

# GOMBE STATE

## STRATEGIC EDUCATION SECTOR OPERATIONAL PLAN (SESOP) 2021-2024



JUNE, 2021

**ABBREVIATIONS AND ACRONYMS**

AIO	Area Inspectorate Office
ALGON	Association of Local Government of Nigeria
ANCOPSS	All Nigeria Conference of Principals of Secondary Schools
ANFEA	Adult and Non- Formal Education Agency
ASC	Annual School Census
BECE	Basic Education Certificate Examination
BESDA	Better Education Service Delivery for All
CBOs	Community Based Organizations
CERC	Community Education Resource Centre
COE	College of Education
COPSHON	Conference of Primary School Head Teachers of Nigeria
CSO	Civil Society of Nigeria
DD	Deputy Director
DPRS	Department of Planning Research and Statistics
ECCDE	Early Child Care Development
EDSI	Education Development Strategic International
EFA	Education for All
EMIS	Education Management Information System
EPSSim	Education Policy Strategy Simulation
ERC	Education Resource Centre
ESA	Education Sector Analysis
FCE (T)	Federal College of Education (Technical)
FMoE	Federal Ministry of Education
FOMWAN	Federation of Muslim Women Association s in Nigeria
FTTSS	Female Teacher Trainee Scholarship Scheme
GDSS	Government Day Secondary School
GSTC	Government Science Technical College
GSU	Gombe State University
HiLWA	High Level Women Advocates

IDPs	International Development Partners
IsDB	Islamic Development Bank
JETS	Junior Engineers, Technicians and Scientists
JCCE	Joint Consultative Committee on Education
LGA	Local Government Area
LGEAs	Local Government Education Authorities
MDAs	Ministries, Departments & Agencies
MDGs	Millennium Development Goals
M&E	Monitoring & Evaluation
MoE	Ministry of Education
MoEP	Ministry of Economic Planning
MoF	Ministry of Finance
MoHE	Ministry of Higher Education
MoW	Ministry of Works
MoI	Ministry of Information
MTBESP	Medium Term Basic Education Strategic Plan
NALABE	National Learning Achievement in Basic Education
NAPEP	National Poverty Eradication Programme
NAPPS	National Association of Proprietors of Private Schools
NABTEB	National Business and Technical Education Board
NBAIS	National Board for Arabic and Islamic Studies
NBTE	National Board for Technical Education
NCCE	National Commission for Colleges of Education
NECO	National Examinations Council of Nigeria
NEEDS	National Economic Empowerment Development Strategy
NERDC	Nigerian Educational Research and Development Council
NFE	Non-Formal Education
NGOs	Non-Governmental Organizations
NIEPA	National Institute for Educational Planning and Administration
NMEC	National Mass Education Commission
NUT	National Union of Teachers

NYSC	National Youth Service Corp
OOSC	Out-of- School Children
PRS	Planning Research and Statistics
PTA	Parent Teachers Association
QA	Quality Assurance
SAME	State Agency for Mass Education
SBMC	School Based Management Committee
SDG	Sustainable Development Goals
SEEDS	State Economic Empowerment and Development Strategy
SEMIS	State Education Management and Information System
SEPIP	State Education Project Investment Programme
SESP	Strategic Education Sector Plan
SESOP	Strategic Education Sector Operational Plan
SIC	State Implementation Committee
SMASE	Strengthening Mathematics and Science Education
SSCE	Senior Secondary Certificate Examination
STAN	Science, Teachers Association of Nigeria
SUBEB	State Universal Basic Education Board
TC II	Teacher Grade Two
ToR	Terms of Reference
TPD	Teacher Professional Development
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children Fund
UNIDO	United Nations Industrial Development Organization
WAEC	West African Examinations Council
WES	Water and Environmental Sanitation

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*To be finally allotted/completed at the Printing Press*

## FORWARD

In an effort to reaffirm the collective responsibility to improve the lives of children by Nations that are challenged - rich and poor alike, to come together in the setting of ambitious goals through well developed strategy for education processes in building a more peaceful, prosperous and just world becomes paramount. It is evident that our progress in many key areas is uneven as shown by compelling data that suggests in the push to achieve SDG and EFA goals, we are leaving behind thousands of the disadvantaged, vulnerable and marginalized children which include girls, women, the physically challenged and minority groups.

The first Educational Sector Plan developed (2013 – 2022) and Strategic Education Sector Operational Plan (2013 – 2015) which have been reviewed, identified challenges in the State Educational Sector to be that of overcrowded classrooms, inadequate trained teachers, infrastructural decay as a result of blown-off roofs, inaccurate data of children in and out of school, inadequate allocation and untimely releases of funds, among others.

In his determination to salvage the decayed stage of education in the State, develop and maintain a sustainable education process, the Governor, Dr. Ibrahim Hassan Dankwambo, OON, (Talban Gombe), supported the process of producing the 2<sup>nd</sup> SESP and SESOP documents which critically looked into the access and equity, quality and relevance, resource mobilization and allocation issues of the Educational Sector in the state.

Despite the political will of the present government to address the issues highlighted in the 1<sup>ST</sup> SESP and SESOP, problems of economic recession and the changing demography of Gombe as a result of security challenges in the North East greatly affected the holistic implementation of the plan. Efforts to remedy the situation coincided with UNICEF's plan to review its education programmes of cooperation with states. Therefore, the current review undertaken by the Gombe State Ministry of Education under UNICEF's guide and support produced this document that has elaborately dealt with the identified problems that were not tackled. This is despite the giant strides taken by the State Government under Dr. Ibrahim Hassan Dankwambo which remarkably addressed most of the structural problems in some identified schools in its *Turn Around Schools* spread all over the State. This is made possible by the determination of the government to address the state's educational issues in its consistent pronouncement of placing education to be its 1<sup>st</sup>, 2<sup>nd</sup>

and 3<sup>rd</sup> priority.

On that note, I enjoin policy makers, lawmakers and all stakeholders in education across the State to explore and take advantage of the bountiful opportunities given by the governor Dr. Ibrahim Hassan Dankwambo led administration for educational service delivery.

I also solicit for the participation of Individuals, Stakeholders, Corporate Bodies, Civil Societies, International Development Partners (IDPs) in the implementation of the revised 2<sup>nd</sup> document towards moving the Educational Sector and the State forward.

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Sule Bappaji  
Permanent Secretary

## ACKNOWLEDGEMENT

On behalf of the chairman and members of the Steering and Technical Committee for the development of the Strategic Education Sector Plan (SESP) and Strategic Education Sector Operation Plan (SESOP), I wish to express my profound gratitude to the Executive Governor, Alhaji Ibrahim Hassan Dankwambo PhD., OON, (Talban Gombe) for graciously approving the recommendation of the Education Committee set up by government in July, 2010, headed by Prof. Abdulsalam Sambo for the development of SESP and SESOP in Gombe State.

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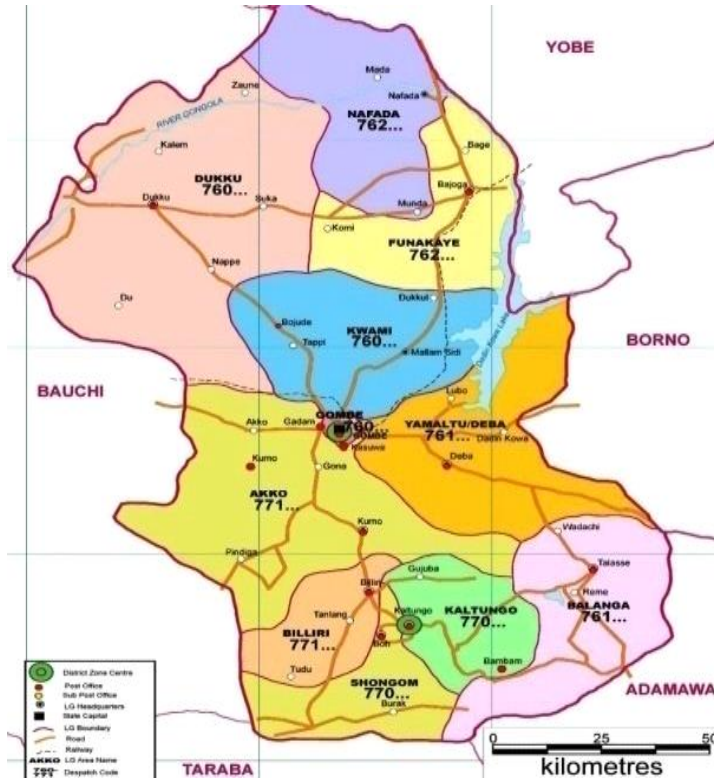
Finally, we are indebted to all Steering and Technical Committee Members of the eleven participating States (Akwa Ibom, Anambra, Bayelsa, Cross River, Enugu, Gombe, Kaduna, Ogun, Ondo, Plateau, Rivers, and Taraba) for attending different meetings together. The meetings were successful, peaceful, having technical consultations, discussions mutual resolutions and understanding. Indeed it was a life time experience and memorable. We thank the Almighty Allah for guidance.

Yakubu Haladu Hinna  
Director Planning Research and Statistics

## CHAPTER – 1

### 1.0 INTRODUCTION:

#### 1.1 Brief history of Gombe State:



Gombe State, the Jewel in the savannah was created out of former Bauchi State on 1<sup>st</sup> October 1996 by the Sani Abacha Military Administration. The State shares boundary with Yobe state to the North, Adamawa and Taraba States to the South, Borno State to the East, and Bauchi State to the West. Historically, Gombe is a fusion of two distinct British colonial rule Native Authorities. First is the Gombe Native Authority in the North (originally established during the Jihad period of 1804), and second the Tangale Waja Native Authority in the South. These two Native Authorities constituted the Gombe Division during British Colonial era from 1900 to Nigerian Independence in 1960 and creation of States under the Nigerian Presidential system in 1967. With independence in 1960 and the subsequent military administrations, many changes occurred which led to the emergence of new Local Government Authorities. Thus the two authorities gave birth to the present eleven (11) local government areas namely: - Akko, Balanga, Billiri, Dukku, Funakaye, Gombe, Kaltungo, Kwami, Nafada, Shomgom and Yamaltu-Deba.

Gombe is located between Latitudes 9°30 and 12°30 north and Longitudes 8°45 and 11°45 east. It lies in the centre of the North-East geo-political zone of Nigeria. The State occupies a total land area of about 20,265 sq km. The topography of the State is mountainously undulating and hilly to the South-East and flat, open plains in the Central, North-East and North-West.

## **1.2 Demography, Climate and Vegetation**

Gombe State has a land mass of 20,265 square kilometer divided into eleven (11) local government areas, fourteen (14) education areas offices and a population density of around 2,353,879 people as of 2006. The vegetation is generally guinea savannah grassland with the concentration of wood lands in the south-west. The State is generally warm with some daytime temperatures will generally reach highs of around 33°C that's about 91°F. At night the average minimum temperature drops down to around 14°C, that's 58°F.

In recent times the highest recorded temperature in February, 2019 has been 42°C that's 108°F, with the lowest recorded temperature 6°C, about 42°F. There are two distinct seasons, dry season which starts from November to March and wet season from April to October, and an average rainfall of 850 mm.

## **1.3 Population from 2006 to date:**

According to the 2006 National Census Report, Gazette No. 24 of 15<sup>th</sup> May, 2007, the population of Gombe Divison of the defunct Bauchi State was 2,353,879 people comprising 1,230,722 males and 1,123,157 females. The population of Gombe State as at 2018 is projected at 3,362,871 million inhabitants. There are slightly more males than females in the State, the sex ratio being 100 males to 98.9 females, representing a fairly equitable gender distribution. More specifically, three local government areas account for 41.86 percent of the total population: Akko, (15.24 %), Yamaltu-Deba (14.79 %) and Gombe (11.33 %). The least populated three local governments, however, accounted for 15.21 percent of the headcounts, with Shongom totaling 4.37 %, Nafada (5.01 %) and Billiri (5.83 %). About 46 % of the population belong to the adolescence group (that is less than 15 years of age), while 51 % fall within the working group and about 3.0 % belong to the aged group (65 years and above). Furthermore, the comparatively low proportion of the aged population is a direct pointer to the relatively low life expectancy at birth in the State – a major element of the phenomenon of the Human Development Index.

## **1.4 State Economy/Natural resources**

The State is blessed with vast arable land for industrial agriculture and agro-allied industries with abundant mineral resources such as uranium, gypsum, limestone, petroleum de-positions, marble and kaolin. It has potential for power generation from coal, water, wind, solar, biomass and natural/manmade dams (Balanga and Dadinkowa). Gombe State has high prospects for tourism and recreation in places like Balanga Dam, Dadinkowa Dam, Buba Yero Tomb, Kanawa Forest Reserve, e.t.c.. The majority of the people of the State are engaged in subsistence agricultural activities (crop cultivation, animal husbandry, fishing, etc) while a sizeable number, especially in the urban settlements, are engaged in small scale commercial activities.

The State is endowed with rich agricultural land and about 80 % of the people are mainly peasant farmers involved in growing food and cash crops, employing traditional method and implements.

Crops such as millet, beans, sorghum, wheat, legumes, maize, vegetable, cotton, groundnut, soya beans, e.t.c. are grown widely. Kwadon market in the outskirts of Gombe metropolis is well known for vegetables such as onions, tomatoes, pepper, okro, pumpkin, moringa, cabbage, lettuce, spinach, e.t.c.. Some of these vegetables attract market from far distances such as States in the South East and South West of Nigeria. Similarly, fruits such as, oranges, lemon, mango, guava, pawpaw, grapes and water melon, e.t.c. are also grown. The water melon markets in Kupto in Funakaye LGA, Dadinkowa in Yamaltu Deba L.G.A., e.t.c. attracts marketers from within and outside the State (*source e.g.Min. of Agric/ ADP*). There are other kinds of crops that are peculiar to the state, grown in the southern part such as the Beleb palm known (Giginya in Hausa) from where *murichi* in Hausa (*kanje* in Tangale) is gotten and *goron Tula* known as *Azanza garckeana* and *chui* in Tula language. Other crops such as gum Arabic, kenaf, sugar cane, sunflower, ginger, e.t.c. are well grown in the State.

The people of Gombe State are engaged in livestock farming and fishing. They are also engaged in other occupations such as weaving, blacksmithing, pottery, carving and trading. Areas around Funakaye and Akko LGA have gypsum and coal. Industries in the State include Ashaka Cement Plc, Cotton ginneries in Gombe and Kumo, Furniture and Block making industries and other small scale industries.

### **1.5 Access to Social Amenities**

There is a tremendous infrastructural development in Gombe State particularly in the administration of his Excellency, Dr. Ibrahim Hassan Dankwambo. There is increase in access to basic amenities such as roads, water, health care services and expansion of schools across the State. All the eleven (11) L.G.A. headquarters are linked to tarred roads. This is apart from roads to other towns within the LGAs. There are major hospitals and Health Centers spread across major cities of the State which include the Federal Teaching Hospital (FTH) Gombe, Gombe Specialist Hospital, General Hospitals in Kaltungo, Nafada, Talasse, Kumo, Billiri, Bambam, Deba, Bajoga, Dukku and Kashere. There are many institutions of higher learning which including Gombe State University, Federal University Kashere, Federal College of Education (Technical) Gombe, Federal College of Horticulture Dadinkowa, State Polytechnic Bajoga, College of Medical Science and Technology Kaltungo, College of Education Billiri, College of Nursing and Midwifery Gombe, Gombe State University of Science and Technology Kumo, and College of Legal and Islamic Studies Nafada. The State also has an International Airport, an International Conference Centre, and an International Hotel.

### **1.6 Sources of State Finance:**

The major source of the State finance just like in some other States in Nigeria comes from Federal Allocation which constitutes over 80 % of the state revenue. Other forms of the state finance come from the taxation, VAT and royalties.

### **1.7 Tourism**

There are a number of tourist attraction sites found in the State which include; -

- a. Kanawa forest: it has a very wonderful weather, beautiful vegetation and appealing sites.

- b. Dadinkowa dam: the water project is a threefold dream of making it as a source of 34 megawatts Hydro Electric Power, for irrigation purpose and water supply to Gombe town and immediate environment.
- c. The tomb of Sultan Attahiru at Borni near Bajoga. There is also the grave of the Commander of the British Royal Regiment, Major F.C Marsh who led the imperial army against the Sultan.
- d. Tomb of Buba Yero, the 1<sup>st</sup> Emir of Gombe, at Gombe Abba near Dukku.
- e. The famous Bima Hill; A lot of mysteries surround this extraordinary mountain, especially related to the emergence of the Mahdi (Messiah).
- f. Kilang Hill; It has a pentagonal shape and the highest protruding volcanic dyke in the North-East sub region.
- g. The ancient Binga; Ruins of the ancient Binga settlement of the famous Pindiga Jukun Chieftdom that served as an arm of the then Kwararafa Kingdom is located 3 km south-west of present Pindiga town.
- h. Tula Plateau: A naturally beautiful scenery with deep valleys, temperate weather and war caves.
- i. Am-bulok warm spring in Lalaipido ward of Shongom L.G.A.
- j. Durbar: Usually organized to celebrate Muslim Sallah or homage to the Emir.
- k. Sharo: purely Fulani cultural activities as measuring yardstick to ones proper initial qualification for certain privileges e.g. marriage, leadership, etc.

