primary school children (M, F) who transit to JSS 1	13357 (85%)	2357 (15%) Minor	1. Early marriage 2. Poverty 3. Lack sensitization 4. Lack retention and completion	Tracking	2357 (100%) to be transited to JSS in 3 years Track 2357 in 11 wards

NOMADIC Education Services

****Population for 6 – 11 years in the LGA: 196,445**

****Total Enrolment Figure for 6 – 11 year in the LGA: 1224**

**** Total Qualified Teachers (Male / Female) among others: 28**

(These two ** will assist you to compare the actual situation with what is expected for Column 4: Bottleneck Column)

Determinants	Indicators	LGA Baseline	Are there Bottlenecks? Major or Minor?	Possible causes of bottlenecks and disparities	Proposed operational strategies or solutions	What is the realistic level of coverage that the LGA could achieve in the next 3 years
Availability of Physical inputs	No. of Nomadic Education Centres (NEC)					
	Availability of mobile classroom (Compare with National Minimum Standards)					
	No .of learners with adequate no. of primers (Compare with National Minimum Standards)					
	No. of NEC with instructional materials					
	No. of NEC with					

	adequate furniture					
	No. of Nomadic centre with WASH Facilities					
Availability of human resources	No. of learners who can be covered by existing qualified facilitators/instructors					
Accessibility	No. of learners (M, F) who have physical access to Nomadic school					
Initial utilization	No. of learners (M, F) who have ever attend Nomadic school					
Timely and continuous utilization	Net attendance rate (M, F)					

Junior Secondary Education- Services for 12- 14 years

****Population for 12 – 14 years in the LGA: 37118**

****Total Enrolment Figure for 12 -14 year in the LGA: 15714**

**** Total Qualified Teachers (Male / Female) among others: 398**

(These two ** will assist you to address the indicators by comparing the actual situation with what is expected for Column 4: Bottleneck Column)

Determinants	Indicators	LGA Baseline	Are there Bottlenecks? Major or Minor?	Possible causes of bottlenecks and disparities	Proposed operational strategies or solutions	What is the realistic level of coverage that the LGA could achieve in the next 3 years
Availability of Physical inputs	No. of existing JSS (owned by government, FBO, Individuals & Community)					
	No. of classrooms (Against National minimum Standard 1:40)					
	No. of students with adequate no. of core textbooks (Compare with National minimum Standard 1:4)					
	No. of JSS with sufficient separate toilets for students (boys and girls) (Compare with National					

	Minimum Standards)					
	No. of JSS with sufficient separate toilets for teachers (for Male and female) (Compare with National Minimum Standards)					
	No. of JSS with portable water points					
	No. of JSS that meet National Minimum Standards					
	No. of JSS with Learning materials					
	No. of JSS with functional Libraries					
	No. of JSS with adequate furniture					
	No. of JSS with WASH Facilities					
Availability of human resources	No. of JSS students who can be covered by existing qualified teachers based on National Minimum Standards					

Accessibility	No. of JSS students (M, F) who live within 3km distance to the school					
Initial utilization	No. of students who have ever attended JSS (M, F)					
Timely and continuous utilization	Net attendance rate (M, F)					
Effective quality coverage	No. of Students (M, F) who transit from JSS 3 to SS 1					

IQTE Centres

****Population age for 6 – 11 years for IQTE learning in the LGA.....**

****Total Enrolment in IQTE Centres in the LGA.....**

****Total Qualified Mallams / Mallamas (Male / Female) among others**

*(These two ** will assist you to compare the actual situation with what is expected for Column 4: Bottleneck Column)*

Determinants	Indicators	LGA Baseline	Are there Bottlenecks? Major or Minor?	Possible causes of Bottlenecks and Disparities	Proposed operational strategies or solutions	What is the realistic level of coverage that the LGA could achieve in the next 3 years
Availability of Physical inputs	No. of IQTE centres					
	No. of classrooms for IQTE learners					
	No. of IQTE learners with adequate learning materials					
	No. of IQTE centres that implement core curriculum					
	No. of IQTE with sufficient separate toilets for boys and girls					
	No. of IQTE Centres with portable water points					
	No. of IQTE with Learning materials					

	No. of IQTE with adequate furniture/Mats for learning					
Availability of human resources	No. of IQTE centres with adequate Malams and Malamas					
	No. of IQTE centres with regular support from LGEA and SUBEB					
Accessibility	No. of children (M, F) who have physical access to IQTE centres near their homes					
Initial utilization	No of learners (M, F) who have ever attended IQTE centres					
Timely and continuous utilization	Net attendance rate (M, F)					

Effective quality coverage	No of IQTE Learners (M, F) that successfully passed the terminal standardized Test to transit to JSS 1					

