



BAUCHI STATE MEDIUM TERM
BASIC EDUCATION STRATEGIC PLAN
(SMTBESP)



2024 – 2027

**BAUCHI STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN
(SMTBESP)**



Bauchi State Universal Basic Education Board

Office Address: Ran Road, Near Awalah Hotel Round-About,
PMB 019, Bauchi

Tel Number: +2348033081171

WhatsApp No. 08033081171

Email Address: basubeb2007@yahoo.com

Website: www.basubeb.com



Published by
BAUCHI STATE UNIVERSAL BASIC EDUCATION BOARD
RAN ROAD, NEAR AWALAH HOTEL ROUND-ABOUT, PMB 019,
BAUCHI

© BSUBEB 2024

Except for purely academic purposes, this report may not be reproduced in part or in full or stored in a retrieval system or transmitted in any form or by any means: electronic, mechanical, photocopying, recording or otherwise without the consent of the copyright owner.

ISBN-

1.1 Strategic Vision

1.1.1 Vision

To provide all citizens equal access to quality basic education that provides them with lifelong skills to contribute to the long-term sustainable development of Bauchi State.

1.1.2 Mission:

Specifically, the SUBEB mission is “to create and sustain a conducive environment for universal access to basic education and quality teaching and learning

1.1.3 Values:

The core values of the Bauchi State Universal Basic Education Board are “transparency, team spirit, integrity, passion and commitment”.

Foreword

The 2024 – 2027 Medium Term Basic Education Sector Plan (MTBESTP) is a great initiative of Universal Basic Education Commission (UBEC) to strategise process of delivery and funding support to Basic Education sector in Nigeria. Bauchi is lucky to be one of the States benefited from the first Cycle 2018 – 2020, Cycle II 2021 – 2023, Cycle III 2022 – 2024 and the present Cycle IV for 2024 – 2027. It is indeed a great achievement because the plans motivated series of Development Partner apart from BESDA World Bank to invest wonderfully in support to Basic Education Sector.

There are other plans in the Education sector which comprised of National Educational Road Map, 10 years Sector Plan, 3 year sector Operational Plan, National Reading Framework, etc. The Ministry of Education is planning to harmonise the plans to uniformly address the targets in the interest of the State. It is criatical to note that, the activities in this planning are incorporated into one annual Budget and for successful implementation depends on the availability and adequate funds release at all levels. Infrastructure, instructional materials, Teacher Professional Development, quality furniture and better learning outcome in our Schools.

Finally, I would like to commend the effort of Development Partners especially Batter Education Service Delivery for All (BESDA) for their contribution in coming up with the documents. I must applaud the effort of the Executive Secretary UBEC, Executive Chairman SUBEB Bauchi and all the powerful team members that came-up with the documents. Thank you all and God Bless.


Alh. Ali Babayo (Magajin Rafin Gamawa)
Permanent Secretary
Ministry of Education
18th November, 2024

Acknowledgement

It is with great pleasure and confidence to have Bauchi State Universal Basic Education Board leading the implementation of the World Bank Project on Better Education Service Delivery for All (BESDA). I must extend my sincere gratitude to His Excellency, **Senator Bala Abdulkadir Muhammed, the Executive Governor of Bauchi State**. His Excellency has been committed to providing better qualitative and accessible education for all children in the state. His commitment and political will has led the Bauchi State to be up to date in UBEC/SUBEB counterparts funding investment on Basic Education. Currently, Bauchi State has been able to access 2022/2023 UBEC/SUBEB fund and the Governor has already expressed the approved to the state's counterpart fund for UBEC 2024 intervention projects for the state. Hence, Bauchi State is among the top committed states on basic education in Nigeria.

Moreover, our gratefulness and appreciation go to Dr. Hamid Babboyi, the Executive Secretary Universal Basic Education Commission (UBEC) and his team for their indefatigable contribution to the development of basic education in Nigeria. The greater role played by Dr. Jamila Mohammed Dahiru, the Honorable Commissioner of Education, for her unrelented efforts to transform the entire education sub-sectors in Bauchi State is highly appreciated. She has been supporting SUBEB in all ramifications in order to achieve the desired educational goal of the state.

My special regard to my humble Management team and staff for their support in coming-up with this laudable plan. Also, the Development Partners for their support and cooperation to the successful development of the Medium Term Basic Education Sector Plan (MTBESP).

Thank you all and God Bless.


Alh. Adamu Muhammad Duguri (Wakilin Bauchi)
Executive Chairman
BASUBEB
18th November, 2024

Table of Contents

List of Tables	11
List of Figures.....	12
Acronyms.....	13
1.0 INTRODUCTION	16
1.1 Introduction	16
1.2 General Background to States Medium Term Basic Education Strategic Plan (SMTBESP).....	16
1.3 Review of 2021-2024 (Cycle 3) SMTBESP	17
1.4 Rationale and Purpose of the 2024-2027 Plan	18
1.5 Scope of the 2024-2027 SMTBESP.....	18
1.6 Strategic Vision.....	19
1.6.1 Vision	19
1.6.2 Mission:.....	19
1.6.3 Values:	19
1.7 Situation Analysis	19
1.7.1 Socioeconomic Context of the State	19
1.7.2 Demographic Context	20
1.7.3 Macroeconomic Context	20
1.7.4 Social Context	21
1.7.5 Humanitarian Context/Education in Emergencies	21
2. BASIC EDUCATION SECTOR ANALYSIS (BESA).....	22
2.1 Introduction	22
2.2 Policy and Legal Context	23
2.3 Governance and Management.....	23
2.4 Capacity and Diagnosis.....	27
2.4.1 Access to and Equity in Basic Education (Pre-primary, Primary, and Junior Secondary Schools).....	27
2.4.2 Gross and Net Enrolment Rates (Pre-primary, Primary, and Junior Secondary Schools).....	28
2.4.3 Gross and Net rates (Pre-Primary, Primary and Junior Secondary School)	29
2.4.4 Retention, Transition, Completion, Repetition and Drop-out Rates (Primary and JSS)	29
2.4.5 Out of School Children	30
2.4.6 Special Education Programmes (Special Needs, Nomadic, Tsangaya etc).....	31
2.4.5 Special Education Programmes (Special Needs, Nomadic, Tsangaya e.t.c.....	31
2.4.5 Special Education Programmes	31
2.4.7 Technical and Vocational Education and Training (as applicable to basic education)	33
Type of School.....	33
No. of Schools.....	33