## 1.8 The people

The State is largely heterogeneous, consisting of diverse ethnic groups, among which are Fulani, Hausa, Tangale, Tera, Waja, Bolewa, Jukun, Jara, Cham, Dadiya, Lunguda, Kamo, Pero, Loh, Kushi, Bangalawa (Bangunji), Kanuri, Tula, Pire and Burak. The State has attracted a cluster of other tribes like the Yorubas, Igbo, Tiv, Angas, Ijaw, Babur, Idoma, e.t.c. due to peace, harmonious existence, increase in commercial activities and the existence of tertiary institutions. It is no doubt that the state is often referred to as a miniature Nigeria. Despite the heterogeneous nature of the state, there are cultural similarities in the people's languages, occupational practices, festivals and dressing. There is a high degree of ethnic interaction especially in marriage, economic and social activities. The people live peacefully as members of the same family. Each ethnic group is identified by its own different language based on geographical location; however the most widely used languages are English and Hausa which are treated as official languages and medium of communication respectively.

The people of Gombe State are predominantly Muslims and Christians but traditional religion is practiced in some parts of the State. The people's way of life is greatly influenced by their religious beliefs; marriage, birth, funeral rites and harvest ceremonies are guided by strong religious/cultural norms and values. Respect for elders is strictly observed generally.

As earlier mentioned, Gombe is a multi-ethnic State where some of the tribes with distinct dialects exists under the same local government, with their villages in close proximity. For instance; Kaltungo Local Government Area, there exists Tula, Kamo, Awak and Tangale tribes, while in Balanga Local Government, Waja, Cham, Pire, Lunguda and Dadiya tribes are found. Likewise Tera, Jara, and Fulani tribes are equally found in Yamaltu/Deba Local Government Area. Similarly

in Shongom Local Government Area, Pero, Burak, Loh, Bangalawa (Bangunji), Kushi and Tangale tribes and in Akko L.G.A. Tangale, Fulani, Jukun, Tera and Kanuri tribes form the population. On the other hand, there are tribes that speak the same language with dialectical differences existing in different local governments. A good example is the Fulani tribe that are spread across Dukku, Nafada, Funakaye, Gombe, Kwami and Akko local government areas. The nomadic Fulani in particular are found in all the local government areas while Bolawas are found in Kwami, Dukku, Funakaye, Nafada and Gombe local government areas. Also, the Tera tribe is found in Yamaltu/Deba, Akko, Gombe, Funakaye and Kwami Local Government Areas, while the Tangale people are found in Billiri, Kaltungo, Shongom and Akko Local Government Areas.

There is a high level of cultural and religious tolerance among the people of Gombe State. This was one of the developmental visions of the founding fathers of the State, to make it the “Jewel in the Savannah”, a rallying point for other States in the North-East region. For this vision to be realized there must be concerted efforts on the part of every citizen of the State to ensure peaceful co-existence and harmonious relationship, in spite of our ethnic and religious differences.

### **1.9 Political Units, L.G.As and Senatorial Districts:**

There are three (3) Senatorial Districts (*Central, North & South*) and eleven (11) L.G.As; namely

- |                         |   |         |
|-------------------------|---|---------|
| 1. Akko L.G.A.          | - | Central |
| 2. Balanga L.G.A.       | - | South   |
| 3. Billiri L.G.A.       | - | South   |
| 4. Dukku L.G.A.         | - | North   |
| 5. Funakaye L.G.A.      | - | North   |
| 6. Gombe L.G.A.         | - | North   |
| 7. Kaltungo L.G.A.      | - | South   |
| 8. Kwami L.G.A.         | - | North   |
| 9. Nafada L.G.A.        | - | North   |
| 10. Shongom L.G.A.      | - | South   |
| 11. Yamaltu Deba L.G.A. | - | Central |

## **2.0 THE SITUATION ANALYSIS IN EDUCATION (DIAGNOSIS)**

### **2.10 Education Policy Environment (including Legislation and External Laws)**

There is an enabling policy environment in the State that guides education delivery. The vision of the government of Gombe State is to bring a turnaround in the Education Sector. This is evident with the introduction of State Education Project Investment Programme (SEPIP) aimed at revamping the status of the infrastructural facilities particularly in basic education and the establishment of a World Bank assisted programme for the Bilingual Education funded by the Islamic Development Bank (IsDB) to facilitate the learning of Arabic Language together as well as the integration of Literacy and Numeracy Programmes in Quranic Education.

However, there is the need for the State to domesticate the 2003 State Agency for Mass Education

(SAME) law which will provide the legal basis for autonomy of ANFEA so as to engender synergy with other Ministries, Donor Agencies and Development Partners for effective delivery of educational services to adult learners.

## 2.2 Access, Equity and Gender:

### 2.2.1 Educational Data

The Gombe State 2016/17 Annual School Census (ASC) report provides an up to date data on school enrolment for all the levels of education which reflects significant access and equity in education delivery. The state conducts ASC yearly. The ASC is driven by the State Educational Management and Information System (SEMIS) in collaboration with SUBEB and other relevant agencies in education. It collaborates with UNICEF to train Quality Assurance Officers, EMIS Officers, Head teachers and teachers on record keeping and filling of ASC questionnaire in order to ensure accurate and timely data collection, collation and analysis. There is now available baseline data to guide the development of education sector plans and other policy planning in the State.

### 2.2.2 Early Child Care Development (ECCDE)

There are 724 Early Child Care Development Centers (ECCDE) spread across the eleven (11) LGAs in the State consisting of 268 in public and 456 in the private schools. In the private schools, 359 schools run Pre-primary classes, while 97 are Pre-primary only. In the public schools the centers which are attached to the host Primary Schools are referred to as Pre-primary which is in line with the 1-6-3-3 system. The total enrolment of ECCDE learners in both Private and Public schools consist of 59,048 (30,580 Males, 28,468 Females) learners. They have a total number of 322 (172 in public, 150 in private) teachers, consisting of 89 males, and 233 females.

#### 2.1 Number of ECCDE Centers, Enrolment and Teachers in Public and Private Schools

Category	No of schools	Learners enrolment			No. of Teachers		
		M	F	T	M	F	T
Public	268	16,306	15,233	31,539	42	130	172
Private	456	14,274	13,235	27,509	47	103	150
Total	724	30,580	28,468	59,048	89	233	322

Source: Gombe State 2016/2017 ASC Report

Of the number of teachers available only 240 (108 in public, and 132 in private) are qualified to teach ECCDE in schools. There are also disparities in the spread of centers and teachers between the LGAs such that some LGAs have few ECCDE centers and qualified teachers. LGAs such as Dukku, Yamaltu Deba, Shongom have 0-1 qualified teachers in their Private Pre-primary schools.

### 2.2.3 Basic Education

Children of school age have a fair share of access to the overall basic education sector (including Primary and Junior Secondary Schools). The enrolment of children in primary schools over a period of three years shows a slight growing trend, from 412,616 (227,296 M, 185,320 F) in 2015 to 460,530 (253,698 M, 206,832 F) in 2017, an increase of 47,914 (10.4%) pupils. For the Junior Secondary Schools (JSS), enrolment has increased from 74,567 (42,725 M, 31,842 F) in 2015 to 77,229 (44,318M, 32,911 F) in 2017, showing slight increase of 2,662 (45%) students.

### 2.2 Trend of Primary and Junior Secondary School Enrolment

YEAR	PRIMARY					JUNIOR SEC SCH				
	M	F	T	M%	F%	M	F	T	M%	F%
2014/2015	227,296	185,320	412,616	55.1	44.9	42,725	31,842	74,567	57.3	42.7
2015/2016	239,225	196,175	435,400	55.0	45.0	42,554	32,205	74,759	56.9	43.1
2016/2017	253,698	206,832	460,530	55.2	44.8	44,318	32,911	77,229	57.4	42.6

Source: Ministry of Education EMIS data 2018

Furthermore, Gombe State data available reveals that a huge number of school age children are out of school and this poses a big challenge to access and equity. It is estimated that there are 1,379,751 children of ages 5-19years (NPC 2018) in Gombe State. Of this number, the total estimated to be in school is 725,597 (52.59%) while the remaining 654,154 (47.41%) are out of school. The slow trend could be due to the root causes of low access to basic education. There would be need therefore to double efforts so as to increase access at both the Primary and the Junior Secondary levels.

### 2.2.4 Technical and Vocational Education

In its quest to provide skills for career in technical related fields, Government has promoted technical education. The State also has 13 Vocational Training Schools (Junior) and 7 Government Science and Technical Colleges (Senior) with an enrolment trend that has fluctuated over a period of three years. In the Government Junior Technical Schools, enrolment rose from 3,900 in 2015 to 4,475 in 2016 and dropped in 2017. Similarly in the Government Science and Technical Colleges, it rose from 6,575 in 2015, to 7,187 in 2016 but dropped to 2,961 in 2017.

There are also wide gaps in gender enrolment in the Technical Colleges for both Junior and Senior levels. While of the 3,161 students only 1,000 are in Junior Technical Schools favoring the boys. In the senior level, there are more girls than boys (1,547 girls, 1,414 boys). Technical Schools located at the city centers experience population explosions and are compelled to run shifts. Government is making effort to address the problem of facilities shortages in these schools.

### 2.3 Enrolment in Government Junior and Technical Colleges

YEAR	GOVT JUNIOR SCI & TECH COL			GOVT SCI & TECH COL.		
	M	F	TOTAL	M	F	TOTAL
2014/2015	2,669	1,231	3,900	4,143	2,432	6,575



2015/2016	2,894	1,581	4,475	4,687	2,500	7,187
2016/2017	2,161	1000	3,161	1,414	1,547	2,961

Source: Gombe State Ministry of Education EMIS data 2018

### 2.2.5 Secondary Education

There are 115 Senior Secondary Schools in the State, which comprises 22 boarding schools and 93 126 day schools. The enrolment in Senior Secondary School is 32,276 M and 20,322 F. This is made up of 38.6% of girls and 61.4% of boys. The State also participates in the 19 Northern States School Exchange Students Programme where they send to and receive students from among the 19 Northern States.

According to figures from the State EMIS, the enrolment trend in public Senior Secondary School does not reveal any significant increase or decrease. As a matter of fact, there is a slight drop in male enrolment from 33,293 in 2015 to 32,276 in 2017. Gender gaps in enrolment are also wide in all the three years reported. In the coming years there is need to improve the enrolment of both boys and girls and also narrow the gender gaps in secondary education.

### 2.4 Three year's Enrolment Trend in Senior Secondary Education

YEAR	M	F	TOTAL	% Male	% Female
2014/2015	33,293	19,288	52,581	63.4%	36.6%
2015/2016	30,121	19,568	49,689	60.6%	39.4%
2016/2017	32,276	20,322	52,598	61.4%	38.6%

Source: Gombe State Ministry of Education EMIS data 2018

The Private section is contributing immensely in creating access to the Senior Secondary Education. According to the 2016/2017 ASC, the enrolment of students in Private Senior Secondary School stood at 23, 637 students (12,865 M, 10,772 F)

### 2.2.6 Adult and Non Formal Education

According to the 2017 State MoE EMIS data, the Adult and Non-Formal Education sector has a total enrolment of 1,853 learners of which 47.92% are males (888) and 52.08% are females (965). The disparity in enrolment in terms of rural/urban centers is 64.39% and 35.61% respectively. The disparity in enrolment based on poverty quintile and local learning condition were put at 64.39% and 35.61% respectively.

### 2.2.7 Gender and Equity Issues

Disparities exist and are also similar to the general patterns for enrollment in different LGAs. We have already seen the gender disparities in enrolment from Primary School to Senior Secondary levels. Female enrollment in Primary School level stood at 44.8%, in JSS it is 42.6%, while in the Senior Secondary School it is only 38.0%. Equity issues cut across many aspects of the education system.

There are other major equity issues to be addressed relating to access, quality and funding. One of

the key ones are the urban-rural disparities in learning conditions, access to adequate number of staff and even poverty quintile. A good example is shown in the Non-Formal Education Sector where there are more facilitators in urban (453) than rural areas (250)

## 2.5 Disparity in Access in Non Formal Education

Type of Disparity	M/F or Urban/Rural	M/F or Urban/Rural	Total
<b>Gender Disparity</b>	<b>Male (M)</b>	<b>Female )F)</b>	<b>Total</b>
Gender disparities in Facilitators	888	965	1,853
<b>Rural/Urban Disparity</b>	<b>Rural</b>	<b>Urban</b>	<b>Total</b>
Disparity based on rural urban	452	250	702
Disparity based on poverty quintile	452	250	702
Disparity in local learning conditions	452	250	702

Gender disparity exists in enrollment in many LGAs. Generally, female enrollment in Primary School level stands at 44.8 %, in the JSS it is 42.6 %, while in the Senior Secondary School it is 38.0 %. This indicates a steady decline in enrolment of female children ~~in~~ along the levels of education in Gombe State.

There is population explosion in the Primary and Junior Secondary Schools which results in over populated classrooms and the unhealthy operation of two shifts.

### 2.2.8 Out - of - School Children (OOSC)

It is estimated that 47% of school age children in Gombe State are out of school. . Of the 1,379,751 children aged 5-19years (NPC 2018 projected) in Gombe State, 725,597 (52.59 %) are in school, while the remaining 654,154 (47.41%) are out of it.

In an effort to reduce the number of out-of-school children (OOSC) especially girls, the Ministry of Education embarks on close tap advocacy and sensitization on the need of not only girl child education ~~but~~ the integration of Quranic Education through all media outfits and engagement with religious and traditional leaders in the process. For children who drop out-of-school due to unhealthy acts such as discrimination and violence, the Ministry engages stakeholders' campaign on violence against children through social organizations, PTAs, SBMCs, Religious Organizations and opinion leaders. It is hoped that the tempo will be sustained.

### 2.30 Resourcing Cost and Financing

Despite private interventions in education delivery in the State, Government has been the main source of cost and financing in education. Public income and expenditure on education; the financial resources to education come from the State allocation. In 2016 a total of N9.16 billion was allocated to education and 79.23% of the total allocation was released and expended accordingly, out of which 58.39% went to recurrent and capital took 41.61%. In 2017 the sum of N17.35 billion was budgeted for education and 51.65% released, constituting 43.45% recurrent and 56.55% capital.

In the Basic Education Sector, ₦1.43 billion was allocated to SUBEB in 2016 and 80.45% was released with capital expenditure taking 92.42 % and recurrent 7.58 %. Furthermore, in 2017 ₦2.45 billion was allocated and 73.06 % was released, constituting 92.49 % as capital expenditure and 7.51 % recurrent expenditure.

### 2.3.1 State Expenditure on Education by Subsector

The State expenditure was shared among Ministry of Education, the eleven (11) LGAs and parastatals in Education.

### 2.6 Allocation and Releases to Education

Year	Allocation	Disbursement	% Disbursed	% of Capital	% of Recurrent
2015/2016	11,573,129,497.70	9,169,472,692.09	79.23	40.61	58.39
2016/2017	17,351,452,000.10	8,961,804,952.94	51.65	56.55	43.45
2017/2018 (Jan-May,18)	18,407,201,569.00	3,912,019,096.98	21.6	10.4	34

Source: State Budgets 2015-2018

### 2.3.2 Compositions of Educational Costs

The composition of educational costs include; Ministry of Education, State Universal Basic Education, Gombe State Library Board, Adult and Non Formal Education Agency, Teachers Service Commission, State Polytechnic Bajoga, Gombe State University of Science and Technology, Kumo, Colleague of Education Billiri, Gombe State University, Scholarship Board, College of Islamic and Legal Studies Nafada and the Ministry of Higher Education.

### 2.3.3 Initiatives & Interventions in Education

Some of the key initiatives and interventions undertaken in education in the State include the following:

- i. Increase funding to support training of teachers, provision of adequate basic infrastructure, and welfare of teachers, specialized programs such as nomadic and adult education.
- ii. Strengthening effective and adequate planning by relevant Federal Units.
- iii. Ensure timely release of State budgets to offset teachers' salaries, allowances and other needs.
- iv. Increase funding for primary and secondary school pupils/students from the current N50 per pupil to ₦100.00.
- v. Ensure adequate security and safety in the State, especially in schools vulnerable to attacks by insurgents.

### 2.3.4 Issues in Financing of Education

Inadequate funding for the provision of physical & infrastructural facilities to support and

accommodate the growing population in the Primary and Junior Secondary Schools have resulted in overcrowded classrooms and unhealthy operation arising from having two shifts of school hours. Specific issues in the financing of education are summarized as follows:-

- i. Inadequate funding for the provision of physical & Infrastructural facilities.
- ii. Meager allocation of funds to schools by government.
- iii. Inadequate knowledge of school administrators on government finances.
- iv. Inadequate supervision with an active M&E/MoE.
- v. Low capacity of EMIS and EMIS personnel

There is the need to engage high level decision makers and other stakeholders in the education sector to mobilize government for more allocation. This will enhance the provision of physical and Infrastructural facilities to support and accommodate the growing population in the Primary and Junior Secondary Schools.