Adult and Non-Formal Learning Centres

****Population for ANFE in the LGA.....**

****Total Enrolment Figure in ANFE in the LGA.....**

****Total Qualified Facilitators (Male / Female) among others**

(These two ** will assist you to compare the actual situation with what is expected for Column 4: Bottleneck Column)

Determinants	Indicators	LGA Baseline	Are there Bottlenecks? Major or Minor?	Possible causes of bottlenecks and disparities	Proposed operational strategies or solutions	What is the realistic level of coverage that the LGA could achieve in the next 3 years
Availability of Physical inputs (Note that ANFE Centres make use of Existing Infrastructure in Public schools)	No. of ANFE Centres					
	No. of existing classrooms					
	No. of learners with adequate no. of Primers					
	No. of ANFE Centres with sufficient separate toilets for Learners					
	No. of ANFE with sufficient separate toilets for facilitators /instructors					
	No. of ANFE Centres with portable water points					
	No. of ANFE Centres with adequate furniture					

Availability of human resources	No. of learners (M, F) who can be covered by existing facilitators/instructors					
Accessibility	No. of Learners(M, F) who have physical access toANFEcentres					
Initial utilization	No. of learners (M, F) who have ever attended ANFE Centres					
Timely and continuous utilization	Net attendance rate (M, F)					
Effective quality coverage	No. of literate learners (M, F)					

Section Two: Schedule of Activities/ Strategic Interventions

Sub Sector: ECCDE

Sub Sector	ECCDE		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
	Strategic Intervention:	Physical Inputs	2020 Target	2021 Target	2022 Target	2020 Cost #	2021 Cost #	2022 Cost #			Indicators of Success	Means of Verification
Establishment of ECCDE centres	36 (15%)	30	10	10	10	15m	15m	15m	UBEC, SUBEB,	DPRS SUBEB	ECCDE Centres Built	Pictures, Supervision
1. Construction of parameter fence	4,570 (10%)	9	3	3	3	15m	15m	15m	UBEC, SUBEB,	DPRS	Fence constructed	Pictures, Supervision
2. Conditional cash transfer to persons		1000	400	300	300	2m	1.5m	1.5m	Social Investment	Adviser on Social Inv. To the Gov.	Parent received payment	Pictures Supervision

1. Construction of 30 classroom	59 (12%)	30	10	10	10	45m	45m	45m	UBEC, SUBEB,	Director Planning SUBEB	Classes Built	Pictures, Supervision
2. Renovation of 30 ECCDE classroom		30	10	10	10	20m	20m	20m	UBEC, SUBEB, Community	DPRS, Community	Classes Built	Pictures, Supervision
Purchase of workbook	2275 (50%)	2275	800	775	700	160,000	155,000	140,000	Donors, Community	DPRS, BESDA	Workbooks purchased	Pictures, Supervision
Construction of toilets	11 (4%)	30	10	10	10	5m	5m	5m	UBEC SUBEB	DPRS SUBEB	Toilets constructed	Pictures, Supervision
Construction of toilets for caregivers	11 (4%)	30	10	10	10	5m	5m	5m	UBEC SUBEB	DPRS SUBEB	Toilets constructed	Pictures, Supervision
Providing portable drinking water	21 (8%)		13 boreholes	10 wells	7 reservoirs	13m	2.1T	350T	UBEC SUBEB Philanthropist	DPRS SUBEB, Community	Water points provided	Pictures, Supervision
Establishment of ECCDE Centres	36 (15%)	30	10	10	10	15m	15m	15m	UBEC, SUBEB,	DPRS SUBEB	ECCDE Centres Built	Pictures, Supervision

1. Supervision	15 (71%)	30	10	10	10	#100,000	#100,000	#100,000	LGC	LGEA	Centres supervised	Supervision and reporting
2. Purchase of learning materials		30	10	10	10	#150,000	#150,000	#150,000	LGC	LGEA	Learning Materials purchased	Monitoring and reporting
Purchase of Additional WASH facilities	15 (71%)	21	10	7	4	#100,000	#70,000	#40,000	LGC	LGEA	wash facilities purchased	Monitoring, reporting and pictures
Recruitment of caregivers	139 (98%)	139	50	50	39	#900,000	#900,000	#702,000	SUBEB	LGEA	139 caregivers recruited	Documentations
Recruitment of nannies	26 (52%)	25	10	8	7	#180,000	#144,000	#126,000	SUBEB	LGEA	25 nannies employed	Documentation
Recruitment of qualified female	111 (81%)	21	10	7	4	#270,000	#189,000	#108,000	SUBEB	LGEA	21 female	Documentation
	139 (100%)											
3-5 yrs children	4570 (91%)	30	10	10	10	#10,000	#10,000	#10,000	LGA	LGEA	Done	Report pictures

attended												
Sensitisation on proper attendance	80%	30	10	10	10	#10,000	#10,000	#10,000	LGA	LGEA	Done	Report pictures
Reenrolment drive campaign	1117 (70%)	30	10	10	10	#10,000	#10,000	#10,000	LGA	LGEA	Done	Report pictures
Sensitisation on birth control	229 (5%)	30	10	10	10	#10,000	#10,000	#10,000	LGA	LGEA	Done	Report pictures

Objectives: To improve.....