Science & Technical	33
Vocational	33
2.4.8 <i>Adult and Non Formal Education</i>	33
2.5 .1 Quality and Efficiency	34
2.5.1 <i>Number and Proportion of Qualified Teachers by level</i>	33
2.5.2 <i>Teacher Deployment and Distribution by LGA, Urban/Rural by level</i>	35
2.5.3 <i>Pupil -Teacher Ratio (PTR) by level</i>	36
2.5.4 <i>Pupil Textbook Ratio (PTXR) by Level or Proportion of LEARNERSs with Access to Textbooks by Level</i>	36
2.5.2 <i>Learning Outcomes</i>	37
2.5.3 <i>Basic Education Curriculum</i>	42
2.5.1 <i>School Infrastructure</i>	42
2.6.1 <i>Table: Classroom Environment (PCL, Proportion of good classrooms etc)</i>	42
2.5.2 <i>Availability of Furniture for LEARNERSs and Teachers</i>	43
2.5.3 <i>School Safety (fencing, security guards, etc)</i>	44
2.5.5 <i>Other facilities (sources of power, libraries, play grounds and equipment, laboratories, workshops, etc.)</i>	45
2.6 System Strengthening and Efficiency	46
2.6.1 <i>Education Management Information System</i>	46
2.6.2 <i>Quality Assurance and School Support Systems at SUBEB and LGEA levels</i>	47
2.6.3 <i>Community and Civil Society Participation in Education Management and School Governance</i>	48
2.8 Cross Cutting Issues	49
2.8.2 <i>Special Needs and Inclusive Education</i>	52
2.8.3 <i>Education in Emergencies (IDPs etc)</i>	52
2.7 Summary of Key Issues from the Diagnosis	54
3. The Strategic Programme	54
3.1 Priority Programmes	54
3.1.1 <i>Access, Equity and Inclusiveness</i>	56
3.1.2 <i>Quality and Efficiency</i>	56
3.1.3 <i>System Strengthening and Efficiency</i>	56
3.1.4 <i>Sustainable Funding</i>	57
3.2 SMTBESP Results Framework	57
3.3 Costed Priority Programmes Plan	59
4. Basic Education Financing	98
4.1 Introduction	98
4.2 State Public Education Expenditure by level (2021-2024)	98
4.3 State Basic Education Expenditure (from all sources - Federal (UBE-IF, State Govt, LGAs etc) 2021-2024)	101
4.4 State Basic Education Public Recurrent and Development Expenditure	102

4.5	Basic Education Recurrent Expenditure (teachers’ and LGEA staff salaries, running costs, etc—2021-2024).....	103
4.6	Support from Development Partners.....	103
4.7	Cost and Financial Implication of the Plan	104
4.7.1	<i>Macroeconomic Assumptions and Costs Projections</i>	104
4.7.2	<i>Financing the Plan</i>	105
4.7.3	<i>Cost of the Sub-sector Plan</i>	84
4.8	Risks and Mitigation Measures	106
5.	Monitoring and Evaluation	108
5.1	Introduction	108
5.2	Monitoring and Evaluation Mechanisms	109
5.2.1	<i>Plan Progress Reporting</i>	109
5.2.2	<i>Plan Implementation Progress Reviews</i>	110
5.2.3	<i>Surveys and Studies</i>	110
5.3	Monitoring and Evaluation System.....	110
5.3.1	<i>The Monitoring & Evaluation Framework</i>	110
5.4	Key Performance Indicators	
5.5	Matching Grants Action Plan Tracking Template	146
5.6	Action Plan Cost projections.....	148
6.	Plan Implementation Arrangement	150
6.1	State Basic Education Governance Structure.....	150
6.2	Bauchi State Education Committee.....	150
6.3	Basic Education Technical Working Group.....	152
6.4	State Basic Education Technical Committee	153
6.5	LGA Education Technical Committee	153
6.6	School-Based Implementation Committee.....	154
6.7	Education Partners Coordination Committee.....	155
6.8	Education Partners Coordination Committee.....	156

List of Tables

Table 1: Overall Bauchi State Data, 2022	20
Table 2: PRE-PRIMARY, PRIMARY AND JSS SCHOOLS IN BAUCHI STATE BY CATEGORY.....	
Table 3: Access to Basic Education- Gross Enrolment Rate and Net Enrolment	Error!
Bookmark not defined.	
Table 4: INTERNAL EFFICIENCY INDICATOR	
Table 5: OUT-OF-SCHOOL CHILDREN BY GENDER.	30
Table 6: TABLE OF SCHOOLS AND ENROLMENT OF THE SPECIAL NEEDS BY GENDER.	31
Table 7: Public Special Needs Schools, Enrolment and Personnel in Bauchi State.....	Error!
Bookmark not defined.	
Table 8: Enrolment of special needs children in public primary schools	Error! Bookmark not defined.
Table 9: Public Nomadic Schools, Enrolment and Personnel in Bauchi State..	Error! Bookmark not defined.
Table 10: Public Almajiri/Tsangaya Centre, Enrolment and Personnel in Bauchi State.....	Error!
Bookmark not defined.	
Table 11: Non-Integrated Almajiri/Tsangaya Schools, Enrolment and Personnel in Bauchi State .	
Table 12: Teacher's and Teacher Qualifications by level	
Table 13: BASIC EDUCATION SCHOOLS DISTRIBUTION IN BAUCHI STATE BY URBAN-RURAL.....	
Table 14: TEXTBOOK AND PUPIL RATIO BY LEVEL.....	37
Table 15: Student Performance JSS 3, 2021	
Table 16: PUBLIC SCHOOLS WITH PUPIL FURNITURE	43
Table 17: PUBLIC SCHOOLS WITH BLOCK FENCE WALL.....	45
Table 18: PUBLIC SCHOOLS WITH BORE HOLE	
Table 19: SCHOOL TO LIBRARY, ELECTRICITY AND PLAYING GROUND FACILITIES	46
Table 20: EMIS Staff and Facilities.....	46
Table 21: Gender Parity Index (Pre-Primary, Primary and JSS)	50
Table 22: Distribution of SUBEB and LGEA Staff.....	47
Table 23: Enrolment of special needs children in public primary schools	48
Error! Bookmark not defined.	
Table 24: Enrolment of special needs children in public Junior Secondary Schools	49
Table 25: Policy goals and Programme areas	55
Table 26: Access, Equity and Inclusiveness	51
Table 27: Equality and Efficiency	
Table 28: System Strengthening and Efficiency	
Table 29: Sustainable Funding.....	
Table 30: State Basic Education Expenditure by sector of education 2021	98
Table 31: State Basic Education Expenditure by sector of education 2022	99
Table 32: State Basic Education Expenditure by sector of education 2023	100
Table 33: State Basic Education Expenditure by sector of education 2024	100
Table 34: COUNTERPART FUND AND MATCHING GRANT	102
Table 35: Risks and mitigation measures	107