## **2.4 Quality, Relevance and Internal Efficiency**

The introduction of the UBE programme in 1999 with articulated funding arrangement put in place: the UBE intervention matching grant; Teacher Professional Development (TPD) programme and other forms of supports; these interventions in basic education has significantly influenced and witnessed enrolment in the Basic and Senior Secondary School levels.

### **2.4.1 Internal Efficiency**

The following mechanisms are put in place for efficiency in the system;

- i. Effective administrative structure put in place (MoE and SUBEB)
- ii. Recruitment and deployment of qualified teachers to public basic and post basic education institutions.
- iii. Continuous monitoring of teaching and learning outcomes by the quality assurance department
- iv. Community involvement and participation in the management of schools through the establishment of functional SBMCs in all the public schools.
- v. Prompt payment of teachers salary as at when due.
- vi. Strong monitoring tools for tracking and evaluation of learning achievement.
- vii. Capacity building of teachers in pedagogy and other methods.

- viii. Recruitment of Education Marshals who serve as security agents in the school system.

#### **2.4.2 Learning Achievement and Analysis of Performance at WAEC/NECO**

With support from UNESCO and UNICEF there have been efforts in the past to measure the learning achievement of children in schools. The Learning Achievement assessment conducted for Primary School pupils in 1996 showed minimal performance of the children in numeric, literacy and life skills. Since then the State conducts Learning Achievement in Primary School annually. It is in this vain that National Learning Achievement of Basic Education (NALABE) activities in the state enhance learning activities. The result obtained from such tests are used for placement of students in higher levels of its schools

As a result of giant strides made in education by successive governments, the present performance of learners can be summarized as follows: -

- i. Completion and transition rates in JSS have been in the increase based on the Annual School Census results.
- ii. Learners in Primary 4-6 literacy and numeracy level has improved as over 60% can read write and acquired numeracy skills.
- iii. Performance of Senior Secondary students in external examination such as WASSCE, NECO, and NABTEB results indicate a steady improvement over the years in 2015 12.7% passed SSCE with five credits and above including Mathematics and English language. Similarly, in 2016 (16.1 %), and 2017 (25.2 %). This explains the low percentage of admission into tertiary institutions estimated at below 50 %.
- iv. There is need of plans to improve students' performance in the external examination to step students' participation in tertiary education to 50 %.
- v. The State has sustained teacher professional development at all levels and training of other education personnel; Adult Education Facilitator, ASC enumerators and Quality Assurance Officers for efficient delivery of education.
- vi. High quality teacher-students ratio exist particularly at Primary and Junior Secondary School levels (1:70) in primary schools, 1:61 in JSS, 1:51 in SS classes and 1:66 GSTC. However, teacher-student ratio in urban area is higher at all levels.
- vii. Government is making efforts to revamp the existing facilities in the State Schools across the eleven local government areas, through renovations, constructions, expansions and establishment of new ones.

#### **2.4.3 Availability of Relevant Curriculum**

The State implements the approved National Curriculum; as such schools are guided by the

National Policy on Education and the blue print of the Universal Basic Education. Subjects offered in all the levels of the schools (Pre-Primary, Primary, Junior Secondary School, and Senior Secondary School) are in line with the National Policy and are geared towards the acquisition of sound literacy, numeracy, vocational and life skills of the learners. Similarly, the curriculum of tertiary institutions such as those of the Colleges of Education, Polytechnics and Universities are also guided by the curriculum of National Commission for Colleges of Education (NCCE), and University Commission.

#### 2.4.4 Teacher Issues

The State has done a lot in terms of teachers’ recruitment, deployment, motivation and training. At the Senior Secondary School level, promotion of teachers has been the main thrust of motivation and it has been normal and erring teachers are punished according to laid down rules. In terms of deployment, there are 12,702 teachers in Pre-primary and Primary Schools comprising 63.2 % male and 36.8 % females. A total of 3,221 teachers in JSS comprising 75 % male and 25 % females, In SSS, there are 2,173 teachers; 73 % male and 27 % female.

In terms of training, from 2014 to 2017, various categories of teachers and education managers totaling 11,134 have been trained and have acquired various kinds of skills. They include 6,464 teachers in psychosocial and pedagogical skills; 700 teachers on Strengthening Mathematics and Science Education (SMASE), 400 teachers on Jolly Phonics, 200 in Adult and Non-Formal Education and 200 in Nomadic Education; 570 Quality Education officers on School Supervision and 2,200 SBMC members on their roles and responsibilities. 2,114 (F=307) Head teachers and teachers were trained on School record keeping and filling of annual school census questionnaire in 1,066 Schools and still ongoing.

#### 2.7 Total Number of Schools Benefited from various Training Stated above

PUBLIC					PRIVATE
Year	Pre- Primary And Primary	Junior Secondary School	Senior Secondary School	Science And Technical Secondary	All Levels
2014/2015	71	60	51	66	30
2015/2016	76	54	80	54	29
2016/2017	71	60	51	66	30
2017/2018					
<b>TOTAL</b>	218	174	182	186	89

#### EMIS MoE

#### 2.8 Teacher Development since 2014 to date

Type of Training	No in 2014	No in 2015	No in 2016	No in 2017	TOTAL
Teacher Training (TDP)	2014	1325	1325	1800	6464
Quality Assurance Officers (Agents, Inspectors)	120	150	150	150	570
SBMC Members	1100	1100	-	-	2200

Teacher Trained in SMASE	150	150	200	200	700
Teachers trained in Jolly Phonics	-	-	200	200	400
Teachers Trained in ECCDE	-	-	200	200	400
Facilitators trained in Adult Education	-	-	200	-	200
Teachers trained in Nomadic Education	-	-	200	-	200
<b>TOTAL</b>	<b>3384</b>	<b>2725</b>	<b>2475</b>	<b>2550</b>	<b>11,134</b>

### **EMIS (MoE and SUBEB)**

Moreover, in the current year 2018, a total number of 200 Quality Assurance Officers were trained. 111 were used as Enumerators for the 2018 ASC while other aspects of training are ongoing and it is hoped that by end of the year more teachers would have acquired pedagogical and management skills to effectively discharge their responsibilities to Gombe State children.

Despite efforts made in teacher recruitment, training and deployment, there are serious challenges that are working against having in place a well motivated teaching force that would bring about quality in education delivery and achievement. One of the key challenges is the delay in teachers' promotion in the basic education institutions. Teachers are most often not promoted as at when due, mainly due to paucity of funds. There have been inadequate budgetary provision and lack of cash backing to support key educational programmes. Moreover the State government's inability to augment in the training of teachers is disturbing.

More recruitment and retention of qualified teachers to improve on teacher-student ratio for efficient and improved student performance is another challenge being faced by the State.

## **2.5 School Facilities and Infrastructure**

Government has been paying attention to the supply of facilities and infrastructure. In terms of the procurement and supply of relevant textbooks in core and other subjects, over 260,000 of approved text books are procured annually since 2005. There are assorted library materials and assorted play materials for ECCDE that are distributed across the State.

With regards to infrastructure, the continuous building and rehabilitation (with furnishing) of classrooms, perimeter fencing of schools in view of the security threats in the North-East sub-region with accompanying toilet facilities in basic schools have become a top priority of the Gombe State Government.

The State also focuses on the annual establishment of new schools in different locations to increase access to education by 30 % in 2019.

## **2.6 Management of Educational Service Delivery, Organization, Monitoring and Evaluation**

The Gombe State Ministry of Education is mainly in charge of policy matters on education while a

total of eleven (11) directorates and parastatals under its direct and indirect supervision carry out functions that facilitate the effective and successful conduct of administration of all the basic and post basic schools in the State. It also has the Educational Management and Information system under the Directorate of Planning which carries out a huge responsibility of school data management in the State. The Ministry is responsible for posting and transfer of teachers, principals and other senior officers in the secondary school system and produces and controls the schools. The State Ministry of Education is headed by a Commissioner of Education who is the Chief Executive. The Permanent Secretary is the Chief Accounting Officer of the Ministry and he oversees the day to day running of the Ministry.

The Ministry has seven (7) directorates under its supervision namely:

1. Administration and Finance;
2. School Services,
3. Planning Research and Statistics (PRS),
4. Inspectorate Services (DIS)
5. Examination (DE)
6. Science, Technical and Vocational Education
7. Education Resource Centre (ERC).

The directorates are headed by Directors, assisted by Deputy Directors heading Units and Sections in the Ministry. The roles and responsibilities of the directorates are under the supervision of the State Ministry are as follows:-

### **2.6.1 Administration and Finance**

The Administration and Finance Directorate is headed by a Director. The Directorate is responsible for the day to day administrative affairs of the Ministry. It handles issues pertaining to staff welfare, recruitment, promotions, discipline and manpower training usually in conjunction with the Teachers Service Commission, Civil Service Commission and the Establishment and Management Services Bureau of the Office of the Head of Service. The Directorate is also responsible for giving directives on the accounts and finances of the Ministry on the approval of the Permanent Secretary as accounting officer.

### **2.6.2 Department of School Services**

This is the largest Department which coordinates the following services:

- a. Manpower Development and Training Unit: - in charge of securing training approval from Establishment Bureau for deserving staff of the Ministry.



- b. Students Exchange Programme Unit: - is an arrangement among 19 Northern States for the exchange of students. The Unit is responsible for the supervision and inspection of the programme, transporting of exchange students to various States, conducting selection test for exchange students, preparation and production of annual report for the monitoring and inspection of exchange schools, among others.
- c. Islamic Religious Unit: - The unit coordinates all activities related to Arabic and Islamic Religious Education in the State.
- d. Christian Religious Unit: - the Unit coordinates all activities related to Christian Religious instruction and for organizing Bible Quiz Memorization Competition, attending conferences and workshops relating to Christian Religious Education.
- e. Guidance and Counseling Unit: Is in-charge of coordinating activities of Schools Guidance and Counseling Unit in the State.
- f. Special Education Unit: Is in-charge of coordinating education for the physically challenged and oversees the programmes of Special Education Centers in the state.
- g. Women Education Unit: - The Unit takes care of “second chance” education for girls and women who dropped out of school and request for re-admission. It also advocates for Girl Child Education for equal opportunity and gender balance. The Unit serves as UNICEF Focal Office in the Ministry.
- h. Games and Health Unit: - Coordinates all sporting and games activities relating to schools and liaises with other organizations on students’ participation in external sports such as NNPC Shell Cup, Nestle Milo, Annual Basketball Championship, etc in charge of school clinics, clubs and societies.
- i. HIV/AIDS Control Unit: - The Unit is saddled with the responsibilities of creating awareness on HIV/AIDS, planning and coordinating workshops on Family Life/ HIV/AIDS Education as well as monitoring the implementation of the programme by teachers in schools.
- j. General Duties: - Perform general duties as the need arises in the Ministry.
- k. Home Economics: - Coordinates Home Economics activities and programmes in schools.
- l. SBMC Unit: - Is in charge of formation of the SBMCs in schools and it also ensures the membership of SBMCs is in conformity as approved.

### **2.6.3 Examinations**

This directorate is in-charge of planning and execution of examination both internal and external. Its specific roles are as follows:

- a. Ensures the implementation of policies and recommendation towards standard exams and qualitative education in the State.
- b. Recommends to government through the Ministry the sponsorship of potential/qualified

candidate for WASSCE, NECO, NABTEB and NBAIS.

- c. Collects and analyzes candidates' results from examination bodies.
- d. Coordinates the placement of Basic Education Certificate Examination (BECE) candidates to schools in the State.

#### **2.6.4 Planning Research and Statistics**

The Directorate is headed by a Director and has under him heads of units namely:

- i. Deputy Director, Physical Planning
- ii. Deputy Director, Educational Planning
- iii. Deputy Director, Research and Statistics.
- iv. Deputy Director, EMIS

Physical Planning Unit as the name implies is responsible for preparing bills of quantities, building plans and monitoring all building projects handled by the Ministry. It is also responsible for evaluating, costing and preparing certificates of payments for contracts. Its staff are mostly Quantity Surveyors, Architects, Builders, Electrical/Civil Engineers and Computer Analysts.

The Physical Planning Unit is responsible for all the civil projects embarked by the State Government especially, when the administration declared 'state of emergency' on Education. The projects that the Unit handles are in different categories i.e.

- i. The turn-around schools
- ii. The support to Model Schools
- iii. The intervention in Primary/Tsangaya Schools.
- iv. Emerging issues

#### **2.6.5 Inspectorate Services (Quality Assurance)**

The Directorate of Inspectorate Services (QA) as an agent of quality assurance in all institutions below the tertiary level. The Directorate is headed by a substantive director and has under him three (3) Deputy Directors, namely DD Public Schools; DD Private and Community Schools and DD Primary Schools; and fourteen (14) Area Officers of Education across the eleven (11) L.G.A.s of the State. There are also other staff and evaluators (subject specialists) in the Directorate.

The Directorate undertakes the following:

- a. Full general inspections,
- b. Follow-up inspection,
- c. School approval inspection,
- d. Surprise inspection,
- e. Exam centre recognition inspection,
- f. School up-grading inspections,
- g. Government take-over of school inspection,
- h. Facilities assessment and advisory inspection of school

- i. Inspection of physical and human resource of private and community schools to make sure they operate within, accepted minimum standard of the Ministry and to determine their suitability for the granting of approval for their establishment.
- j. Assessment of instructional materials used in schools.
- k. Moderation of examination papers for the State JSS I and SSS I qualifying examinations.
- l. Assessment of the performances of teachers and principals.
- m. Investigation of problems in schools
- n. Implementation of the policies and recommendations of the Ministry.
- o. Inspection of the teaching of all subjects in schools.
- p. Interview of teachers for the teaching job.
- q. Serving as resources persons in seminars workshops, induction and refreshers courses for teachers.
- r. Liaising with Local Government Education Authorities on issues of Quality Assurance of Education.
- s. Coordination of the activities of private and community schools and to recommend approval or closure based on laid down policies and the educational laws.
- t. To disseminate new policies and guidelines governing the establishment of Private and Community Schools.
- u. Act as a mediator for collecting revenue for Government form Private and Community Schools for school establishment i.e. (application form fees, inspection fees, annual operation fees, annual renewal fees and certificate fees).
- v. Monitoring of all school examinations.
- w. Evaluation of the qualities of all instructional materials and their appropriateness for use in all institutions below the tertiary level.
- x. Monitor & evaluate Pilot-Testing Schools on Trade Courses by NERDC /UNIDO, to commence this academic year 2018/2019.

#### **2.6.6 Science Technical and Vocational Education**

The Directorate is headed by a substantive Director and made up of three units namely:

1. Science Unit
2. Technical Unit
3. Vocational/maintenance Unit

A Deputy Director manages each of the units mentioned above, assisted by other officers.

#### **Functions of the Department**

1. Formulation of policy proposals at the State level related to the Development of Science, Technical and Vocational Education for approval by the Government and subsequent implementation.
2. Analysis of policy matters related to the Development of Science, Technical and Vocational Education emanating from the Federal Ministry of Education and National Board for Technical Education (NBTE); and advising Government on same.

3. Strategizing for achievement of the aims and objectives of Science, Technical and Vocational Education as may be determined by the State, Federal Government and the National Board for Technical Education (NBTE).
4. Making proposals for procurement of training equipment, tools and materials as well as installation of the equipment and materials in schools.
5. Liaising with the Examination Directorate to ensure that qualified candidates are admitted into Science and Technical Institutions and Vocational Training Centers.
6. Preparation of monthly, quarterly or annual reports in the field of Science, Technical and Vocational Education in Gombe State for submission to the State, Federal Government and/or National Board for Technical Education, respectively.
7. Representing the Ministry of Education at meetings, seminars, interviews and workshops related to the fields of Science, Technical and Vocational Education.
8. Liaising with the Education Resource Centre to organize lectures, enlightenment briefings, workshops, etc. related to development of Science Technical and Vocational Education
9. Ensuring that adequate infrastructure is provided for all programmes relating to Science, Technical and Vocational Education.
10. Liaise with the Area Office to ensure that all training(s) and educational programmes in our schools are properly supervised and inspected.
11. Promote the translation of Science and Technology Based Research results into practical uses.
12. Promote the concept of Junior Engineers, Technicians and Scientists (JETS); and monitor and co-ordinate JETS Clubs in schools.
13. Propose establishment of new Science and Technical Colleges in the State.
14. Encourage the teaching of Science, Technical and Vocational Education subjects in Schools.
15. Installation and repairs of Technical and Science equipment in Schools and Colleges.

16. Organize schools in L.G.As and the State for quiz competitions in Science and Technical subjects.
17. Supervise the activities of Science Teachers Association of Nigeria (STAN).
18. Inspection of laboratories and advising school authorities accordingly.

### **2.6.7 Education Resource Centre (ERC)**

The Education Resource Centre (ERC) is a directorate of the Ministry of Education headed by a substantive Director.

#### **Members of Staff of the ERC:**

The directorate has thirteen (13) members of staff: five (5) senior staff, five (5) intermediate staff and three (3) junior staff.

#### **Divisions:**

The Directorate is made up of the following five (5) units:

- A. Administrative Unit
- B. Printing Unit
- C. Library/Mobile Information Service Unit
- D. Curriculum Development Unit
- E. Conference and Training Unit.