Sub Sector	ECCDE		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
Strategic Intervention:	Human Resources		Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			Indicators of Success	Mean of verification
Activities	LGA Baseline	Specific Realistic Target/ Coverage in the next 3years										
Recruitment of caregivers	139	5	5	--	--	#90,000	--	--	SUBEB	LGEA	5 caregivers employed	Documentation
Recruitment of Nannies	26	250	10	8	7	#180,000	#144,000	#126,000	SUBEB	LGEA	25 Nannies employed	Documentation
Recruitment of Qualified female teachers	111	21	10	7	4	#270,000	#189,000	#108,000	SUBEB	LGEA	21 qualified	Documentation

Objectives: To improve.....

Sub Sector	ECCDE		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
	Strategic Intervention :	Quality Learning		Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost			Year 3 Cost	Indicators of Success
Activities	LGA Baseline	Specific Realistic Target/ Coverage in the next 3years	Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost				
Reemployment	1117	330	110	1110	110	#10,000	#10,000	#10,000	LGA	LGEA	Done	Pictures
Sensitisation on child birth rate	229	30	10	10	10	#10,000	#10,000	#10,000	LGA	LGEA	Done	PRS

Sub Sector: Primary

Objectives: To improve

Sub Sector	Primary		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
	Strategic Intervention:	Physical Inputs		Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost			Year 3 Cost	Indicators of Success
Activities	LGA Baseline	Specific Realistic Target/ Coverage in the next 3years										
Establish and renovate	270 (64%)	30 (42%)	10	10	10	120m	120m	120m	SUBEB	DPRS	Classes constructed	Pictures and Supervision
Additional toilets												

Objectives: To improve

Sub Sector	Primary		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
	Strategic Intervention:	Human Resources		Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost			Year 3 Cost	Indicators of Success
Activities	LGA Baseline	Specific Realistic Target/ Coverage in the next 3years	Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost				

Objectives: To improve

Sub Sector	Primary		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
	Strategic Intervention :	Quality Learning		Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost			Year 3 Cost	Indicators of Success
Activities	LGA Baseline	Specific Realistic Target/ Coverage in the next 3years	Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost				

Sub Sector: Nomadic

Objectives: To improve.....

Sub Sector	Nomadic		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
	Strategic Intervention :	Physical Inputs	Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			Indicators of Success	Means of verification
Activities	LGA Baseline	Specific Realistic Target/Coverage in the next 3years										

Sub Sector	Nomadic		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
	Strategic Intervention :	Human Resources	Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			Indicators of Success	Means of verification

Activities	LGA Baseline	Specific Realistic Target/ Coverage in the next 3years	Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			Indicators of Success	Mean of verification

Objectives: To improve

Objectives: To improve

Sub Sector	Nomadic		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
Strategic Intervention:	Quality Learning		Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			Indicators of Success	Mean of verification
Activities	LGA Baseline	Specific Realistic Target/ Coverage in the next 3years	Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			Indicators of Success	Mean of verification

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Sub Sector: JSS

Objectives: To improve

Sub Sector	JSS		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
Strategic Intervention:	Physical Inputs		Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			Indicators of Success	Mean of verification
Activities	LGA Baseline	Specific Realistic Target/Coverage in the next 3years										

Objectives: To improve

Sub Sector	JSS		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
Strategic Intervention:	Human Resources		Year 1	Year 2	Year 3	Year	Year 2	Year 3			Indicator	Mean of
Activities	LGA	Specific										

	Baseline	Realistic Target/ Coverage in the next 3years	Target	Target	Target	1 Cost	Cost	Cost			s of Success	verificatio n

Objectives: To improve

Sub Sector	JSS		Yearly Targets			Costing			Source of Funding	Responsi ble Officer	Monitoring and Evaluation	
Strategic Interventio n:	Quality Learning		Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			Indicators of Success	Mean of verification
Activities	LGA Baseline	Specific Realistic Target/ Coverage in the next 3yearst	Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost				