Table 36: Reporting Key Indicators.....	109
Table 37: Access, Equity and Inclusiveness	
Table 38: Key Performance Indicators	
Table 39: Matching Grants Action Plan Tracking Template.....	146
Table 40: Action Plan Cost projections	148
Table 41: Composition of the State Steering Committee	151
Table 42: Composition of the State Basic Education Technical Working Group	152
Table 43: Composition of the School Based Management Committee at State Government Level	153
Table 44: Composition of the School Based Management Committee at Local Government Level	154
Table 45: Composition of the Center Based Management Committee at Local Government Level	154
Table 46: Composition of the School Based Management Committee	155
Table 47: Composition of Centre Based Management Committee	155
Table 48: SMTBESP 2024-2027 Assessment Guide.....	156

List of Figures

Figure 1: Map of Bauchi state.....	20
Figure 2: ORGANOGRAM OF THE BOARD	26

Acronyms

Acronym	Full Form
ASC	Annual School Census
BECE	Basic Education Certificate Examination
BESA	Basic Education Sector Analysis
BESDA	Better Education Service Delivery for All
BMTBESP	Bauchi State Medium Term Basic Education Strategic Plan
ECCDE	Early Children Care and Development Education
FCT	Federal Capital Territory
GER	Gross Enrolment Rate
GPI	Gender Parity Index
IDPs	Internally Displaced Persons
JSS	Junior Secondary School
LGAs	Local Government Areas
MEB	Mass Education Board
MSP	Ministerial Strategic Plan
NALABE	National Assessment of Learning Achievement in Basic Education
NER	Net Enrolment Rate
NMTBESP	National and State Medium Term Basic Education Strategic Plans
PTR	Pupil-Teacher Ratio
PTXR	Pupil Textbook Ratio
SDGs	Sustainable Development Goals
SMTBESP	States Medium Term Basic Education Strategic Plan
UBEC	Universal Basic Education Commission
WASH	Water Sanitation and Hygiene

EXECUTIVE SUMMARY

The MTBESP is coined from the State Medium Term Basic Education Strategic Plan (SMTBESP), it is a sub-strategy document. It will set the projects and programme that will drive the sub-sector over a four-year period, how much each programme and project will cost, the source of funds and who is to execute the programme/projects. SMTBESP encourages ‘results-based management’, i.e., delivering results to achieve policy goals.

This document therefore proposes measures for the expansion of the frontier of education for a sustainable, social and economic development of the state. It is a flexible and forward-looking framework for a holistic development of the State’s basic education sector.

To achieve these objectives, the State Government in collaboration with United Nations Children Emergency Funds (UNICEF) and the Universal Basic Education Commission directive to all the 36 States and FCT Universal Basic Education Boards (SUBEBs) in the implementation of the Universal Basic Education (UBE) programme to develop their Medium-Term Basic Education Strategic Plan. Bauchi State’s 4-Year Medium Term Basic Education Strategic Plan for 2024 – 2027 has outlined series of initiatives and activities to be implemented in 2024, 2025, 2026 and 2027 and were all costed within this document.

2024-2027 MTBESP is organized under four key results areas namely:

- Access, Equity, and Inclusiveness
- Quality and Efficiency
- System Strengthening and Efficiency
- Sustainable Funding
- Non- Specified Cost

The estimated total cost to successfully carry out the initiatives and activities in the BSMTBESP for 2024–2027 is **₦ 70,879,837,200.00** would be required to fund the four (4) years’ Plan (2024 – 2027). Increasing Access and Opportunities would take **73%**, Assuring Quality and Relevance would take **20%**; Basic Education Management and System Strengthening would take **4%**; Sustainable funding will take **1%** while the BSUBEB administrative Non-Specified cost will take **2%**.

This total estimated budget Available Domestic Resources for Basic Education 2024- 2027 **₦51,639,930,000.00** while the total and counterpart matching grants is **₦14,218,570,337.84** totalling **₦65,858,500337.84** The total budget required for the cycle 4 BMTBESP is **₦70,879,837,200.00** for 2024-2027 thus leaving a short fall of **₦5,021,336,862.16**. This shortfall will be sourced from other stakeholders as well as from other projects funds in the State.

1.0 INTRODUCTION

1.2 Introduction

The success and future of every nation depends on the effectiveness and efficiency of the quality of their education system. The quality of every education depends on the solid foundation built at the grass root (i.e. basic education). Basic Education is the building block upon which all other levels of education in both formal and non-formal depend on. At this level, LEARNERSs acquire the foundational skills on literacy and numeracy which ultimately extend to the skills acquisitions in natural and social sciences. The basis for inclusive and opportunities for access to education for all including that of the disadvantaged groups in the society starts at the basic level. The Universal Basic Education (UBE) Programme in Bauchi state was launched in 1999, with the goal of providing free Universal and compulsory Basic Education for every child of (official school entry level) aged 6-15 years. Thus, the programme was unable to take off immediately it was launch after the national flag-off. Therefore, at the initial stage of UBE - related activities were carried out only in areas of social mobilization, infrastructural development, and provision of instructional materials among others. The UBE Programme took full pledge after the signing of the UBE Act in April 2004.

1.3 General Background to States Medium Term Basic Education Strategic Plan (SMTBESP)

The Universal Basic Education Act, enacted in 2004 served as the legal framework for the Universal Basic Education Commission (UBEC) which is the body granted the power to coordinate and monitor Basic Education Programme implementation in Nigeria. In view of this legal background, UBE Act (2004) specifically stipulates in Section-9 that UBEC is to collate and prepare after consultation with States, Local Governments and other stakeholders a periodic master plan for a balanced and coordinated development of Basic Education in Nigeria including areas of possible intervention in the provision of adequate Basic Education facilities.