#### **A. Administrative Unit**

This Unit is headed by a Director. The Unit oversees the activities of the Directorate. Since the other four (4) units are not functioning effectively due to lack of equipment and funds, consequently it makes the administration of the Directorate very difficult.

#### **B. Printing Unit**

The Unit is headed by a Deputy Director, and is saddled with the following responsibilities;

- 1 Printing of: --- JSCE Question Papers  
--- JSCE Certificate  
--- Leave Forms  
--- Annual Performance Evaluation Forms  
--- Office Files  
--- Exercise Books  
--- C. A. Booklets, etc.

- 1 Production/Development of teaching and learning materials for Schools.
- 2 Provision of library services to teachers, staff of the MoE and the public.
- 3 Monitoring of the implementation of the School Curriculum and in collaboration with the Quality Assurance Directorate liaises with the Coordinator of NERDC in the zonal headquarters, Damaturu, Yobe State.
- 4 Organizing some Students activities such as quiz, debates, essay writing and arts competition.
- 5 Organizes workshop/seminars for teachers and Principals.
- 6 Liaises with any organization that wishes to conduct quiz, debates, essay writing and arts competitions for students, workshop/seminar for the School personnel.
- 7 Monitor the formation and the activities of Clubs and Societies in Schools.
- 8 Provides Career Guidance and Counseling to Students.
- 9 Provides information services to schools.

The Unit also produces teaching and learning materials for schools.

The printing machines inherited from the defunct Bauchi State are now obsolete and are unserviceable. Hence the unit has been dormant for some years now.

### **C. Library/ Mobile Information Service Unit**

The Unit is headed by a Deputy Director. The Library provides services to teachers, staff of the Ministry of Education (MoE) and the public. The Library has text books and reference books (copies of teachers project work). Although the library is not well equipped with modern Information Communication Technology (ICT), teachers still patronize it for their project work.

### **D. Curriculum Development Unit**

This unit deals with what should be taught in schools for each discipline and the text books to be used. The Unit in collaboration with the Quality Assurance Directorate liaises with the Coordinator of Nigerian Educational Research and Development Council (NERDC) in the Zonal Headquarters Damaturu, Yobe State.

### **E. Conference and Training Unit**

This unit is responsible for organizing students' activities such as quiz, debate, essay writing and art competition. Students participate in such competitions annually.

The Unit also organizes Workshops and seminars for Teachers, Principals and Vice Principals. Sometimes the Unit liaises with any organization that wishes to conduct such for the school personnel.

This unit has been dormant for some time due to lack of funding.

### **2.6.8 Education Trust Fund - Community Education Resource Centre (ETF-CERC)**

ETF-Community Education Resource Centre (ETF-CERC) ; Gombe is among the seven (7) similar Centres that were established by the then Education Truth Fund (ETF) now Tertiary Education Trust Fund (TETFund) across the six geo-political zones and Abuja (FCT) in collaboration with the State Government where these Centres are located. The Centre was established solely with the aim to provide wealth of information, knowledge and skills to students, out of school learners, educators and the general public. The objective is to educate, train, empower, build capacity and facilitate quality education delivery.

#### **Source of Funding**

The Centre is supposed to be run by counterpart fund from Gombe State Government and the ETF, based on agreed percentage for a period of five (5) years after which it will be handed over to the State. This funding has seized from the 3<sup>rd</sup> year (2011) due to lack of counterpart fund from the State Government. It is noteworthy that up until now there has neither been any official nor ceremonial handing over of the Centre to the State Government.

The Centre also charges token amount of money on some services and use of facilities as Internally Generated Revenue. The revenue realized is being used to pay monthly stipend to its casual staff, (*of whom majority are the junior staff*) and maintain its facilities. The Ministry considers the Centre to be its engine room in discharging technical services such as Senior Secondary Final Examination Offline/online registration, Maintenance of Ministry of Education (MoE) Personnel Data Base, Installation and Maintenance of ICT facilities, and to some extent, construction of students' and Teachers' furniture.

#### **Administrative sector**

Education Trust Fund (ETF) constituted a Board under the chairmanship of the Permanent Secretary, Ministry of Education, Gombe State and ten (10) members from various MDAs, Community Leaders and Unions. The Coordinator who is from the Ministry is serving as the secretary. The Board is mandated to consider the centre's budget for upward submission to ETF for approval. It is also the Board's mandate to review the Centre's performance and approve new programs, if any. The Coordinator is responsible for the running of day to day activities of the Centre and he is supported by Head of Departments.

### **2.6.9 State Universal Basic Education Board (SUBEB),**

SUBEB runs a Board System of Management headed by Executive Chairman and four (4) Board Members appointed by the Executive Governor. The Board Secretary is the administrative head of the Board who takes charge of the day to day running of the affairs of the Board. The Board is organized into six distinct departments: ; Department of Planning Research and Statistics (DPRS), Department of School Services (DSS), Department of Finance and Supply (DFS), Department of Personnel Management (DPM), Department of Quality Assurance (DQA) and Internal Audit. The Board Members and Directors constitute the Management Team of the Board.

The SUBEB has the responsibility of supervising and regulating the activities of Basic Education such as recruitment, promotion and training of teaching and non-teaching staff of lower basic across the Local Government Education Authorities (LGEA). It is also responsible for the provision and rehabilitation of school infrastructure across the LGEAs. The teaching staff of JSS are co-recruited and promoted by the Teacher Service Commission (TSC) and SUBEB. This dual mode of teacher management has resulted in uneven distribution and posting of teachers, control and distortion of line official communication and responsibility.

### **2.6.10 Adult and Non Formal Education Agency**

Ministry of Education also has Adult and Non-Formal Education Agency (ANFEA) under its purview.

**Establishment:** Adult and Non-Formal Education Agency is an establishment enacted by Decree 31 of 1996 and subsequently promulgated by the State edict No 3, 1997 and Gombe State Agency for Adult and Non-Formal Education Law, 2003.

**Structure:** The Agency is headed by a Director, assisted by sectional heads:

- a. Admin and Finance
- b. Planning Research and Statistics
- c. Post Literacy
- d. Women Functional Literacy
- e. Literacy (Basic)
- f. Continuing Education and NGOs

The Agency was established to serve as an instrument for Mass Literacy Education amongst Gombe State citizens and Nigerians through the provision of basic literacy trainings, knowledge and skills. It is a channel between the rural populace and the Government in coordinating the needed change for better society.



The Non-Formal Education (NFE) aims to ensure that all children (out - of - school), youths, adults, rural poor and those living with difficulties (physically challenged) realize their rights to basic education and lifelong learning. The Agency also provides equal opportunities for youths and adults to access life skills to become self-reliant. The Agency's departments undertake below responsibilities to achieve the set goals.

**Literacy Department:** Sensitize, mobilize and enrol clients (illiterate adults, youths, adolescent girls, women and nomads). The Literacy Department also organizes International Literacy Day (ILD) celebration, which is an annual event. The International Literacy Day was declared by UNESCO at its 14<sup>th</sup> General Conference of World Ministers of Education in 1904. The day is to assess achievements of various Nations and collective efforts in uplifting the status of literacy programmes.

**Post Literacy Department:** Collaborate with Nigerian Prison Service and other relevant bodies, open and carry out literacy delivery services in English language to completers of basic education and school dropouts.

**Continuing Education (Non-Governmental Organizations) Department:** Supervise, monitor and coordinate the efficiency of Private Institutions and ensure their service delivery in the State.

**Women Functional Literacy Department:** Provides skills to women and the girl child for economic sustainability and self-reliance.

**Planning Research and Statistics Department:** Collect, collate, process, keep and retrieve data of Non-Formal Education activities.

**Staff Strength:**

There are one hundred and forty two (142) members of staff ranging from managerial to Lower Cadre.

**2.6.11 Teachers Service Commission**

Teacher management in the State is a joint responsibility of SMoE, SUBEB, and Teacher Service Commission (TSC). The State Ministry of Education is vested with the responsibility of the formulation of education policies and planning, posting/distribution, training and monitoring of staff. All the principals in JSS are from the State Ministry of Education (SmoE)

### **2.6.12 Education Management and Information System EMIS**

The Education Management Information System (EMIS) of the State Ministry of Education came into being as a result of a policy formulated by the 54<sup>th</sup> National Council on Education (NCE) meeting at Katsina in December, 2007. The approval of the policy created the need to put in place mechanisms for its implementation. The provision of the guideline has to be seen as a living document, which from time to time need to be revised and updated based on current realities and the needs of stakeholders. In Gombe State, the policy is domesticated and adopted to meet its peculiar needs.

EMIS falls within the Ministry's structure under the Department of Planning, Research and Statistics headed by a Deputy Director charged with the responsibilities of coordinating the affairs of the Ministry's data base through principally the instrument of the Annual School Census where every year data capturers are trained and dispatched to all the nooks and crannies of the State covering all the cadres in the State educational system i.e. Pre Primary, Primary, JSS, SSS and Science & Vocational Technical Schools, as well as Private Institutions. This is done in collaboration with the SUBEB housing EMIS unit that is headed by a senior staff with minimum of ten staff.

The data collated at the EMIS House are entered, analyzed and disseminated yearly to all stakeholders to serve in planning purposes. The structure on ground in EMIS has two Deputy Directors; that of Educational Planning, Research and Statistics with qualified computer personnel manning the process of data entries and other office works. The data bank is controlled by an administrator who oversees the supply of information to other agencies and departments mostly on request after following due processes with the Management.

The EMIS structure was put in place through a collaborative efforts; where the other organizations and ministries with UNICEF playing the key role of generating resources for the structure and EMIS equipments towards making the EMIS House functional. Presently, the SMoE EMIS has fifteen (15) functional computers networked to a server where the issue of data entry is being handled within EMIS. SUBEB EMIS Unit has ten computers networked to a server providing support services to some EMIS Units.

The conduct of ASC in recent years has brought to the fore emerging issues which have implications for policy planning and development of sector plans in the state. Such emerging issues include the following:-

- a. Cases of violence against children of various degree and nature were reported in 2016/2017 and 2018. 34 % cases of child in conflict with the law, 8 % of early or compulsory marriage, 33 % of orphaned children, 17 % of child labor and 8% of neglect were reported.
- e. Annual community crisis between Billiri and Shongom Local Government Areas which affect school attendance when it occurs, schools are used to accommodate Internally

Displaced Persons (IDPs) and Security Personnel.

- f. There are schools located in difficult to reach areas as a result of the topography of the State, this cut across all local government areas with the exception of Gombe local government. The percentage of school located in difficult to reach areas is put at 30 %, the percentage of the schools increases with the onset of rainy season which makes muddy areas difficult to reach.

## **2.7 Education Policy Environment (including Legislation and External Laws)**

The policy environment is favorable for collaboration and synergy with internal legislation and working with external bodies. Gombe State Ministry of Education and its parastatals have been working favorably with the Federal Government and other Development Partners within the confines of the law. For this reason there are some ongoing and proposed activities and initiatives with the Development Partners which are as follows

- a. Proposal to establish a Better Education Service Delivery for All (BESDA) .
- b. Introduction of Bilingual Education to be funded by Islamic Development Bank (IsDB) add to acronym to facilitate the learning of Arabic language together with the integration of literacy and numeracy.
- c. State Education Project Investment Programme (SEPIP) add to acronym is a World Bank assisted programme for the training of teachers and strengthening of SBMCs and the entire education system.
- d. Development plans to mitigate violence against children.
- e. Education Crises Response issues (Education in Emergency).
- f. Gombe State Medium Term Basic Education Strategic Plan (MTBESP 2017 - 2019) has been developed and integrated under the auspices of the UBEC/FMoE and under the guidance of UNICEF as Principal Consultant.
- g. Incorporation of the National Policy on Inclusive Education enshrined into the Ministerial Strategic Plan into the State Education Sector Plan.

A major constraint in the policy environment is the non domestication of 2003 State Agency for Mass Education (SAME) law to provide a legal basis for autonomy of ANFEA for synergy with Ministries, Donor Agencies and Development Partners for effective operations. However, this issue is being looked into even as the State is planning to domesticate the 2003 SAME law to provide a legal basis for autonomy of ANFEA.



**Policy Objective 1: IMPROVED ACCESS, EQUITY AND INCLUSIVENESS**

Specific objective	2019 Activities	2020 Activities	2021 Activities	Objective Verification Indicators	Means of Verification	Responsible Agency	2019 Cost (Millions ₦)	2020 Cost (Millions ₦)	2021 Cost (Millions ₦)	Total Cost (Millions ₦)
Increased enrolment of:  1. ECCDE by 20%, from 11.4% (31,539 - pupils) to 31.4% (37,847 pupils) in 3 years.  2. Girl-child by 5%, from 45% (353,337) to 50% (388,745)	1. Conduct advocacy and sensitization on general enrolment in 11-No. Communities across the 11-L.G.A.s , through Town Hall Meetings @ N500,000.00 each	1. Conduct sensitization on ECCDE policy, girl-child, through Radio & TV Jingles in min.6-No. Media outfits across the State @ N3,500,000.00 per annum	1. Conduct sensitization on ECCDE policy through Radio & TV Jingles in min.6-No. Media outfits across the State @ N3,500,000.00 per annum	11 Communities across 11-L.G.A.s sensitized,	Activity reports, Attendance register, Jingles on radio & TV	MoE, SUBEB, CBOs, Community and Religious leaders, UNICEF, NGOs,	5,500,000.00	3,500,000.00	3,500,000.00	<b>12,500,000.00</b>
	2. Support State University, FCE (T) Gombe COE Billiri to train 100 ECCDE teachers.	2. Train 100 ECCDE teachers by State University, FCE (T) Gombe & COE Billiri	2. Support State University, FCE (T) Gombe COE Billiri to train 100 ECCDE teachers.	300 - ECCDE Teachers trained	Training Reports, Attendance register,	MoE, SUBEB, UBEC, UNICEF, NGOs etc	1,500,000.00	1,500,000.00	1,500,000.00	<b>4,500,000.00</b>
	4. Construction of 10 blocks of 3 classrooms spread across the 11-L.G.A.s in adherence to the UBE Act on ECCDE (See <i>Infrastructure</i> )	3. Construction of 50 blocks of 3 classrooms spread across the 11-L.G.A.s in adherence to the UBE Act on ECCDE (See <i>Infrastructure</i> )	2. Construction of 100 blocks of 3 classrooms in Nafada, Shogom, Yamaltu-Deba LGAs to adherence to the UBE Act on ECCDE (See <i>Infrastructure</i> )	160 No. of blocks of 3 classrooms constructed in the 11 LGAs	Physical inspection Report, Contract documents & Pictures.	MoE, SUBEB, UBEC, UNICEF, LGEAs, NGOs etc	90,000,000.00	450,000,000.00	900,000,000.00	<b>1,440,000,000.00</b>
5. Supply of 100 pupils furniture and equipment spread across the 11-L.G.A.s for ECCDE (See <i>Infrastructure</i> )	5- 4 Supply of 100 pupils furniture and equipment spread across the 11- L.G.A.s for ECCDE (See <i>Infrastructure</i> )	3. Supply of 100 pupils furniture and equipment spread across the 11- L.G.A.s for ECCDE (See <i>Infrastructure</i> )	300 No of pupils furniture and equipments supplied in the 11 LGAs	Physical inspection and Supervision Report, Contract documents & pictures	MoE, SUBEB, UBEC, UNICEF, NGOs LGEAs etc	5,000,000.00	5,000,000.00	5,000,000.00	<b>15,000,000.00</b>	

Reduce number of out of school children (OOSC) by 20% (100,000) in the state i.e. from 500,000 to 200,000.	6. Recruit 15 specialized ECCDE teachers in Dukku, Yamaltu Deba, Shongom ( <i>See Quality &amp; Relevance</i> )	6. Recruit 15 specialized ECCDE teachers spread across the 11- L.G.A.s ( <i>See Quality &amp; Relevance</i> )	4. Recruit 15 specialized ECCDE teachers spread across the 11- L.G.A.s ( <i>See Quality &amp; Relevance</i> )	30 Specialized ECCDE teachers recruited	Quality Assurance Monitoring reports, Recruitment reports, Posting letters	MoE, SUBEB, UBEC, UNICEF, NGOs LGEAs etc	7,000,000.00	7,000,000.00	7,000,000.00	<b>21,000,000.00</b>
	7. Provide a meal per day to 1,500 ECCDE children in each of the 11-LGAs, as an incentive @ N80.00 per child per day.	7. Provide a meal per day to 1,500 ECCDE children in each of the 11-LGAs, as an incentive @ N80.00 per child per day.	7. Provide a meal per day to 1,500 ECCDE children in each of the 11-LGAs, as an incentive @ N80.00 per child per day.	4,500 children school meals provided	Physical inspection, Monitoring reports, Attendance registers	MoE, SUBEB, UBEC, UNICEF, NGOs SBMCs etc	79,200,000.00	79,200,000.00	79,200,000.00	<b>237,600,000.00</b>
	1. Conduct Sensitization, HH mapping, listing and enumeration of out of school children across the State @ N196m.			The number & location of OOSC ascertained.	Report of HH Mapping Listing & enumeration of OOSC	MoE, SUBEB, UBEC, UNICEF, BESDA, NpopC, State Bureau of Statistics	196,000,000.00	0.00	0.00	<b>196,000,000.00</b>
	3. Conduct mass sensitization campaigns in the 11 LGAs to mobilize communities to increase girl-child enrolment @ N500,000.00	3. Conduct mass sensitization campaigns in the 11 LGAs to mobilize communities to increase girl-child enrolment @ N500,000.00	3. Conduct mass sensitization campaigns in the 11 LGAs to mobilize communities to increase girl-child enrolment @ N500,000.00	3Sensitization campaigns held  20% No. of girls child enrolled in school	ASC, Activity reports, Class registers, Admission registers	MoE, SUBEB Secretary & DSS, Inspectorate, LGEAS, UBEC, IDPs, NGOs, WB (BESDA), IsDB (BEP).	500,000.00	500,000.00	500,000.00	<b>1,500,000.00</b>
	4. Provide (in each of the 11-LGAs) a	4. Provide (in each of the 11-	4. Provide (in each of the 11-	150 No of schools	ASC, Activity and	MoE, SUBEB, UBEC, IDPs,	7,920,0	15,840,	23,760,	47,520,000.