Sub Sector: IQTE

Objectives: To improve

Sub Sector	IQTE		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
	Strategic Intervention:	Physical Inputs	Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			Indicators of Success	Mean of verification
Activities	LGA Baseline	Specific Realistic Target/ Coverage in the next 3years	Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost				

Objectives: To improve

Sub Sector	IQTE		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
Strategic Intervention:	Human Resources		Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			Indicators of Success	Mean of verification
Activities	LGA Baseline	Specific Realistic Target/ Coverage in the next 3years										

Objectives: To improve

Sub Sector	IQTE		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
Strategic Intervention:	Quality Learning		Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			Indicators of Success	Mean of verification
Activities	LGA Baseline	Specific Realistic Target/ Coverage in the next 3years										

Sub Sector: ANFE

Objectives: To improve

Sub Sector	ANFE		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
	Strategic Intervention:	Physical Inputs		Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost			Year 3 Cost	Indicators of Success
Activities	LGA Baseline	Specific Realistic Target/ Coverage in the next 3years										

Sub Sector	ANFE		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
	Strategic Intervention:	Quality Learning		Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost			Year 3 Cost	Indicators of Success
Activities	LGA Baseline	Specific Realistic Target/ Coverage in		Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			

		the next 3years										n

Objectives: To improve

Objectives: To improve

Sub Sector	ANFE		Yearly Targets			Costing			Source of Funding	Responsible Officer	Monitoring and Evaluation	
	Strategic Intervention:	Human Resources	Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			Indicators of Success	Means of verification
Activities	LGA Baseline	Specific Realistic Target/Coverage in the next 3years										

SECTION THREE: Costing Summary

Detailed Costing of Activities/Year/Sub Sector

ANNUALSUMMARIES OF COSTS BY SUB SECTOR ACTIVITIES

SUBSECTOR	2020 (₱)	2021 (₱)	2022 (₱)	Total (₱)
ECCE				
Primary				
Nomadic				
JSS				
IQTE:				
ANFE				
Yearly Sub Total*				
Grand Total for 3 years =				

OTHER COSTS	2020 (₱)	2021 (₱)	2022 (₱)	Total (₱)
Personnel Cost				
Overhead Cost				
Services				
Scholarship				
Yearly Sub Total*				
Overall Grand Total Per Year=				
Actual Releases per Year to the LGA computed based on computed GR of Releases Trends				
Funding Gaps				

Yearly Sub Total* (from **SUBSECTOR**) = Brought Down to **OTHER COSTS** for purpose of getting **Overall Grand Total Per Year**

SECTION FOUR

Simplified LESOP Tracking Template

Sub-Sector		ECCE						
Physical Inputs								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year 3 Achievement	Remarks

Sub-Sector		ECCE						
Human Resources								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year 3 Achievement	Remarks

Sub-Sector	ECCE							
Quality Learning								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year 3 Achievement	Remarks

B)Primary

Sub-Sector		Primary						
Physical Inputs								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year 3 Achievement	Remarks

Sub-Sector		Primary						
Human Resources								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year 3 Achievement	Remarks

Sub-Sector		Primary						
Quality Learning								
Activities	LGA	Year 1	Year1	Year 2	Year2	Year 3	Year 3	Remarks

	Baseline	Target	Achievement	Target	Achievement	Target	Achievement	

C) Nomadic

Sub-Sector		Nomadic						
Physical Inputs								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year Achievement 3	Remarks

Sub-Sector		Nomadic						
Human Resources								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year Achievement 3	Remarks

Sub-Sector		Nomadic						
Quality Learning								
Activities	LGA	Year 1	Year1	Year 2	Year2	Year 3	Year 3	Remarks

	Baseline	Target	Achievement	Target	Achievement	Target	Achievement	

D) JSS

Sub-Sector		JSS						
Physical Inputs								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year Achievement 3	Remarks

Sub-Sector		JSS						
Human Resources								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year Achievement 3	Remarks

Sub-Sector	JSS							
Quality Learning								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year 3 Achievement	Remarks

E) IQTE

Sub-Sector	IQTE							
Physical Inputs								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year 3 Achievement	Remarks

Sub-Sector		IQTE						
Human Resources								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year 3 Achievement	Remarks

Sub-Sector		IQTE						
Quality Learning								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year 3 Achievement	Remarks

F) ANFE

Sub-Sector		ANFE						
Physical Inputs								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year Achievement 3	Remarks

Sub-Sector		ANFE						
Human Resources								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year Achievement 3	Remarks

Sub-Sector		ANFE						
Quality Learning								
Activities	LGA Baseline	Year 1 Target	Year1 Achievement	Year 2 Target	Year2 Achievement	Year 3 Target	Year Achievement 3	Remarks

Annexes