This core mandate of UBEC spilled over to the State Universal Basic Education Boards who are legally given the mandate at the State level. This has been brought to the forefront by the development of the Ministerial Strategic Plan (MSP) by the Honourable Minister of Education. The Basic Education component of the MSP was used as the yardstick for the development of the National and State Medium Term Basic Education Strategic Plans (NMTBESP & SMTBESPs)

by UBEC and the 36 States Universal Basic Education Boards and FCT-UBEB. This led to the development of the Bauchi state 3-year Medium Term Basic Education Strategic Plan which spanned from 2017 – 2019, which was labeled as cycle 1 of the MTBESP, this was in turn followed by cycle 2 of the Bauchi State MTBESP, which now covered four years, 2020-2023. Cycle 3 of Bauchi State MTBESP covers the plan period 2022-2024. The proposed cycle 4 plan will cover the period of 2024-2027. The last three cycles were supported by Better Education Service Delivery for All (BESDA). The four planning cycles have been part of concerted effort to move basic education forward in the State. The main focus of these plans is to address the three key pillars of Access, Quality and System Strengthening. Attention is also paid to the pillar of sustainable funding as a catalyst for ensuring quality basic education delivery.

In developing the plans, efforts have been made to make the process participatory by ensuring that, the needs and voices of the different stakeholders including schools and communities are factored into the plans. The process is usually driven by the SMTBESP Committee, which networks with all the departments and other stakeholders to conduct an analysis of the basic education sub-sector using the published available baseline data, hence, informs the programmes and activities devices to address the challenges. The SMTBESPs are also not stand-alone as they are usually linked to the Bauchi State education sector-wide plan and the ministerial strategic plan.

1.4 Review of 2021-2024 (Cycle 3) SMTBESP

The successful development and implementation of SMTBESP 2020 – 2023 and 2022-2024 produced the following results:

- Effective implementation of Bauchi State Universal Basic Education Board (BASUBEB) mandate based on quality and efficiency.
- Timely approvals of Matching Grant/Action Plans from UBEC to execute all Intervention Projects.
- Support from IDPs on several Programmes such as the Better Education Service Delivery for All (BESDA), State2State, LEARN to Read, North East Development Commission (NEDC), Islamic Development Bank (IDB) Bilingual Programmes and African Development Bank (AfDB).

- Effective monitoring and evaluation of project activities based on key performance indicators.

1.5 Rationale and Purpose of the 2024-2027 Plan

The Bauchi State Medium Term Basic Education Strategic Plan 2024 – 2027 (BMTBESP 2024-2027) is hereby designed with the aim of achieving the state’s goals and deepen the achievements of the previous planning cycles.

The need to channel the limited resources into high impact result areas and lessons from the previous plans necessitated the need to have a revised and updated plan to guide basic education service delivery in Bauchi state for the next four years (2024-2027).

Based on the aforementioned, it is obviously justifiable and necessary to develop the 2024 – 2027 BMTBESP for sustainability and continuity.

However, having developed, implemented and evaluated the foregoing strategic plans, the 2024-2027 is a trend of annually updating the plan, as against having to wait until a complete 3-years’ medium term period elapses.

1.6 Scope of the 2024-2027 SMTBESP

In order not to allow the MTBESP 2022-2024 to fully elapse before processes for further development kick-starts, there is the need to update the strategic plan on an annual basis, hence the 2024 – 2027 MTBESP. This will help in curbing issues that emerged in the previous plan such as infrastructure challenges, need to employ more teachers, library and ICT shortages, inadequate water and sanitation facilities, insufficient teaching and learning materials in schools.

This plan covers four years, 2024-2027 and capturing programmes and activities in the 4 key pillars – Access, Equity and inclusion; quality and efficiency; system strengthening and efficiency and sustainable funding.

1.7 Strategic Vision

1.7.1 Vision

To provide all citizens equal access to quality basic education that provides them with lifelong skills to contribute to the long-term sustainable development of Bauchi State.

1.7.2 Mission:

Specifically, the SUBEB mission is “to create and sustain a conducive environment for universal access to basic education and quality teaching and learning

1.7.3 Values:

The core values of the Bauchi State Universal Basic Education Board are “transparency, team spirit, integrity, passion and commitment”.

1.8 Situation Analysis

1.8.1 Socioeconomic Context of the Bauchi State in Nigeria

Bauchi State is located between Latitude 9⁰3’ and 12⁰3’ north east of the equator. Longitudinally, it lies between longitudes 8⁰5’ and 11⁰ East of the Greenwich Meridian. The State shares borders with seven states, viz: Kano and Jigawa to the north; Taraba and Plateau to the south; Gombe and Yobe to the east and Kaduna to the west. The State covers a total land area of 49,259.01 square kilometres, which represents about 5.3% of Nigeria’s total land mass. Like most of the states of Northern Nigeria, Bauchi State shares two distinct ecological zones: The Sudan Savannah covers the southern part of the State, while the Sahel Savannah covers the central and northern parts of the State. The State has a rainfall range between 700mm and 1300 mm in the Sahel and the Sudan savannah zones respectively. The vegetation zone covered by the Sudan savannah is characterised by semi-desert, while isolated thorny shrubs and sandy soils cover the Sahel. Bauchi State is blessed with a few large rivers, which include the Jama’are, Zaki, Gongola and Dindima rivers, which provide suitable basin for agricultural activities such as crop production, fishing, livestock production and irrigation purposes. The rivers supported by dams and lakes that support agriculture and electricity generation.

1.8.2 Demographic Context

The 2006 National Census puts the population of the State at 4,676,465 made up of 2,426,215 (51.9%) males and 2,250,250 (48.1%) females. The 2022 population projection puts the population of the State at 8,308,783 (female 4,160,248 and male 4,148,535) doubling the figure of 2006 census due to increase in immigration, birth rate and rapid economic growth. The population of Bauchi State has an annual estimated growth rate of 3.19% in 2022. 83% of the people live in the rural areas, spread across 20 LGAs and 89 political wards.

The 2022 population projection 58.6% of the population to be below the age of 18 years and life expectancy is 51.4 years for the population as a whole.

The map below shows the different LGAs and their provincial centres.



Figure 1: Map of Bauchi state

1.8.3 Macroeconomic Context

Bauchi State is also an Agricultural State, having fertile soil where agricultural products such as maize, millet, rice, groundnut and guinea corn easily grows. Animal such as cattle, rams, goats and other livestock are also reared within the state. The state also has abundant natural resources including Gold, Copper, Columbite, Wolfram, Gypsum, Coal, Linite, Limestone, Iron ore, Oil, natural Gas, Timber and fisheries. Despite this, more than 78% of the population survives on less than one US dollar a day and about half of the adult population are illiterate. The country is ranked 163th on the UNDP Human Development Index (UNDP 2021). Table 2 below shows several other key demographics, economic and health indicators.