meal per day to 50-No. school children in newly established neighbourhood schools as an incentive to increase enrolment in Basic Education @ N80.00 per meal per child per day.	LGAs) a meal per day to 50-No. school children in newly established neighbourhood schools as an incentive to increase enrolment in Basic Education @ N80.00 per meal per child per day.	LGAs) a meal per day to 50-No. school children in newly established neighbourhood schools as an incentive to increase enrolment in Basic Education @ N80.00 per meal per child per day.	benefited from school meals  20 % increase of children enrolled in 150 schools in the 11 LGAs	monitoring reports, Class registers, feeding menus,	NGOs, WB (BESDA), IsDB (BEP). LGEAs, SBMCs, Women Groups	00.00	000.00	000.00	00
5. Conduct a survey of Tsangaya/ Quaranic Schools in the State			11 LGA Tsangaya proprietors sensitized On integrating modern education subjects	Activity and monitoring reports, Class registers, feeding menus,	MoE, SUBEB, UBEC, NMEC, , IDPs, NGOs, WB (BESDA), IsDB (BEP).	6,000,000.00	0.00	0.00	<b>6,000,000.00</b>
6. Sensitize 72 Tsangaya school proprietors on Integration of core subjects into Tsangaya Education System at N13.7M	6. Sensitize 72 Tsangaya school proprietors on Integration of core subjects into Tsangaya Education System at N13.7M	6. Sensitize 72 Tsangaya school proprietors on Integration of core subjects into Tsangaya Education System at N13.7M	216 Tsangaya proprietors sensitized On integrating modern education subjects	Inspection/ monitoring reports, Copies of updated/integrated Curriculum for IQTE/Tsangaya	MoE, SUBEB, UBEC, NMEC, , IDPs, NGOs, WB (BESDA), IsDB (BEP).	13,700,000.00	13,700,000.00	13,700,000.00	<b>41,100,000.00</b>
Provide textbooks and curriculum for the integration of core subjects (Eng, Maths, Basic Science and Soc Stud) in Tsangaya schools	Provide textbooks and curriculum for the integration of core subjects (Eng, Maths, Basic Science and Soc Stud) in Tsangaya schools	Provide textbooks and curriculum for the integration of core subjects (Eng, Maths, Basic Science and Soc Stud) in Tsangaya schools	Selected Tsangaya schools provided with textbooksin core subjects	Store ledgers, distribution lists	MoE, SUBEB, UBEC, NMEC, , IDPs, NGOs, WB (BESDA), IsDB (BEP)	1,500,000.00	1,500,000.00	1,500,000.00	<b>4,500,000.00</b>
7 Build capacities of the 47existing State	7. Build capacity of the 47 existing	7. Build capacity of the 47 existing	47 EiE Working	Training reports,	MoE, SUBEB, L.G.E.A., SEMA,	1,000,0	1,000,0	1,000,0	<b>3,000,000.0</b>

	EiE Working Group members on Disaster and Risk Preparedness activities @ N1m.	State EiE Working Group members on Disaster and Risk Preparedness activities @ N1m.	State EiE Working Group members on Disaster and Risk Preparedness activities @ N1m.	group members trained on Disaster Risk Management Preparedness	No/types of teaching-learning materials used	ANFEA, MoWA F.C.E(T), C.O.E IDP, NGOs	00.00	00.00	00.00	<b>0</b>
	8. Establish EiEWG activities across the 11-LGAs of the State @ N350,000	-	-	EiE Working groups established in each LGA	Monitoring report, Lists of members, Work plans, Minutes of meeting held	MoE, SUBEB, SEMA, ANFEA, MoWA F.C.E(T), C.O.E IDP, NGOs	350,000.00	0.00	0.00	<b>350,000.00</b>
	9. Establish Clubs & Societies on emergencies in 2 schools at N250,000 per school	9. Establish Clubs & Societies on emergencies in 2 schools at N250,000 per school	9. Establish Clubs & Societies on emergencies in 2 schools at N250,000 per school	6 No of schools with Clubs and Societies on emergencies	Monitoring reports, Clubs and Societies meeting and activity reports	MoE, SUBEB, SEMA, ANFEA, MoWA F.C.E(T), C.O.E IDP, NGOs	250,000.00	250,000.00	250,000.00	<b>750,000.00</b>
	10. provide 3-days' training for 150 Science, Trade/Entrepreneurial and Mathematics Teachers @ N15,000.00 each	10. provide 3-days' training for 150 Science, Trade/Entrepreneurial and Mathematics Teachers @ N15,000.00 each	10. provide 3-days' training for 150 Science, Trade/Entrepreneurial and Mathematics Teachers @ N15,000.00 each	450 No STM teachers with Science, Trade/entrepreneurial & Mathematics skills	Revised curriculum, Records, Physical Inspection, Inventory	MoE, SUBEB, L.G.E.A., SEMA, ANFEA, MoWA F.C.E(T), C.O.E IDP, NGOs	6,750,000.00	6,750,000.00	6,750,000.00	<b>20,250,000.00</b>
	11. Develop modalities for collaboration with public & private sector trades/skills acquisition outfits @ N300,000.00	11. Develop modalities for collaboration with public & private sector trades/skills acquisition outfits @ N300,000.00	11. Develop modalities for collaboration with public & private sector trades/skills acquisition outfits @ N300,000.00	Modalities for trade and skill acquisition outfit terms and agreements established	Policy document, No and types of schools benefitting. Copies of Terms and Agreements	MoE, SUBEB, L.G.E.A., SEMA, ANFEA, MoWA F.C.E(T), C.O.E IDP, NGOs	300,000.00	300,000.00	300,000.00	<b>900,000.00</b>
	12. Procure materials/tools for Vocational Training @ N100m	12. Procure materials/tools for Vocational Training @ N100m	12. Procure materials/tools for Vocational Training @ N100m	No of Schools with Vocational materials procured for use	Inspection and monitoring reports, ledger, SRV, SIVs, Vouchers	MoE, SUBEB, MoYE, MoT&I, , NERDC, UNICEF,	100,000,000.00	100,000,000.00	100,000,000.00	<b>300,000,000.00</b>



Improve gender parity by increasing girl-child enrolment by 5% in 3-years from 45%F:55% M to 50%F:50% M.	13. Train 20 schools on production and use of local materials, tools & equipment at 250,000 per School	13. Train 20 schools on production and use of local materials, tools & equipment at 250,000 per School	13. Train 20 schools on production and use of local materials, tools & equipment at 250,000 per School	No of schools with capacity to produce and use local materials, tools and equipment	Training reports, Monitoring reports	MoE, SUBEB, MoYE, Local Artisans (mechanics, welders, electricians, weavers, carpenters etc.	5,000,000.00	5,000,000.00	5,000,000.00	<b>15,000,000.00</b>
	1.Map out concentration clusters of out-of school girls and women across the State @ N3.5m			No of Out of school girls and women mapped	Report of mapping, Disaggregated data on out of school females available	MoE, SUBEB, ANFEA, MoWA, MoI, LGEAs, HiLWA, FBOs	3,500,000.00	0.00	0.00	<b>3,500,000.00</b>
	2. Provide Free - Education to women, girls as well as vulnerable and lee advantaged children at all levels (school fees)	2. Provide Free - Education to women, girls as well as vulnerable and lee advantaged children at all levels (school fees)	2. Provide Free - Education to women, girls as well as vulnerable and lee advantaged children at all levels (school fees)	Good No. of Vulnerables & less advantages children educated	ASC, attendance register, Monitoring report	MoE, SUBEB, ANFEA, MoWA, MoI, Scholarship Board, LGEAs, NAPEP HiLWA	0.00	0.00	0.00	<b>0.00</b>
	3.Bi-annual advocacy and sensitizations on girl-child education across the State @ N500,000.00	3. Bi-annual advocacy and sensitizations on girl-child education across the State @ N500,000.00	3. Bi-annual advocacy and sensitizations on girl-child education across the State @ N500,000.00	6-No. advocacy and sensitization activities on girl child education.	Attendance Register, Physical Inspection	MoE, SUBEB, MoWA, MOI, Scholarship Board, LGEAs,Tr//Rel leaders HiLWA	500,000.00	500,000.00	500,000.00	<b>1,500,000.00</b>
4. Provide special inducements and scholarship scheme	4. Provide special inducements and scholarship	4. Provide special inducements and scholarship	3,000-No. of girls benefiting	Programme reports. Copies of selection	MoE, SUBEB, ANFEA, MoWA, MoI, Scholarship	5,000,000.00	10,000,000.00	15,000,000.00	<b>30,000,000.00</b>	

for girls and women @ N5m for 500 girls	scheme for girls and women @ N15m for 1,000 girls	scheme for girls and women @ N15m for 1,500 girls	from special inducements and scholarship scheme	criteria	Board, LGEAs, HiLWA	00.00	000.00	000.00	<b>00</b>
5. Provide female-friendly school environment in not less than 5% of established schools	5. Provide female-friendly school environment in not less than 5% of established schools	5. Provide female-friendly school environment in not less than 5% of established schools	95-No. of schools with female friendly environment	Monitoring report	MoE, SUBEB, ANFEA, MoWA, MoI, LGEAs, HiLWA	1,000,000.00	1,000,000.00	1,000,000.00	<b>3,000,000.00</b>
6. Scaling up of the Female Teacher Trainee Scholarship Scheme (FTTSS) for 100	6. Scaling up of the Female Teacher Trainee Scholarship Scheme (FTTSS) for 100	6. Scaling up of the Female Teacher Trainee Scholarship Scheme (FTTSS) For 100	300-No. Of students on FTTSS scheme	Monitoring report, training reports, FTTSS data.	MoE, SUBEB, MoI, Scholarship Board, LGEAs	1,000,000.00	1,000,000.00	1,000,000.00	<b>3,000,000.00</b>
7. Train 22 female role models (HiLWA) on their roles and responsibilities	7. Train 660 girls on Life Skills, roles and responsibilities	Train 660 girls on Life Skills, roles and responsibilities	66-No. Of female role models trained 1,320-No. Of girls trained on life skills.	Monitoring report, Training report	MoE, SUBEB, ANFEA, MoWA, MoI, Scholarship Board, LGEAs, HiLWA	500,000.00	10,000,000.00	10,000,000.00	<b>20,500,000.00</b>
8. Feasibility studies for establishment of 1 additional girls exclusive School in each Senatorial district	8. Establishment of 1 additional girls exclusive School in each Senatorial district	8. Establishment of 1 additional girls exclusive School in each Senatorial district	3-No. Of girls exclusive Schools established	ASC, Monitoring reports	MoE, SUBEB, MoI, LGEAs	1,000,000.00	1,000,000.00	1,000,000.00	<b>3,000,000.00</b>

Increase Access to Adult and Non formal Education by 15% from 5% to 20%.	1. Conduct a high level advocacy for 40 stakeholders to implement Adult and Non-Formal Education (SAME) Policy			Adult and Non-formal Education Policy	Monitoring report	MoE, SUBEB, ANFEA, MoWA, MoI, LGEAs	200,000.00	0.00	0.00	<b>200,000.00</b>
	2. Conduct advocacy visits to top policy makers for autonomy of ANFEA @ N200,000.00	. Advocate for autonomy of ANFEA @ N200,000.00	Advocate for autonomy of ANFEA @ N200,000.00	6-No. Of advocacy visits conducted	Activity reports	MoE, SUBEB, ANFEA, MoWA, MoI, LGEAs	200,000.00	200,000.00	200,000.00	<b>600,000.00</b>
	3. Conduct Annual Adult Learners' Competitions @ N2.5m	3. Conduct Adult Learners' Competitions @ N2.5m	3. Conduct Adult Learners' Competitions @ N2.5m	3-No. Of adult learners' competitions conducted	Activity report	MoE, SUBEB, ANFEA, MoWA, MoI, LGEAs	2,500,000.00	2,500,000.00	2,500,000.00	<b>7,500,000.00</b>
	4. Procure 500 Radio sets for distribution across all Learning Centres @ N2,000.00 each.			500-No. Of radio sets procured  41-No. Of Learning Centres to be supplied with the radios	Store Ledger, Physical inspection reports	MoE, SUBEB, ANFEA, MoWA, MoI, LGEAs	1,000,000.00	1,000,000.00	1,000,000.00	<b>3,000,000.00</b>
	5.Establish 2 additional Adult Literacy Centres	5. Established 2 additional Adult Literacy Centres	5. Established 2 additional Adult Literacy Centres	6-No. of Adult Literacy Centres established	Monitoring report	MoE, SUBEB, ANFEA, MoWA, MoI, Scholarship Board, LGEAs	4,000,000.00	4,000,000.00	4,000,000.00	<b>12,000,000.00</b>
Employ 34 Adult Education facilitators to man them	Employ 33 Adult Education facilitators to man them	Employ 33 Adult Education facilitators to man them	100-No. of Adult Education facilitators employed	Monitoring report	MoE, SUBEB, ANFEA, MoWA, MoI, LGEAs	14,000,000.00	14,000,000.00	14,000,000.00	<b>42,000,000.00</b>	

		7. Build capacity of 1,851 ANFEA Staff		1,851-No of ANFEA Staff trained	Training reports	MoE, SUBEB, ANFEA LGEA	0.00	12,957,000.00	0.00	<b>12,957,000.00</b>
	8. Provide instructional and working materials in 2 of the established Centers	8. Provide instructional and working materials in 2 of the established Centers	8. Provide instructional and working materials in 2 of the established Centers	Instructional and working materials available in established Centers	Store Ledger, Monitoring reports, Physical inspection	MoE, SUBEB, ANFEA, MoI, LGEAs,	15,000,000.00	10,000,000.00	10,000,000.00	<b>35,000,000.00</b>
	9. Provide hardship allowance to staff at N24,000 per annum (97 x 24000=N2,328,000)	9. Provide hardship allowance to staff at N24,000 per annum (97 x 24000=N2,328,000)	9. Provide hardship allowance to staff at N24,000 per annum (97 x 24000=N2,328,000)	Number of NFE Staff benefiting from hardship allowance	Education Budget, Monitoring report. Payment vouchers	MoE, SUBEB, ANFEA, MoI, LGEAs,	2,328,000.00	2,328,000.00	2,328,000.00	<b>6,984,000.00</b>
Increase enrolment of Special Needs Education through enrolment drive campaign	1. Census all people with Special Needs across the State @ N15m.	-	-	No. of people with special needs across the State collected	Attendance register, Census report, Physical inspection report.	MOE, SUBEB, Tra/Rel leaders, IDPs, PTA, SBMC, CBOs / NGOs	15,000,000.00	0.00	0.00	<b>15,000,000.00</b>
	2. Carry out advocacy and mobilization in 11-LGAs on importance of educating children with special needs @ N300,000.00 per LGA	2. Carry out advocacy and mobilization in 11-LGAs on importance of educating children with special needs @ N300,000.00 per LGA	2. Carry out advocacy and mobilization in 11-LGAs on importance of educating children with special needs @ N300,000.00 per LGA	6-No. of advocacy and mobilization on importance of educating children with special needs carried out.	Activity report, Attendance register	MoE, SUBEB, Tra/Rel leaders, IDPs, PTA, SBMC, CBOs / NGOs	3,300,000.00	3,300,000.00	3,300,000.00	<b>9,900,000.00</b>