Table 1: Overall Bauchi State Data, 2022

Population	8,308,783M
Population under 18	4.869,640M
GNI per capita Atlas Method (US\$)	850
Population Growth (annual %) (2007-2022)	3.19
Infant Mortality Rate (under 1 per 1,000 live births)	153
Urban Population (% of total population)	17
Life Expectancy at birth male	51.4
Life Expectancy at birth female	56.1
Adult Literacy Rate	58
Access to improved water source (% of population)	40
HIV/AIDS prevalence (% of ages 15 to 49)	1.5

National Population Commission Projected data 2022, Unicef survey 2022 and other sources
http://www.unicef.org/infobycountry/papuang_statistics.html

1.8.4 Social Context

Bauchi State has a total of 55 tribal groups with different dialects, customs and associated occupational patterns. The major ethnic groups are Hausa, Fulani, Gerawa, Sayawa, Jarawa, Bolawa, Karekare and Kanuri. The people of the state are predominantly Muslims.

Approximately 65 different languages are spoken, and there is an equivalent diversity in culture and traditions. The official language is English although many people use Hausa as a lingua franca.

1.8.5 Humanitarian Context/Education in Emergencies

As a result of mass influx of population from the neighbouring states of Yobe, Borno, Zamfara, Katsina, Jigawa, Kaduna and Plateau, the population of the state has increased tremendously with over 1.5 million consisting of women and children considered as internally displaced persons (IDPs). This overstretched the existing structure of social services especially the need for nutrition, water sanitation and hygiene (WASH), most importantly the need for Basic Education. Consequently, this was also extended to the available Basic Education infrastructures. This has necessitated the need for efficient allocation of resources so as to achieve maximum results in the sub-sector.

As a result of this, many children in the Internally Displaced Persons Camps experience the disruption of their schooling among other such impacts. It is worthy to note that, the State Government receives support from International Development Partners (IPs) in the form of the provision of primary health care, food, clothes, mosquito nets and blankets.

Therefore, there is need to have a continuous and sustainable plan for the continuity of school programme during these periods of emergencies.

2. BASIC EDUCATION SECTOR ANALYSIS (BESA)

2.1 Introduction

Education is on the concurrent list in the Nigerian Constitution. As is the case with all the other states in the country, Bauchi State is guided by the National Policy on Education. The State has enacted a number of state laws to regulate the operation of the Basic Education sub-sector.

The main beneficiaries of the programme are:

- Children aged 3-5 years, for Early Children Care and Development Education (ECCDE);
- Children aged 6-11+ years for primary school Education.
- Children aged 12-14+ years for junior secondary school Education.

Its scope included the following expansion of activities in basic Education:

- Programmes and initiatives for [ECCDE];
- Programmes and initiatives for the acquisition of functional literacy, numeracy and life skills, especially for adults (persons aged 15 and above);
- Out-of-school, non-formal programmes for the updating of knowledge and skills for persons who left school before acquiring the basics needed for lifelong learning;
- Special programmes of encouragement to all marginalized groups: Female and women, nomadic populations, out-of-school youth, special needs and the Almajiris (Qur'anic students);

- i) Non-formal skills and apprenticeship training for adolescents and youth, who have not had the benefit of formal Education.

In Bauchi State, there are three components to Universal Basic Education:

- **Access** - All children should be enrolled into school at a specific age –free at the age of 6 years;
- **Retention** - All children should complete the Primary and primary cycles of Education that constitute a basic Education – this is nine years of basic Education;
- **Quality** - All children should reach a required standard of literacy and numeracy at the end of these years of Education.

2.2 Policy and Legal Context

The Universal Basic Education (UBE) programme in Nigeria was launched in 1999, with the goal of providing “free, universal and compulsory basic education for every Nigerian child aged 6-15 years”. The programme, however, was not able to take off immediately after its launch as it did not have legal backing. The UBE programme only took off effectively with the signing of the UBE Act in April 2004. The Bauchi State Government established the State Universal Basic Education Board in August 2005 to repeal Law No. 5 (1a – d) with the function as outlined in the State UBE Law, 2005. Apart from the UBEC Act 2004 and the State UBE Law of 2005, the Development Goals (SDGs) contribute to the policy context of basic education in the State.

2.3 Governance and Management

The membership composition of the SUBEB was strictly in line with the provision of Law No. 5 (1a – d) of August 2005 and whose appointments were approved by the Executive Governor as follows: -

- a) Executive Chairman
- b) Permanent Commissioner I
- c) Permanent Commissioner II
- d) Secretary to the Board
- e) Part Time Member
- f) Representative of PTA
- g) Representative of Women Group

- h) NUT Representative
- i) Representative of MoE
- j) Representative of FMoE
- k) Representative of MoJ
- l) Representative of MoF
- m) Representative of Department for LG
- n) Three (3) Ex-Officio members from Senatorial Districts

The Board performs the following functions as outlined in the UBE Bill:

1. Providing free compulsory and universal basic education for every child in the State.
2. Formulate and implement policy guidelines for the successful implementation of the UBE programme in the State.
3. Advising the State Government on the funding and orderly development of Basic Education in the State.
4. Management of Primary Schools, Nomadic Education Centres and Junior Secondary Schools.
5. Posting and deploying staff including Inter-State Transfers.
6. Disbursing funds provided to it from the Federal, State, Local Government and other sources as appropriate.
7. Retirement and re-absorption of teaching and non-teaching staff.
8. Undertaking new capital projects, rehabilitate and maintain dilapidated classrooms and other infrastructures.
9. Assessing and funding salaries and allowances of teaching and non-teaching staff based on the scheme of service.
10. Ensuring that annual reports are rendered by Education Secretaries and Heads of Schools on personnel serving with them.
11. Preparing testimonials and certificates of service for teaching and non-teaching staff when necessary.

There are currently six Directorates in Bauchi State Universal Basic Education Board, namely: -

- a) Administration and Human Resources.
- b) Finance and Accounts.

- c) Planning, Research and Statistics.
- d) School Support Services.
- e) Quality Assurance.
- f) Social Mobilization.