3. Provide ramps, tools/equipment, walkways to enhance conducive environment for inclusion for pupils with special needs in one conventional school ( <i>see infrastructure for cost</i> ).	3. Provide ramps, tools/equipment, walkways to enhance conducive environment for inclusion for pupils with special needs in one conventional school ( <i>see infrastructure for cost</i> ).	3. Provide ramps, tools/equipment, walkways to enhance conducive environment for inclusion for pupils with special needs in one conventional school ( <i>see infrastructure for cost</i> ).	33-No. of conventional schools made conducive for pupils with special needs	Store Ledger, Monitoring report	MoE, SUBEB, Tra/Rel leaders, IDPs, PTA, SBMC, CBOs / NGOs	5,000,000.00	5,000,000.00	5,000,000.00	<b>15,000,000.00</b>
4. Construct one more Special Education Centre and expand existing one in Gombe Central	4. Construct one more Special Education Centre and expand existing one in Gombe North	4. Construct one more Special Education Centre and expand existing one in Gombe South	9-No. of constructed centres in the 3 Senatorial districts 3-No. of expanded centres	Physical Inspection report, Monitoring report.	MoE, SUBEB, Tra/Rel leaders, IDPs, PTA, SBMC, CBOs / NGOs	150,000,000.00	150,000,000.00	150,000,000.00	<b>450,000,000.00</b>
<b>SUB-TOTAL</b>						<b>752,498,000.00</b>	<b>919,825,000.00</b>	<b>1,369,788,000.00</b>	<b>3,042,111,000.00</b>

**Policy Objective 2: IMPROVED QUALITY AND RELEVANCE (WITH TEACHING & LEARNING)**

Specific objective	2019 Activities	2020 Activities	2021 Activities	Objective Verification Indicators	Means of Verification	Responsible Agency	2019 Cost (Millions ₦)	2020 Cost (Millions ₦)	2021 Cost (Millions ₦)	Total Cost (Millions ₦)
Improve the adequacy of teaching/learning facilities and materials at all levels of education:	1. Equitably distribute curriculum to schools across the state @ N2m	-	-	1,930-No. of schools supplied with curriculum	Physical inspection and reports	FMoE, UBEC, MoE, SUBEB, NERDC, NGOs, CBOs etc	2,000,000.00	0.00	0.00	<b>2,000,000.00</b>
	2. Procure 100,000 textbooks each in 4-core subjects for all school levels @ N 1,700 each = N680,000	2. Procure 100,000 textbooks each in 4-core subjects for all school levels @ N 1,700 each = N680,000	2. Procure 100,000 textbooks each in 4-core subjects for all school levels @ N 1,700 each = N680,000	300,000-No. core subjects textbooks procured	Physical Inspection report, Store Ledger	FMoE, UBEC, MoE, SUBEB, Lib Board, NERDC, NGOs, CBOs etc	680,000.00	680,000.00	680,000.00	<b>2,040,000.00</b>
	3. Procure materials such as chalk, markers, stationeries, etc @ N100m	3. Procure materials such as chalks, markers, stationeries, etc @ N100m	3. Procure materials such as chalks, markers, stationeries, etc @ N100m	28,000-No. cartons of chalk, markers, stationeries, etc supplied to schools	Store Ledger, Physical Inspection, SRV, SIV	FMoE, UBEC, MoE, SUBEB, NERDC, NGOs, CBOs etc	100,000.00	100,000.00	100,000.00	<b>300,000.00</b>
Provide effective supervision, monitoring and evaluation.	1. Provide working materials and logistics for bi-monthly monitoring activities in the 11-LGAs across the state @ N40m .	1. Provide working materials and logistics for bi-monthly monitoring activities in the 11-LGAs across the state @ N40m .	1. Provide working materials and logistics for bi-monthly monitoring activities in the 11-LGAs across the state @ N40m .	Logistics for bi-monthly monitoring activities provided	Records, PVs, M&E reports	MoE, SUBEB, CBOs, NGOs, IDPs, MoF, LGAs etc	40,000,000.00	40,000,000.00	40,000,000.00	<b>120,000,000.00</b>

Provide effective communication among both teachers and students	2. Undertake Continuous (3-days) capacity building for 75 No. quality assurance officers @ N3.375M	2. Undertake Continuous (3-days) capacity building for 75 No. quality assurance officers @ N3.375M	2. Undertake Continuous (3-days) capacity building for 75 No. quality assurance officers @ N3.375M	75-No. of quality assurance officers that undertake continuous capacity building	Training report, monitoring report, Attendance register	MoE, SUBEB, CBOs, NGOs, IDPs, MoF, LGAs etc	3,375,000.0 0	3,375,000.0 0	3,375,000.0 0	<b>10,125,000.00</b>
	3. Make autonomous the monitoring and evaluation directorate.	3. Make autonomous the monitoring and evaluation directorate.	3. Make autonomous the monitoring and evaluation directorate.	Monitoring and evaluation directorate formed	Monitoring report, Organogram, Plan of actions,	MoE, SUBEB, CBOs, NGOs, IDPs, MoF, LGAs etc	10,000.00	10,000.00	10,000.00	<b>30,000.00</b>
	1.Introduce press, debating and drama clubs in all schools across the state @ N5m	1.Introduce press, debating and drama clubs in all schools across the state @ N5m	1.Introduce press, debating and drama clubs in all schools across the state @ N5m	500-No. of schools with press, debating and drama clubs introduced.	ASC, Records, Physical Inspection,	MoE, SUBEB, NGOs IDPs NUT, SBMC ANCOPPS	5,000,000.0 0	5,000,000.0 0	5,000,000.0 0	<b>15,000,000.00</b>
	2. Introduce News On the Board (NOB) in schools across the state	2. Introduce News On the Board (NOB) in schools across the state	2. Introduce News On the Board (NOB) in schools across the state	500-No. of schools with NOB introduced	Activity report, Monitoring report	MoE, SUBEB, NGOs IDPs NUT, SBMC ANCOPPS	5,000,000.0 0	5,000,000.0 0	5,000,000.0 0	<b>15,000,000.00</b>
	3. Introduce drill lessons for students @ N5m	3. Introduce drill lessons for students @ N5m	3. Introduce drill lessons for students @ N5m	10,000-No. of students in attendance Participatory learning enhanced	Activity report, Attendance register	MoE, SUBEB, NGOs IDPs NUT, SBMC ANCOPPS	5,000,000.0 0	5,000,000.0 0	5,000,000.0 0	<b>15,000,000.00</b>

Develop Teachers' skills in modern teaching techniques	4. Introduce library lessons/book corners to promote reading culture @ N5m	4. Introduce library lessons/book corners to promote reading culture @ N5m	4. Introduce library lessons/book corners to promote reading culture @ N5m	1,520-No. of library lessons organized.  1,000 cartons of a variety of library books procured and distributed	Attendance register, Activity report. Store ledgers, SRVs, SIVs, Library catalogues	MoE, SUBEB, Lib Board, NGOs IDPs NUT, SBMC ANCOPPS	5,000,000.00	5,000,000.00	5,000,000.00	<b>15,000,000.00</b>
	5. Organize special 3-days' workshops for English language teachers on methodology and new concepts:- 100 Teachers @ N15,000.00 each.	5. Organize special 3-days' workshops for English language teachers on methodology and new concepts:- 100 Teachers @ N15,000.00 each.	5. Organize special 3-days' workshops for English language teachers on methodology and new concepts:- 100 Teachers @ N15,000.00 each.	3,900-No. of teachers in attendance at the organized workshops.	Activity report, Attendance register	MoE, SUBEB, Lib Board, NGOs IDPs NUT, SBMC ANCOPPS	4,500,000.00	4,500,000.00	4,500,000.00	<b>13,500,000.00</b>
	1. Provide current and relevant materials on modern teaching techniques @ N25m	1. Provide current and relevant materials on modern teaching techniques @ N25m	1. Provide current and relevant materials on modern teaching techniques @ N25m	10,000 Cartons of a variety of materials supplied to schools on modern teaching technique	Store ledger, Physical Inspection, SRV, SIV and activity report	MoE, MoF, SUBEB, NIEPA, COE, FCE (T) and FUK	25,000,000.00	25,000,000.00	25,000,000.00	<b>75,000,000.00</b>
	2. Engage higher institutions for training of teachers on modern techniques of teaching @ N5m.	2. Engage higher institutions for training of teachers on modern techniques of teaching @ N5m.	2. Engage higher institutions for training of teachers on modern techniques of teaching @ N5m.	3,000-No. of teachers trained on modern teaching technique	Training report, Attendance register	MoE, MoF, SUBEB, NIEPA, GSU, FCET,etc	5,000,000.00	5,000,000.00	5,000,000.00	<b>15,000,000.00</b>



Ensure maximum teacher utilization	3. Provide 2% of Education Budget for funding of 3 researches on modern techniques.	3. Provide 2% of Education Budget for funding of 3 researches on modern techniques.	3. Provide 2% of Education Budget for funding of 3 researches on modern techniques.	9 No. of researches conducted	Researchers report	MoE, MoF, SUBEB, NIEPA Data collectors and analysts	21,600,000.00	21,600,000.00	21,600,000.00	<b>64,800,000.00</b>
	1. Evenly distribute subject teachers to schools & subject areas	1. Evenly distribute subject teachers to schools & subject areas	1. Evenly distribute subject teachers to schools & subject areas	21,000 -No. of teachers evenly posted to schools	ASC, School records, physical inspection	MoE, SUBEB, Inspectorate NGOs PTAs, SBMC etc	0.00	0.00	0.00	<b>0.00</b>
	2. Enforce minimum workload of 24 lessons per week	2. Enforce minimum workload of 24 lessons per week	2. Enforce minimum workload of 24 lessons per week	Utilization of staff maximized	School records, Monitoring report, School timetable, Individual staff workload sheets	MoE, SUBEB, PTAs, SBMC School Heads, Senior Teachers	0.00	0.00	0.00	<b>0.00</b>
	3. Re-enforce extra-curricular activities in 195 schools by organizing annual inter-school, inter-house, and inter-class competitions @ N1m	3. Re-enforce extra-curricular activities in 195 schools by organizing annual inter-school, inter-house, and inter-class competitions @ N1m	3. Re-enforce extra-curricular activities in 195 schools by organizing annual inter-school, inter-house, and inter-class competitions @ N1m	585 JSS and SS -No. of schools with competitions organized	Activity reports, monitoring report, School Annual Calendar of events	MoE, SUBEB, and their Inspectorate Divisions NGOs PTAs, SBMC School Authority, Pupils/Teachers	19,500,000.00	19,500,000.00	19,500,000.00	<b>58,500,000.00</b>

	2. Accredite 50 ECCDE Centers with a view to Establish them in appropriate Primary Schools in the state across 11-L.G.A.s	2. Accredite 50 ECCDE Centers with a view to Establish them in appropriate Primary Schools in the state across 11-L.G.A.s	2. Accredite 50 ECCDE Centers with a view to Establish them in appropriate Primary Schools in the state across 11-L.G.A.s	150 of ECCDE Centres established in Primary Schools across 11-L.G.A.s	Physical inspection, Report showing progress and completion.	MoE, SUBEB, UBEC, UNICEF, NGOs MoF, Community and Religious leaders	1,000,000.00	1,000,000.00	1,000,000.00	3,000,000.00
Strengthen teacher support system for improved efficiency	1. Provide running cost in all 1,815 (1,367 Pre-Prim. and Prim., 317 JSS, 111 SS and 20 Sci. and Technical Schools) public schools @ (N5,000 primary, N10,000 JSS and N15,000 SSS per term)	1. Provide running cost in all 1,815 public schools @ (N5,000 Primary, N10,000 JSS and N15,000 SSS per term)	1. Provide running cost in all 1,815 public schools @ (N5,000 Primary, N10,000 JSS and N15,000 SSS per term)	1,815-No. of public schools provided running costs.	ASC, PVs, Physical Inspection, Inventory Cash book, ledger	MoE, MoF, MoH/T, MoH NGOs etc	35,910,000.00	35,910,000.00	35,910,000.00	<b>107,730,000.00</b>
	2. Construct new /Renovation of existing houses (Low-cost type block of 3-flats of 3-bdrms each) for teachers in 11-No schools across the State @ N24m	2. Construct new /Renovation of existing houses (Low-cost type block of 3-flats of 3-bdrms each) for teachers in 11-No schools across the State @ N24m	2. Construct new /Renovation of existing houses (Low-cost type block of 3-flats of 3-bdrms each) for teachers in 11-No schools across the State @ N24m	9 flats No. of 3 bed rooms house constructed and furnished for teachers in schools in the 11 LGAs	Physical inspection, Monitoring report. Contract Agreements, PVs,	MoE, MoF, MoH/T, MoH NGOs etc	0.00	0.00	0.00	<b>0.00</b>

Increase the percentage of qualified teachers in all levels of education (ECCDE, Primary, SSS, Nomadic, Special Education)	each. (See Infrastructure)	each. (See Infrastructure)	each. (See Infrastructure)							
	1. Conduct evidence-based Advocacy to government on the need to increase the number of qualified teachers in all levels of education (ECCDE, Primary, JSS, SSS, NFE, Nomadic and Special education) @ N500,000.00	1. Conduct evidence-based Advocacy to government on the need to increase the number of qualified teachers in all levels of education (ECCDE, Primary, JSS, SSS, NFE, Nomadic and Special education) @ N500,000.00	1. Conduct evidence-based Advocacy to government on the need to increase the number of qualified teachers in all levels of education (ECCDE, Primary, JSS, SSS, NFE, Nomadic and Special education) @ N500,000.00	6-No. of advocacy conducted in all levels of education	ASC, Records, Physical Inspection	GMSG, MoE, MoF, SUBEB, TSC, ANFEA CBOs/NGOs	500,000.00	500,000.00	500,000.00	<b>1,500,000.00</b>
	2. Carry out TOT induction/orientation to 500-No. teachers @ N15,000.00 each	2. Carry out TOT induction/orientation to 500-No. teachers @ N15,000.00 each	2. Carry out TOT induction/orientation to 500-No. teachers @ N15,000.00 each	1,500-No. of teachers capacity built	Attendance registers, Monitoring report, teachers records of work	GMSG, MoE, MoF, SUBEB, TSC,CBOs/NGOs,NTI, State Higher Institutions-Libraries	22,500,000.00	22,500,000.00	22,500,000.00	<b>67,500,000.00</b>
<b>SUB-TOTAL</b>							<b>301,575,000.00</b>	<b>299,575,000.00</b>	<b>299,575,000.00</b>	<b>2,938,685,000.00</b>

**Policy Objective 3: IMPROVED INFRASTRUCTURE**

Specific objective	2019 Activities	2020 Activities	2021 Activities	Objective Verification Indicators	Means of Verification	Responsible Agency	2019 Cost (Millions ₦)	2020 Cost (Millions ₦)	2021 Cost (Millions ₦)	Total Cost (Millions ₦)
Increase the number of classrooms, laboratories, and workshops at science/science and technical schools	1.Carry out advocacy meetings with stakeholders on adequate provision of funds for construction of classrooms, laboratories and workshops @ N500,000.00	1.Carry out advocacy meetings with stakeholders on adequate provision of funds for construction of classrooms, laboratories and workshops @ N500,000.00	1.Carry out advocacy meetings with stakeholders on adequate provision of funds for construction of classrooms, laboratories and workshops @ N500,000.00	Advocacy meetings for provision of classrooms, laboratories, and workshops conducted	Advocacy reports and commitment statement	MoE, SUBEB, ANFEA & Tertiary Inst, Donor Agencies, MoEP	500,000.00	500,000.00	500,000.00	<b>1,500,000.00</b>
	2.Carry out advocacy meetings with partners and donor agencies for construction of classrooms, laboratories and workshops @ N300,000.00	2. Carry out advocacy meetings with partners and donor agencies for construction of classrooms, laboratories and workshops @ N300,000.00	2. Carry out advocacy meetings with partners and donor agencies for construction of classrooms, laboratories and workshops @ N300,000.00	Advocacy for provision of classrooms, laboratories, and workshops conducted	Advocacy reports and commitment statement	FMoE, UBEC, MoE, SUBEB, ANFEA & Tertiary Inst, Donor Agencies, MOEP	300,000.00	300,000.00	300,000.00	
	3.Make use of authentic data to aid the intervening partners in the upgrading of such infrastructures	3.Make use of authentic data to aid the intervening partners in the upgrading of such infrastructures	3.Make use of authentic data to aid the intervening partners in the upgrading of such infrastructures	Data used to aid the intervening partners	Data report	FMoE, UBEC, MoE, SUBEB, ANFEA & Donor Agencies, MoEP	1,000,000.00	1,000,000.00	1,000,000.00	