The Executive Chairman and the Board members were assisted in the running of the Basic Education sub-sector by management and staff of the Board. The organogram of the Board is as shown below:

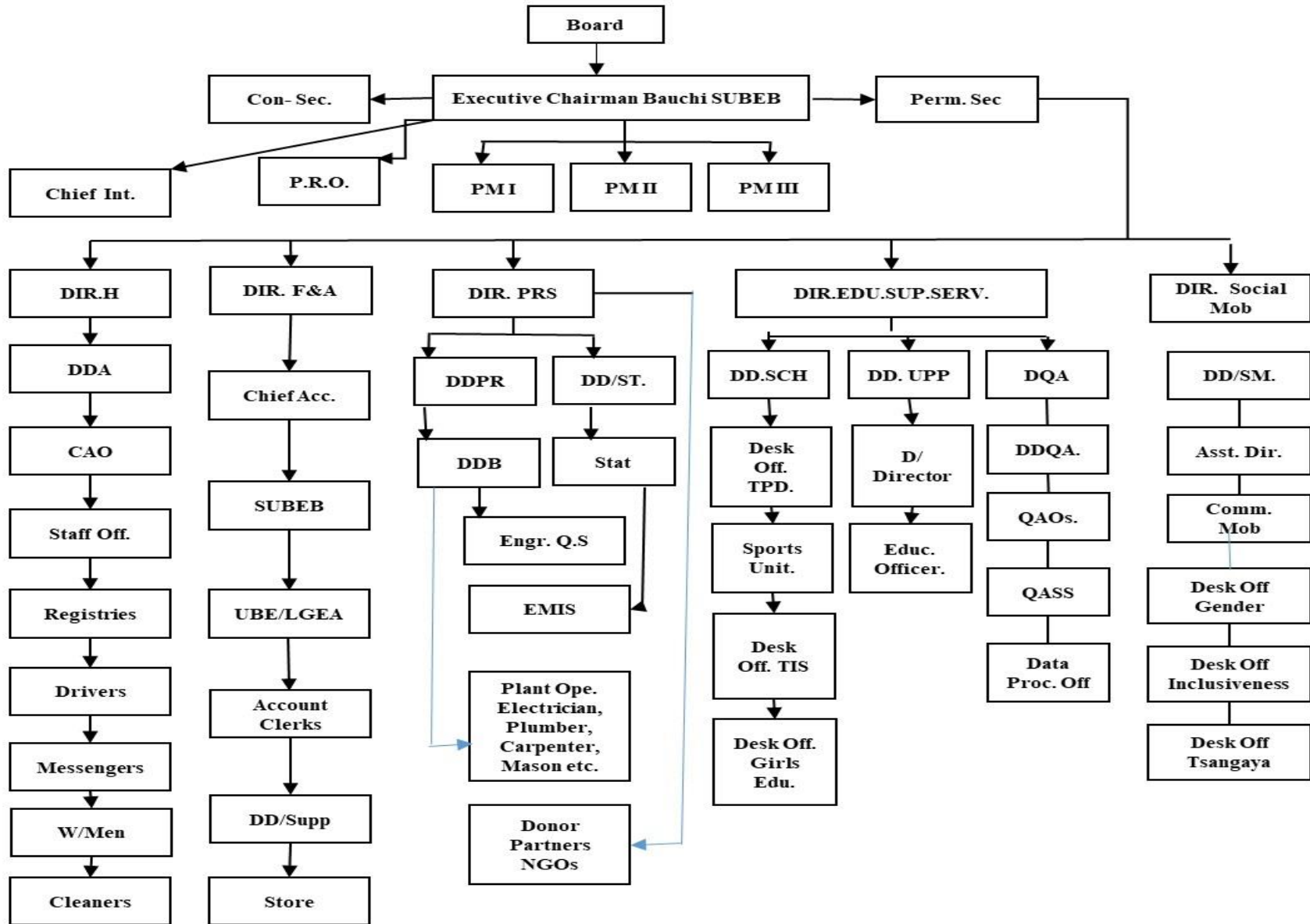


Figure 2: ORGANOGRAM OF THE BOARD

2.4 Capacity and Diagnosis

Bauchi SUBEB existence is directed and guided by the vision and mission of the Basic Education sub-sector. The Board, with its strong administration and staff, internal and external stakeholders commit to enrol children of school age and support them to realize the desired learning goals of the schools within the next four years. Areas of needed priorities are listed as follows:

- Improved access to all children of school age in the State
- Opening access to all categories of children who are currently out of school
- Improved learning outcomes for all children
- Provision of Teaching and learning /instructional materials
- Making the learning environment more conducive
- Enhancing teachers' motivation and commitments (change of attitude)
- Regular supervision, monitoring and evaluation

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

Table 2.4.1a: Enrolment by class by gender

Level	Enrolment			Percentage	
	Male	Female	Total	Male	Female
ECCDE	26,235	25,019	51,254	51%	49%
Primary	545,041	496,240	1,041,281	52%	48%
JSS	102,858	100,387	203,245	51%	49%
Total	674,134	621,646	1,295,780		

Source: National Personnel Audit, 2022

The enrolment data indicates a nearly balanced gender distribution across educational levels, with males slightly outnumbering females at each level. In ECCDE (Early Childhood Care, Development, and Education), males constitute 51% of the 51,254 total enrollees. In primary education, the male percentage is 52% out of 1,041,281 total students. At the Junior Secondary School (JSS) level, males also account for 51% of the 203,245 students. Overall, the total enrolment across all levels is 1,295,780, with males representing 52% and females 48% of the total student population.

Table 2.4.1b enrolment by location

Level	Enrolment By Location			Percentage	
	Rural	Urban	Total	Rural	Urban
ECCDE	27,825	23,429	51,254	54%	46%
Primary	818,740	222,541	1,041,281	79%	21%
JSS	125,127	78,118	203,245	62%	38%
Total	971,692	324,088	1,295,780		

Source: National Personnel Audit, 2022

The enrollment data by location reveals a significant rural-urban disparity, with a majority of students enrolled in rural areas across all educational levels. In ECCDE, 54% of the 51,254 enrollees are from rural areas, while 46% are from urban areas. At the primary level, a striking 79% of the 1,041,281 students are in rural areas, compared to 21% in urban areas. For Junior Secondary School (JSS), 62% of the 203,245 students are rural, while 38% are urban. Overall, out of the total 1,295,780 enrollees, 75% are from rural areas, highlighting the dominance of rural enrollment in the education system.

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

Table 3 below reveals a gross and net enrolment rate of 53% and 31% respectively. A gross enrolment rate (GER) of 53% at this level of basic education means that about a half of pre-primary school children in the state still lack access to pre-primary education or ECCDE services. The matter is worse when the net enrolment rate of 31% is taken into account. In 2024-2027 planning, the state will make efforts to improve access to ECCDE services to more children especially in the rural areas by opening more ECCDE centres in exiting primary schools.