Improve ECCDE centre across the state in three years	1.Construction of 10-No. blocks of 3 classrooms in each senatorial zone @ N4.3each	1.Construction of 50-No. blocks of 3-classrooms in some selected public primary schools across the state @ N4.3 each	1Construction of additional 100-No. blocks of 3classrooms in some selected public primary school across the state@ N4.3 each	160-No. blocks of 3-classrooms newly constructed for ECCDE centres across the state.	Monitoring Reports, Physical Inspection, contract agreement  Store ledger, PVs, Distribution lists	MoE, SUBEB, UBEC, MoF, MoEP, IDPs, INGOs etc	129,000,00 0.00	215,000,00 0.00	430,000,00 0.00	<b>774,000.000 .00</b>
	2. Supply requisite furniture and equipment to the newly constructed 11No. ECCDE across the State @ N15m	2. Continuous supply requisite furniture and equipment to the newly constructed 11No. ECCDE across theState @ N20m	2. Continuous supply requisite furniture and equipment to the newly constructed 11No. ECCDE across the State @ N25m	33-No. Of ECCDE centres equipped, teachers and students' furnitures supplied				15,000,000. 00	20,000,000. 00	25,000,000. 00
To Establish 1 EMIS office in ANFEA & 1 LEMIS in each of the 3 Senatorial Zone	1. Establish EMIS office in ANFEA @ N5m each	1.Construct LEMIS office in each of the3 senatorial zones @5m each	1. Identity and redeploy ICT personnel from other MDAs	1 EMIS offices at ANFEA and 1 LEMIS in each of the Senatorial Zone established.	Physical Inspection report	MoE, SUBEB, ANFEA, MoF, LGEAs, UNICEF, UNESCO, Faculty of education COEs	5,000,000.0 0	15,000,000. 00	0.00	<b>20,000,000. 00</b>
	2. To procure 10 Nos. of Desktop computers and accessories (3 printers, 3 scanners, 30 UPS, 300 Cartridges) for MoE, SUBEB & ANFEA @	2. procure 30-No of desktop computers and accessories to the newly constructed EMIS offices in the 3 senatorial zones @ N9,240,000.00	2. organize 5-days capacity building for 100 ICT personnel, MoE, SUBEB, ANFEA & the 3 senatorial LEMIS offices @25,000 per head	10-No. of ICT personnel redeployed 50-No. of personnel capacity build 60-No. of desktop computers to EMIS &	Attendance register, Store ledger, Physical inspection report			9,240,000.0 0	9,240,000.0 0	25,000,000. 00

Reduce congestion in schools and Promote community schools across the senatorial zones to reduce out of school children in difficult terrain challenges.	N9,240,000.00	1. construct 3nos neighbourhood schools at 13.5m x 3 and rehabilitate 5nos community schools in each of 3 senatorial zones @ N4.5m each	1. construct additional 5nos neighbourhood schools @13.5mx5 and rehabilitate 10nos community schools across the 3-senatorial zones @4.5mx30nos	1. construct additional 10-nos neighbourhood schools @13.5mx10 and rehabilitate 15-nos community schools across the 3senatorial zones @4.5mx45	LEMIS offices 18-No. of neighbourhood schools constructed and equipped  30-No. Of community schools rehabilitated	Activity report, Physical inspection report, contract agreement, payment voucher	MoE, SUBEB, UBEC, IDPs, NGOs, WB (BESDA), IsDB (BEP).	108,000,00 0.00	202,500,00 0.00	270,000,00 0.00	<b>580,500,000 .00</b>
	2. construct 50-Blks of six classrooms buildings across the state @34.3m each	2. construct additional 75-blks of six storey buildings across the state @34.3m	2. construct additional 100-blks of six storey buildings across the state @4.3m	225-No. Blocks of 6-classrooms storey buildings constructed across the state	1,700,000.0 00.00	2,500,000,0 00.00	3,400,000,0 00.00	<b>7,600,000,0 00.00</b>			
	3.renovate 150 existing classrooms across the state @ N3meach	3.renovate additional 200 existing classrooms across the state @ N3meach	3.Continuous renovation of 250 classrooms across the state @ N3m each	600-No. of classrooms renovated	450,000,00 0.00	600,000,00 0.00	7,500,000,0 00.00	<b>1,800,000,0 00.00</b>			
Improve Teachers' Welfare	1. Construct new /Renovation of existing houses (Low-cost type block of 3-flats of 3-bdrms each) for teachers in 11-No schools	1. Construct new /Renovation of existing houses (Low-cost type block of 3-flats of 3-bdrms each) for teachers in 11-No schools	1. Construct new /Renovation of existing houses (Low-cost type block of 3-flats of 3-bdrms each) for teachers in 11-No schools	33 Nos. low cost constructed and renovated	Physical inspection, contract agreement and PVs	MoE, SUBEB, MoF, CSDA	264,000,00 0.00	264,000,00 0.00	264,000,00 0.00	<b>792,000,000 .00</b>	

	across the state @ N24m each.	across the state @ N24m each.	across the state @ N24m each.							
Increase access to adult & non-formal education	1. Establish Adult Literacy Centres in each of the 3 senatorial zones @ N25m each.	1. Recruit 24-nos of qualified Adult Education personnel @365,000 for the newly established centres	1. Recruit additional 12-nos of qualified Adult Education personnel for the newly established centres	3-No. of adult literacy centers established  36-No. of Adult Education personnel recruited	Attendance register, Physical inspection reports, Store ledger, Activity report, SIV, SRV	MoE, SUBEB, ANFEA, MoWA, MoI, Scholarship Board, LGEAs, NAPEP, IDPs	75,000,000.00	8,760,000.00	4,380,000.00	<b>88,140,000.00</b>
	2. Procure required instructional and working materials @ 10m	2. Procure required instructional and working materials @ 15m	2. Procure required instructional and working materials @ 20m	Variety instructional/working materials procured.		Traditional and Religious leaders	10,000,000.00	15,000,000.00	20,000,000.00	<b>45,000,000.00</b>
	3. Advocacy and sensitization visit to 150 communities on the importance of adult education @ N300,000.00	3. Procure 5,000 radio sets for distribution to learners @1,200each	3. Procure additional 1,000 sets of radio for distribution to learners @1,200each	1,500-No. of radios supplied and distributed to learners  150-No. of communities sensitized				45,000,000.00	600,000.00	1,200,000.00
Integrate Quranic/Tsangaya Education	1. Establish and construct 1 nos. Junior Quar'anic Tsangaya School for boys, girls & women across the 11 LGAs @15m each	1. Establish and construct 1 nos. Junior Quar'anic Tsangaya School for boys, girls & women across the 11 LGAs @20m each	1. Procure required instructional & working materials to all established centres @16m each	22-No. of Quaranic/Tsangaya Schools established  Variety of materials procured and delivered to schools.	Physical Inspection, Reports, Store ledger	ANFEA, MoE, SUBEB, Traditional and Religious leaders, FOMWAN, IDPs, PTA, SBMC, CBOs and NGOs	165,000,000.00	220,000,000.00	111,000,000.00	<b>496,000,000.00</b>

Improve access to Special Needs Education	1.Establish 1-No centre in central senatorial zones; with V.I.P. latrine, admin block, library, hostel, WASH, kitchen, &masonry fence @450m each	1. Procure required instructional & working materials to the newly established centres @ 50m each	1. Renovate the existing Special Education Centre in Gombe & Billiri @ N150m	2-No. of established special needs education centers  Variety of working materials supplied to centers  2-No. education centers renovated	Store ledger, activity report, monitoring report	MoE, SUBEB, Traditional and Religious leaders, FOMWAN, IDPs, PTA, SBMC, CBOs and NGOs	450,000,00 0.00	50,000,000. 00	150,000,00 0.00	<b>650,000,000 .00</b>
	2. Provide ramps, tools, equipment, walkways, etc to enhance conducive environment for inclusion for pupils with special needs in 11 conventional schools @50m	2.Continuous Provide ramps, tools, equipment, walkways, etc to enhance conducive environment for inclusion for pupils with special needs in 11 conventional schools @75m	2, Continuous Provide ramps, tools, equipment, walkways, etc to enhance conducive environment for inclusion for pupils with special needs in 11 conventional schools @100m	33-No. of conventional schools enhanced to be conducive for inclusion of pupils with special needs				50,000,000. 00	75,000,000. 00	100,000,00 0.00
To provide 1 block of 2 classrooms and provision of instructional materials for Nomadic Education in each of the Senatorial Zone	1.Establish/Construct 1-blk of 2-clssrms for each nomadic school in the 3 senatorial zones @9m	1.Continuousl y establish/construct 1-blk of 2-clssrms for each nomadic school in the 3 senatorial zones @10m	1. Continuously establish/construct 1-blk of 2-clssrms for each nomadic school in the 3 senatorial zones @11m	9-No.Blks of 2-classrooms constructed for nomadic schools  Variety of working materials procured and	Monitoring report, Attendance register, Store ledger BOQ, PVs	MoE, SUBEB, MAH & NA, MoF	27,000,000. 00	30,000,000. 00	33,000,000. 00	<b>90,000,000. 00</b>
	2. Procure	2. Advocacy	2. Procure				10,000,000.	5,500,000.0	15,000,000.	<b>30,500,000.</b>



Improving boarding schools across the state.	required instructional and working materials for 4 No. nomadic schools @10m	and sensitization to the nomadic communities each across the 11-LGAs @500,000	required instructional and working materials for 5 No. nomadic schools @15m	delivered to nomadic schools 9-No. of schools supplied with materials			0.00	0.00	0.00	<b>0.00</b>
	1.Renovate 3 boarding schools across the 3 senatorial zones @ 150m each	1.Continuous renovation of 3 additional existing boarding schools across the 3 senatorial zones @150m	1. Renovate additional 6-nos of existing boarding schools across the 3 senatorial zones @150m	12-No. of boarding schools renovated	Monitoring report, contract agreement, PVs	MoE, SUBEB, MoF, LGEAs, IDPs	450,000,00 0.00	450,000,00 0.00	900,000,00 0.00	<b>1,800,000,00.00</b>
	2. Provide 500 double bunk beds and 1,000 mattresses in the each of 3 boarding schools renovated @ N50,000.00 each .	2. Provide additional 600 double bunk beds and1,200 mattresses in the 3 boarding @ N50,000.00 each	2.Continuous procurement of 1,000 double bunk beds & 2,000 mattresses to the boarding schools @ N50,000.00 each	2,100-No. of double-bunk beds and 4,200 mattresses supplied to schools	Store ledger, Monitoring report, PVs, contract agreement, SRV, SIV and physical inspection	MoE, SUBEB, MoI, LGEAs, IDPs	75,000,000. 00	90,000,000. 00	150,000,00 0.00	<b>315,000,000.00</b>
3. Provide toilet facilities, kitchen, dining hall, WASH, borehole, to the 3 boarding schools renovated across the 3 senatorial zones@75m	3. Provide toilet facilities, kitchen, dining hall, WASH, borehole, to the 3 boarding schools renovated across the 3 senatorial zones@100m	3. Provide toilet facilities, kitchen, dining hall, WASH, borehole, to the 3 boarding schools renovated across the 3 senatorial zones@125m	9-No. of boarding schools provided with toilet, kitchen, dining hall facilities	Physical Inspection Reports, Store Ledger	MoE, SUBEB, MoI, LGEAs, IDPs	75,000,000. 00	100,000,00 0.00	125,000,00 0.00	<b>300,000,000.00</b>	
							<b>2,404,040,000.00</b>	<b>4,866,900,000.00</b>	<b>13,510,380,000.00</b>	<b>14,957,320,000.00</b>

**Policy Objective 4: IMPROVE MANAGEMENT AND EFFICIENCY**

Specific objective	2019 Activities	2020 Activities	2021 Activities	Objective Verification Indicators	Means of Verification	Responsible Agency	2019 Cost (Millions ₦)	2020 Cost (Millions ₦)	2021 Cost (Millions ₦)	Total Cost (Millions ₦)
Enhance state of EMIS and improve data management to generate timely and reliable data.	1. A 3-days' Capacity building in record keeping and data management for 40 EMIS personnel from MoE, SUBEB and LGEAs @ N10,000.00 per head per day and 4 Resource Persons @ N115,000.00	1. A 3-days' Capacity building in record keeping and data management for 40 EMIS personnel from MoE, SUBEB and LGEAs @ N10,000.00 per head per day and 4 Resource Persons @ N115,000.00	1. A 3-days' Capacity building in record keeping and data management for 40 EMIS personnel from MoE, SUBEB and LGEAs @ N10,000.00 per head per day and 4 Resource Persons @ N115,000.00	120-No. Of EMIS personnel that partake in capacity building in record keeping and data management	Attendance register, Activity report and pictures	MoE, SUBEB, LGEAs and UNICEF	1,660,000.00	1,660,000.00	1,660,000.00	<b>4,980,000.00</b>
	2. Introduce budgetary allocation of 1% of education sub-sector budget for EMIS and other relevant units to procure ICT gadgets, maintain subscriptions and general operations	2. Release budgetary allocation of 1% of education sub-sector budget for EMIS and other relevant units to procure ICT gadgets, maintain subscriptions and general operations	2. Release budgetary allocation of 1% of education sub-sector budget for EMIS and other relevant units to procure ICT gadgets, maintain subscriptions and general operations	Variety of ICT gadgets procured	Activity report, Store ledger, inventory and stock-taking	MoE, SUBEB, LGEAs and UNICEF	184,072,016.00	184,072,016.00	184,072,016.00	<b>552,216,048.00</b>
	3. Ensure strict adherence to	3. Ensure strict adherence to	3. Ensure strict adherence to	EMIS policy implemented	Activity report	MoE, SUBEB,	0.00	0.00	0.00	<b>0.00</b>

implementatio n of EMIS Policy.	implementatio n of EMIS Policy.	adherence to implementati on of EMIS Policy.			LGEAs and UNICEF				
4. High level synergy & coordination amongst Ministries, Departments, Agencies and Tertiary Institutions	4. High level synergy & coordination amongst Ministries, Departments, Agencies and Tertiary Institutions	4. High level synergy & coordination amongst Ministries, Departments, Agencies and Tertiary Institutions	Ministries, Departments, Agencies and Tertiary Institutions with high level synergy & coordination	Activity report	MoE, SUBEB, LGEAs and UNICEF	0.00	0.00	0.00	<b>0.00</b>
5. Construction and furnishing of 13 EMIS houses and identify and redeploy 65 relevant staff from MDAs	5. Equipping 13 EMIS houses and 3 days capacity building of 65 EMIS staff  6. Organize 3- days' capacity building for personnel from MoE, SUBEB @ N15,000,00 per head	5. Internet connectivity and annual subscription for the 13 EMIS houses  6. Organize 3-days' capacity building for 30 personnel from MoE, SUBEB @ N15,000,00 per head	5. 13 No. of EMIS houses constructed, furnished, equipped and 65 EMIS staff capacities built  60-No. EMIS Personnel trained	M& E reports, attendance register and pictures  Training report, Attendance register and pictures	MoE, SUBEB, ANFEA, LGEAs and MDAs  MoE, SUBEB, and UNICEF	106,800,00 0.00	18,325,000. 00  1,350,000.0 0	19,500,000. 00  1,350,000.0 0	<b>142,325,000 .00</b>  <b>2,700,000.0 0</b>

	7. To procure accessories (scanners, photocopiers, stationeries, cartridges, e.t.c.) for 4 EMIS and 11 LEMIS houses	7. To procure 13-No. servers for MoHE, ANFEA & 11-LEMISs, and cartridges and stationeries for 4 EMIS and 11 LEMIS houses	7. Provide for subscription and maintenance of 4 EMIS and 11 LEMIS machines and equipment annually the sum of N1m and cartridges and stationeries for 4 EMIS and 11 LEMIS houses	7. 13 No. servers, accessories, subscription procured and maintenance of EMIS and LEMIS machines provided	Activity report, Store ledger, inventory and stock-taking	MoE, SUBEB, LGEAs and UNICEF	9,262,500.00	6,712,500.00	3,812,500.00	<b>19,787,500.00</b>
Increase effectiveness of policy acceptance, implementation, monitoring and evaluation of programmes and projects by SIC	1. Conduct advocacy to the policy makers (MoE, MoF, GSHA, SUBEB, MLG, ANFEA, 11-LGAs) @ N500,000.00	1. Provision of 25 Nos. laptops computers for MoE, SUBEB and ANFEA officers @ N150,000.00 each.	1. Provision of 25 Nos. laptops computers for MoE, SUBEB and ANFEA officers @ N150,000.00 each.	1. 50-No. of laptops computer provided for MoE, SUBEB and ANFEA officers  2. Advocacy visits to policy makers	Activity report, Store ledger, inventory, stock-taking and pictures	Office of HOCS, MoF, MoE and MoHE.	500,000.00	3,750,000.00	3,750,000.00	<b>8,000,000.00</b>
	2. Develop capacity (3-days) of 75 QAOs from MoE, SUBEB & ANFEA @ N15,000.00 per head.	2. Develop capacity (3-days) of 75 QAOs from MoE, SUBEB & ANFEA @ N15,000.00 per head.	2. Develop capacity (3-days) of 75 QAOs from MoE, SUBEB & ANFEA @ N15,000.00 per head.	225No. of QAOs that partake in capacity building	Attendance register, Activity report and pictures	Office of HOCS, MoF, MoE, MoHE, Tertiary Inst, NGOs, IDPs etc.	3,375,000.00	3,375,000.00	3,375,000.00	<b>10,125,000.00</b>

3. Ensure proper utilization of monitoring and evaluation tools	3. Provide logistics for M&E @ N1.5m	3. Provide logistics for M&E @ N1.5m	M&E conducted	Monitoring report	MoHE, MoE, SUBEB, LGEAs, and ANFEA	0.00	1,500,000.00	1,500,000.00	<b>3,000,000.00</b>
4. Provision of 50 Nos. laptops computers for MoE, SUBEB and ANFEA officers	4. Provision of 50 Nos. laptops computers for MoE, SUBEB and ANFEA officers	4. Provision of 50 Nos. laptops computers for MoE, SUBEB and ANFEA officers	150-No. of laptop computers provided for MoE, SUBEB and ANFEA officers	Activity report, Store ledger, inventory, stock-taking and pictures	MoHE, MoE, SUBEB, LGEAs and ANFEA	7,500,000.00	7,500,000.00	7,500,000.00	<b>22,500,000.00</b>
5. Establish a 25-man Sector Plan Implementation Committee (SPIC) made up of education stakeholders for effective Policy promotion, monitoring & evaluation of programmes & projects	-	-	25-man S.I.C. for Policy Promotion and M&E established.	List of committee members	MoHE, MoE, SUBEB, LEAs, ANFEA, MoF, MoEP, MoWA, WASH, SBMC, PTA and IDPs	0.00	0.00	0.00	<b>0.00</b>

Develop coherent policy and action plan for clear strategic direction.	6. 3-days Capacity building of 25No. M&E personnel twice annually @ N15,000.00 per head per training.	5. 3-days Capacity building of 25No. M&E personnel twice annually @ N15,000.00 per head per training.	5. 3-days Capacity building of 25No. M&E personnel twice annually @ N15,000.00 per head per training.	6.150-No. M&E personnel trained in 6-No. Capacity building trainings.	Training reports, attendance register and pictures	MoE, SUBEB, and ANFEA,	1,500,000.00	1,500,000.00	1,500,000.00	<b>4,500,000.00</b>
	1. Provide funding for development of the action plan @ N12m			Plan developed	Training reports, attendance register and pictures	MoE, SUBEB, ANFEA, MoF, UNICEF, and IDPs	12,000,000.00	0.00	0.00	<b>12,000,000.00</b>
	2. Develop comprehensive operational plan			Comprehensive operational plan developed	Training reports, attendance register and pictures	MoE, SUBEB, ANFEA, MoF, UNICEF, and IDPs	0.00	0.00	0.00	<b>0.00</b>
	3. Develop comprehensive sector plan			Comprehensive sector plan developed.	Training reports, attendance register and pictures	MoE, SUBEB, ANFEA, MoF, UNICEF, and IDPs	0.00	0.00	0.00	<b>0.00</b>
	4. 3-days' Capacity Building of 5-No. members of each stakeholder in education annually. (MoE, SUBEB, ANFEA, SBMC, PTA,	1. 3-days' Capacity Building of 5-No. members of each stakeholder in education annually. (MoE, SUBEB, ANFEA, SBMC, PTA,	1. 3-days' Capacity Building of 5-No. members of each stakeholder in education annually. (MoE, SUBEB, ANFEA, SBMC, PTA,	3-No trainings for 50-No. education stakeholders (participants) provided annually carried out @ N15,000.00 per head.	Training reports, attendance register and pictures	MoE, SUBEB, ANFEA, MoF and IDPs	2,250,000.00	2,250,000.00	2,250,000.00	<b>6,750,000.00</b>

	MoF, MoEP, MoWA, NGOs, WASH) @ N15,000.00 per head per day.	MoF, MoEP, MoWA, NGOs, WASH) @ N15,000.00 per head.	MoF, MoEP, MoWA, NGOs, WASH) @ N15,000.00 per head.							
	5. Constitute Sector Plan Implementation Committee.			Sector plan Implementation committee constituted	List of committee members	MoF, GSHA and MoEP	0.00	0.00	0.00	<b>0.00</b>
	6. Regular monitoring and evaluation @ N3,000,000.00 annually.	2. Regular monitoring and evaluation @ N3,000,000.00 annually.	2. Regular monitoring and evaluation @ N3,000,000.00 annually.	M&E conducted	Monitoring and Evaluation report	MoF, MoE, GSHA and MoEP	3,000,000.00	3,000,000.00	3,000,000.00	<b>9,000,000.00</b>
	7. Provide Quarterly report on Budget tracking from policy plan, to implementation presented to the MoF.	3. Provide Quarterly report on Budget tracking from policy plan, to implementation presented to the MoF.	3. Provide Quarterly report on Budget tracking from policy plan, to implementation presented to the MoF..	Quarterly report on budget tracking conducted and presented	Activity/Monitoring report	MoF, MoE, GSHA and MoEP	200,000.00	200,000.00	200,000.00	<b>600,000.00</b>
Enhance the implementation of Nomadic Education Policy in the State.	1. Conduct advocacy/sensitization meeting with key policy makers on full implementation of the system @ N300,000.00	1. Conduct advocacy/sensitization meeting with key policy makers on full implementation of the system @ N300,000.00	1. Conduct advocacy/sensitization meeting with key policy makers on full implementation of the system @ N300,000.00	Advocacy visits to policy makers on full implementation conducted	Advocacy visits report and pictures	MoE, MoF, MoEP, SUBEB and ANFEA	300,000.00	300,000.00	300,000.00	<b>900,000.00</b>

2. Sensitize the Nomads across the 11-LGAs to accept Nomadic Education System @N500,000.00	2. Sensitize the Nomads across the 11-LGAs to accept Nomadic Education System @N500,000.00	2. Sensitize the Nomads across the 11-LGAs to accept Nomadic Education System @N500,000.00	Sensitization to Nomads to accept Nomadic Education System conducted	Sensitization visits report and pictures	MoE, MoF, MoEP, SUBEB and ANFEA	500,000.00	500,000.00	500,000.00	<b>1,500,000.00</b>
3. Establish State Nomadic Education Board			State Nomadic Education Board established	Monitoring report and picture	MoE, MoF, MoEP, SUBEB and ANFEA	1,000,000.00	0.00	0.00	<b>1,000,000.00</b>
4. Establish 1-No. additional Nomadic School in the 3-Senatorial zones @ N9.7m each	4. Establish 1-No. additional Nomadic School in the 3-Senatorial zones @ N9.7m each	4. Establish 2-No. additional Nomadic Schools in the 3-Senatorial zones @ N9.7m each.	12-No. Nomadic Schools established	Monitoring report and pictures	MoE, MoF, MoEP, SUBEB and ANFEA	29,100,000.00	29,100,000.00	58,200,000.00	<b>116,400,000.00</b>
5. Provide N36,500.00 each to 30-No. nomadic education personnel as motivation and incentive package	5. Provide N36,500.00 each to 30-No. nomadic education personnel as motivation and incentive package	5. Provide N36,500.00 each to 30-No. nomadic education personnel as motivation and incentive package	90-No. Of nomadic education personnels given 10% of basic salary	Activity report, Monitoring report	MoE, MoF, MoEP, SUBEB and ANFEA	1,095,000.00	1,095,000.00	1,095,000.00	<b>3,285,000.00</b>
<b>SUB-TOTAL</b>						<b>361,114,516.00</b>	<b>263,189,516.00</b>	<b>289,064,516.00</b>	<b>921,568,548.00</b>



**Policy Objective 5: IMPROVED RESOURCING**

Specific objective	2019 Activities	2020 Activities	2021 Activities	Objective Verification Indicators	Means of Verification	Responsible Agency	2019 Cost (Millions ₦)	2020 Cost (Millions ₦)	2021 Cost (Millions ₦)	Total Cost (Millions ₦)
Increase state budgetary allocation to education from 4.5% to 26%	1. Introduce the use of unit cost as a basis for budgetary allocation to the various levels of education.	1. Introduce the use of unit cost as a basis for budgetary allocation to the various levels of education.	1. Introduce the use of unit cost as a basis for budgetary allocation to the various levels of education.	Unit cost as basis for budgetary allocation introduced	PVs, Vouchers & Report	MoE, MoF, MoEP, SUBEB and ANFEA	0.00	0.00	0.00	<b>0.00</b>
	2. Liaise with organized private sector to contribute in the development of education	2. Liaise with organized private sector to contribute in the development of education	2. Liaise with organized private sector to contribute in the development of education	5- Private sectors that will contribute in the development of education provided	Monitoring Report	MoE, MoF, MoEP, SUBEB and ANFEA	0.00	0.00	0.00	<b>0.00</b>
Improve resources to education through partnership activities.	1. Carry out advocacy meeting with relevant stakeholders for timely release of fund to education sector @ N200,000.00	1. Carry out advocacy meeting with relevant stakeholders for timely release of fund to education sector @ N200,000.00	1. Carry out advocacy meeting with relevant stakeholders for timely release of fund to education sector @ N200,000.00	Targeted stakeholders advocate on adequate release of funds to education sector	Advocacy report, attendance list and pictures	MoE, MoF, MoEP, SUBEB and ANFEA	200,000.00	200,000.00	200,000.00	<b>600,000.00</b>
	2. Conduct advocacy meeting with private organizations for private involvement in funding education	2. Conduct advocacy meeting with private organizations for private involvement in funding education	2. Conduct advocacy meeting with private organizations for private involvement in funding education	Advocacy meetings for private sectors involvement in funding education in placed	List of private sector donors report	MoE, MoF, MoEP, SUBEB and ANFEA	200,000.00	200,000.00	200,000.00	<b>600,000.00</b>

Regular and effective monitoring of budgetary implementation.	1. Establish a robust monitoring system	1. Establish a robust monitoring system	1. Establish a robust monitoring system	Robust monitoring system established	Monitoring report	MoE, MoF, MoEP, SUBEB and ANFEA	0.00	0.00	0.00	<b>0.00</b>
	2. Provide relevant logistics for budget M&E @ N5m	2. Provide relevant logistics for budget M&E @ N5m	2. Provide relevant logistics for budget M&E @ N5m	Logistics for M&E provided	Activity report	MoE, MoF, MoEP, SUBEB and ANFEA	5,000,000.00	5,000,000.00	5,000,000.00	<b>15,000,000.00</b>
Enhance the involvement of relevant stakeholders in the budgeting process e.g. CBOs, SBMCs, PTAs, School Administrators etc.	1. Conduct quarterly joint meetings with relevant stakeholders @ N300,000.00 per quarter	1. Conduct quarterly joint meetings with relevant stakeholders @ N300,000.00 per quarter	1. Conduct quarterly joint meetings with relevant stakeholders @ N300,000.00 per quarter	12-No. of joint meetings with relevant stakeholders held	Monitoring report	MoE, MoF, MoEP, SUBEB and ANFEA	1,200,000.00	1,200,000.00	1,200,000.00	<b>3,600,000.00</b>
	2. Liaise with financial institutions to support education	2. Liaise with financial institutions to support education	2. Liaise with financial institutions to support education	Financial institutions liaised with to support education in placed	Financial and monitoring reports	MoE, MoF, MoEP, SUBEB and ANFEA	0.00	0.00	0.00	<b>0.00</b>
Effective utilization of external funds and assistance	1. Ensure effective supervision of projects @ N1.5m	1. Ensure effective supervision of projects @ N1.5m	1. Ensure effective supervision of projects @ N1.5m	18-No. of Project Supervision Visits carried out.	Supervision report and pictures	MoE, MoF, MoEP, SUBEB and ANFEA	1,500,000.00	1,500,000.00	1,500,000.00	<b>4,500,000.00</b>
Block wastages and leakages of meagre finances	1. Improve monitoring and evaluation of projects in the sector @ N500,000.00	1. Improve monitoring and evaluation of projects in the sector @ N500,000.00	1. Improve monitoring and evaluation of projects in the sector @ N500,000.00	Number of projects monitored and evaluated	Monitoring and evaluation and audit reports	MoE, MoF, MoEP, SUBEB and ANFEA	500,000.00	500,000.00	500,000.00	<b>1,500,000.00</b>
<b>SUB-TOTAL</b>							<b>8,600,000.00</b>	<b>8,600,000.00</b>	<b>8,600,000.00</b>	<b>25,800,000.00</b>

**SUMMARY**

<b>Policy objective</b>	<b>2019 Cost (Millions ₦)</b>	<b>2020 Cost (Millions ₦)</b>	<b>2021 Cost (Millions ₦)</b>	<b>Total Cost (Millions ₦)</b>
ACCESS AND EQUITY	752,498,000.00	919,825,000.00	1,369,788,000.00	3,042,111,000.00
QUALITY AND RELEVANCE	301,575,000.00	299,575,000.00	299,575,000.00	2,938,685,000.00
INFRASTRUCTURE	2,404,040,000.00	4,866,900,000.00	13,510,380,000.00	14,957,320,000.00
MANAGEMENT AND EFFICIENCY	361,114,516.00	263,189,516.00	289,064,516.00	921,568,548.00
RESOURCING	8,600,000.00	8,600,000.00	8,600,000.00	25,800,000.00
<b>TOTAL</b>	<b>3,827,827,516.00</b>	<b>6,358,089,516.00</b>	<b>15,477,407,516.00</b>	<b>21,885,484,548.00</b>

**THEMATIC AREA – 1: ACCESS AND EQUITY****POLICY OBJECTIVE: Improve access and equity to address out-of-school children, gender and proportional distribution of schools.**

	<b>Specific Objective</b>	<b>2019 No. of Activities</b>	<b>2020 No. of Activities</b>	<b>2021 No. of Activities</b>
1	Increasing ECCDE enrolment by 30%, from 11.4% to 41.4% in 3-years.	7	7	7
2	Reduce number of 500,000 Out of school children of school age by 20% in the State.	12	10	9
3	Improve gender parity by increasing girl child enrolment by 5% in 3-years from 45%:55% to 50%:50%.	9	8	8
4	Increase Access to Adult and Non formal Education by 15% annually from 5% to 20%.	8	6	5
5	Improve access to Special Needs Education through increasing enrolment by 5%, from 1.5% to 6.5% in 3-years.	4	3	3
	<b>Total</b>	<b>40</b>	<b>34</b>	<b>32</b>

**THEMATIC AREA – 2: QUALITY AND RELEVANCE****POLICY OBJECTIVE: Improved quality of curriculum delivery, literacy, numeracy and teaching & learning conditions.**

<b>SN</b>	<b>Specific Objective</b>	<b>2019 No. of Activities</b>	<b>2020 No. of Activities</b>	<b>2021 No. of Activities</b>
1	Provide adequate teaching/learning facilities and materials at all levels of education:	3	2	2
2	Provide effective supervision, monitoring and evaluation.	3	3	3
3	Ensure effective communication among both teachers and students	5	5	5
4	Develop Teachers' skills in modern teaching techniques	3	3	3
5	Ensure maximum teacher utilization	3	3	3
6	Strengthen teacher support system for improved efficiency	2	2	2
7	Increase the percentage of qualified teachers in all levels of education (ECCDE, Primary, JSS, SSS, NFE, Nomadic, Special Education and Higher Education.	2	2	2
	<b>TOTAL</b>	<b>21</b>	<b>20</b>	<b>20</b>

**THEMATIC AREA – 3: INFRASTRUCTURAL DEVELOPMENT****POLICY OBJECTIVE: Improved quality & quantity of infrastructural facilities.**

<b>SN</b>	<b>Specific Objective</b>	<b>2019 No. of Activities</b>	<b>2020 No. of Activities</b>	<b>2021 No. of Activities</b>
1	Sufficient number of classrooms, laboratories, workshops etc.	3	3	3
2	Improve ECCDE centre across the state from 51 to 151, in three years	2	2	2
3	Establishment of EMIS office in MoE, ANFEA & LEMIS office in each of the 3 Senatorial zones	2	2	2
4	Establish neighborhood schools and promote/rehabilitate community schools across the senatorial zones to reduce out of school children congestion of classroom and different terrain challenges.	3	3	3
5	Improve Teachers' Welfare	1	1	1
6	Access to Adult & Non-Formal Education	3	3	3
7	Integrated Qur'anic/Tsangaya Education	1	1	1
8	Improve access to Special Needs Education	2	2	2
9	Full implementation of Nomadic Education	2	2	2
10	Improving Boarding Schools across the State	3	3	3
<b>TOTAL</b>		<b>22</b>	<b>22</b>	<b>22</b>

**THEMATIC AREA - 4: MANAGEMENT & EFFICIENCY**

**POLICY OBJECTIVE: Improved policy and planning processes for effective governance and administrative structure in the education sector.**

<b>SN</b>	<b>Specific Objective</b>	<b>2019 No. of Activities</b>	<b>2020 No. of Activities</b>	<b>2021 No. of Activities</b>
1	Enhance state of EMIS and improved data management to generate timely and reliable data.	6	7	7
2	Increase effectiveness of policy acceptance, implementation, monitoring and evaluation of programmes and projects.	6	5	5
3	Develop coherent policy and action plan for clear strategic direction.	7	3	3
4	Fully implement Nomadic Education Policy in the State.	5	4	4
	<b>TOTAL</b>	<b>24</b>	<b>19</b>	<b>19</b>

**THEMATIC AREA - 5: RESOURCING****POLICY OBJECTIVE: Improve funding of education sector programmes and projects**

<b>SN</b>	<b>Specific Objective</b>	<b>2019 No. of Activities</b>	<b>2020 No. of Activities</b>	<b>2021 No. of Activities</b>
1	Improve State Budgetary allocation to education to 25%	2	2	2
2	Improve resources to education through partnership activities.	2	2	2
3	Regular and effective monitoring of budgetary implementation.	2	2	2
4	Involvement of relevant stakeholders in the budgeting process e.g. CBOs, SBMCs, PTAs, School Administrators etc.	2	2	2
5	Effective utilization of external funds and assistance	1	1	1
6	Block wastages and leakages of meager finances	1	1	1
	<b>TOTAL</b>	<b>10</b>	<b>10</b>	<b>10</b>