2.4.3 Gross and Net rates (Pre-Primary, Primary and Junior Secondary School)

Level	GER			NER		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
ECCDE	10.8	10.5	10.7	8.5	8.4	8.4
Primary	77.2	71.0	74.4	69.2	63.2	66.2
JSS	32.0	31.8	31.9	25.2	26.0	25.6

Table 3: Gross and Net Enrolment Rates Pre-primary, Primary, and Junior Secondary Schools

Source: National Personnel Audit, 2022

Table 2.4.2 illustrates the Gross Enrollment Ratio (GER) and Net Enrollment Ratio (NER) across different education levels, segmented by gender. At the ECCDE level, the GER is 10.7, with males at 10.8 and females at 10.5, while the NER is slightly lower at 8.4 for both genders. In primary education, the GER is significantly higher at 74.4, with males at 77.2 and females at 71.0, whereas the NER drops to 66.2, with males at 69.2 and females at 63.2. At the JSS level, the GER is 31.9, with nearly equal male and female participation, but the NER is lower at 25.6, indicating that fewer students are of the appropriate age for this level. Overall, the GER across all levels is 117.0, and the NER is 100.2, suggesting that while enrollment is high, there are discrepancies in age-appropriate participation.

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

BAUCHI STATE UNIVERSAL BASIC EDUCATION BOARD		
SN	Basic Education Indicators	
		Bauchi
1.0	Basic Education Schools (including Special Programmes)	Rate/Number
i	Transition Rate	
	Primary Schools	80.20
	Junior Secondary Schools	60.66
	Total	70.43
ii	Completion Rate	
	ECCDE Schools Only	4.42
	Primary Schools	76.63
	Junior Secondary Schools	30.92

	Total	
iii	Repetition Rate	
	<i>Primary Schools</i>	<i>1.98</i>
	Junior Secondary Schools	1.16
	Total	
iv	Drop-out Rate	
	Primary Schools	0.82
	Junior Secondary Schools	1.16

Table 2.4.3 presents key basic education indicators for Bauchi State according to 2022 NPA Report. The transition rate is relatively high, with 80.20 of students moving from primary to junior secondary schools, though this rate drops to 60.66 at the junior secondary level, resulting in an overall transition rate of 70.43. The completion rate shows a stark contrast, with only 4.42 completion at ECCDE schools, 76.63 at primary schools, and 30.92 at junior secondary schools. Repetition rates are low, with 1.98 in primary schools and 1.16 in junior secondary schools. The dropout rate, however, is concerning, with 9,750 students dropping out of primary schools and 2,541 from junior secondary schools. This data highlights significant challenges in student retention and progression through the education system in Bauchi State.

2.4.5 Out of School Children

There are **1,333,954** children of school-age made up of **57%** males and **43%** females in Bauchi State. This consists of **979,581 (73.4%)** children being in school while the remaining **354,373 (26.6%)** are out-of-school contrary to the provision of SDG4. Out of the out-of-school children, **269,216** are males while **85,157** are females. This gives a Gender Parity Index of **0.31**. There is need to carry out a study of why there are more female children than male who are out-of-school and design programmes that will encourage them to enrol in school.

The details are shown in Table 2.8 below

Table 2.4.4: OUT-OF-SCHOOL CHILDREN BY GENDER.

Year	School Age Population Children (6 – 11)			Number of Out-of-School Children		
	Male	Female	Total	Male	Female	Total
2020	783,409	550,545	1,333,954	269,216	85,157	354,373

SOURCE: National Personnel Audit, 2018

Table 2.4.4 presents the number of out of school children by gender in 2020. Bauchi State had a school-age population of 1,333,954 children aged 6 to 11, with 783,409 males and 550,545 females. Out of this population, a significant number of children were out of school, totaling 354,373. Among these, 269,216 were males, and 85,157 were females. This indicates a substantial disparity in school attendance, particularly among male children, highlighting the need for targeted interventions to address the issue of out-of-school children in the state.

2.4.6 Special Education Programmes (Special Needs, Nomadic, Tsangaya etc)

Special Needs Education Programme consists of Nomadic schools, Tsangaya schools and those taking care of people with any form of disability. In addition, some schools include students with or without special needs especially where inclusiveness education is practiced. They require special facilities that address their individual differences, disabilities and special needs.

2.4.5 Special Education Programmes (Special Needs, Nomadic, Tsangaya e.t.c.

2.4.5 Special Education Programmes

Table 2.4.5a: TABLE OF SCHOOLS AND ENROLMENT OF THE SPECIAL NEEDS BY GENDER

LEVEL	NO. OF SCHOOL	LEARNERSS ENROLMENT			TEACHERSENROLMENT			T/P ratio
NOMADIC	TOTAL	MAL E	FEMALE	TOTAL	MAL E	FEMALE	TOTAL	
ECCDE	47	1,016	870	1,886	52	19	71	26.6
PRIMARY	236	22,711	19,171	41,882	764	113	877	47.8
MIGRANT FISHERFOLKS								
ECCDE	2	82	107	189	1	2	3	63
PRIMARY	7	772	760	1,532	25	1	26	58.9
ISLAMIYAH								
ECCDE	85	4,427	7,038	11,465	223	116	339	33.8
PRIMARY	189	21,207	23,899	45,106	1,089	241	1,330	33.9
JSS	37	2,326	3,671	5,997	328	48	376	15.9
ALMAJIRI/ TSANGAYA SCHOOLS								
ECCDE	5	198	172	370	8	5	13	28.4
PRIMARY	29	3,122	2,614	5,736	139	21	160	35.6

SPECIAL SCHOOLS								
ECCDE	16	978	933	1,911	23	29	52	36.6
PRIMARY	70	7,305	6,035	13,340	248	69	317	42.1
JSS	5	522	167	689	40	8	48	14.6
TOTAL	728	8,805	7,135	15,940	311	106	417	93.3

SOURCE: ASC 2023/2024

The data reveals significant variations in educational resources across different programs, including Nomadic, Migrant Fisherfolks, Islamiyah, Almajiri/Tsangaya Schools, and Special Schools. Across 728 schools, learner enrollment totals 107,596 in primary and 22,507 in ECCDE, with teacher-to-pupil ratios ranging from 14.6 to 63. Notably, Migrant Fisherfolks and Islamiyah programs have the highest ratios, indicating potential teacher shortages that could impact education quality. This suggests a need for targeted interventions to balance teacher distribution and improve learning conditions, especially in specialized and underserved educational programs.

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

Table 2.4.5 Special Education Programmes (Special Needs, Nomadic, Islamiyya/ IQS etc)

SPECIAL PROGRAM ME	LEVEL	NO OF SCHOOLS	ENROLMENT			TEACHING STAFF			PTR
			M	F	T	M	F	T	
SPECIAL NEEDS	ECCDE	6	341	303	644	-	2	2	322
	PRIMARY	31	3,939	3,462	7,401	100	39	139	53.24
	JSS	4	383	305	688	21	3	24	28.67
NOMADIC	ECCDE	16	620	553	1,173	6	5	11	106.64
	PRIMARY	286	38,170	34,396	72,566	784	218	1,002	72.42
ISLAMIYYA INTEGRATED	PRIMARY	19	3,635	2,904	6,539	93	38	131	49.92
	JSS	2	121	357	478	35	6	41	11.66

Source: National Personnel Audit, 2022/ ASC 2023-2024

The table above shows data on special programs, including special needs, nomadic, and Islamiyya /IQS schools across ECCDE, primary, and JSS levels. Special needs programs, particularly at the ECCDE face significant challenges with a high PTR of 322 while primary level also face some challenges of pupil-to-teacher ratio (PTR) of 53.24, and that of JSS special needs schools have a moderate PTR of 28.67. Nomadic ECCDE has a challenge of PTR of 106.64 while Nomadic primary schools have PTR of 72.42. In contrast, Islamiyya schools have a moderate PTR of 49.92 while JSS has PTR of 11.66.

2.4.7 Technical and Vocational Education and Training (as applicable to basic education)

In Bauchi State Vocational training canter are located at the technical college only that of Kafin Madaki has a unique approach of standing separate and working directly under the state Ministry of Education.

The enrolment of the students is the same time with Junior Secondary School across the state. Subject taught are mainly skill acquisition and entrepreneurship courses they also attend other courses in basic education.

2.4.6 Table: Technical and Vocational Education and Training

Type of School	No. of Schools.	Male	Female	Total
Science & Technical	9	3,888	1,937	5,825
Vocational	15	136	30	166
TOTAL	24	4,024	1,967	5,991

Source: ASC 2023/2024

Table 2.4.6 provides data on Technical and Vocational Education and Training in the region. It shows that there are a total of 24 schools: 9 Science and Technical schools with 3,888 male and 1,937 female students, totaling 5,825 students; and 15 Vocational schools with 136 male and 30 female students, totaling 166 students. Overall, the combined enrolment across all technical and vocational schools is 4,024 male and 1,967 female students, resulting in a total enrolment of 5,991 students.

2.4.8 Adult and Non-Formal Education

In Bauchi state, Mass Education Board (MEB) was established to handle Adults and non-formal Education in the state. MEB has the following responsibly:

- Provision of Basic Education

- Provision of Post Literacy Education
- Provision of continuing Education
- Provision of Vocational Education

Bauchi has 989 basic literacy centres with enrolment of 59,000 (38,061 F); The state has 826 centres with enrolment of 16,628 (5,184F) LEARNERSs and 48 post literacy centres with enrolment of 6,794 (2,483F) LEARNERS. Under vocational/Women empowerment, the state has 28 centres with the enrolment of 6,228 (3,844 F)

Table 2.4.7: Adult and Non - Formal Education

YEAR	MALE	FEMALE	TOTAL	NO. OF CENTER
2020	20,939	38,061	59,000	884
2021	20,939	38,061	59,000	989
2022	20,939	38,061	59,000	989
Total	62,817	114,183	177,000	2,862

SOURCE: ASC 2023/2024

Table 2.4.7 presents data on Adult and Non-Formal Education over three years. The number of male and female participants remained consistent each year, with 20,939 males and 38,061 females annually, resulting in a total of 59,000 participants per year. Across the three years, a cumulative total of 62,817 males and 114,183 females participated, amounting to 177,000 individuals in total. The number of centers offering adult and non-formal education also increased from 884 in 2020 to 989 in 2021 and 2022, with a total of 2,862 centers over the period.

2.5 .1 Quality and Efficiency

3. Table 2.5.1 Qualified and Non-Qualified Teaching Staff in Public ECCDE, Primary and JSS Schools by State and Gender

LEVEL	Qualified Teacher			Non-Qualified Teacher			GRAND TOTAL			% QUALIFIED	% NOT QUALIFIED
	M	F	T	M	F	T	M	F	T		
ECCDE	397	729	1,126	113	89	202	510	818	1,328	85	15
Primary	8,752	5,713	14,465	1,864	533	2,397	10,616	6,246	16,862	86	14
JSS	6,043	1,920	7,963	693	195	888	6,736	2,115	8,851	90	10

SOURCE: National Personnel Audit, 2022

Table 2.5.1 provides an overview of teacher qualifications across different educational levels. For ECCDE (Early Childhood Care and Development Education), there are a total of 1,328 teachers, with 397 males and 729 females. Among them, 1,126 are qualified, indicating a 85% qualification rate and a 15% non-qualification rate. In Primary Schools, out of 16,862 teachers (10,616 male and 6,246 female), 14,465 are qualified, reflecting a 86% qualification rate and a 14% non-qualification rate. For Junior Secondary Schools (JSS), the total number of teachers is 8,851 (6,736 male and 2,115 female), with 7,963 being qualified, which corresponds to a 90% qualification rate and a 10% non-qualification rate.

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

LGAs	PRIMARY			JSS		
	RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
ALKALERI	540	57	597	235	55	290
BAUCHI	1,680	1,832	3512	580	1,324	1904
BOGORO	521	3	524	524	0	524
DAMBAN	419	123	542	175	47	222
DARAZO	551	191	742	176	160	336
DASS	905	128	1033	272	117	389
GAMAWA	373	12	385	101	60	161
GANJUWA	739	95	834	377	12	389
GIADE	260	79	339	101	99	200
ITAS/GADAU	257	217	474	59	38	97
JAMAARE	238	707	945	64	118	182
KATAGUN	477	59	536	156	701	857
KIRFI	416	285	701	137	0	137
MISAU	595	360	955	190	306	496
NINGI	412	145	557	223	158	381
SHIRA	389	98	487	162	22	184

TAFAWA-BALEWA	1,331	33	1364	931	11	942
TORO	1,549	402	1951	728	116	844
WARJI	115	39	154	94	133	227
ZAKI	230	57	287	84	5	89
TOTAL	4,865	11,997	16,862	5,369	3,482	8,851

SOURCE: National Personnel Audit, 2022

Table 2.5.2 illustrates the distribution of teachers across Bauchi State's Local Government Areas (LGAs) for Primary and Junior Secondary Schools (JSS). For Primary Schools, the highest numbers of teachers are found in Bauchi LGA (3,512), while the lowest are in Warji LGA (154). Rural areas generally have more teachers than urban areas, except in a few LGAs such as Bauchi and Katagun. For JSS, Bauchi LGA again leads with 1,904 teachers, and Bogoro LGA has only 524 teachers. Most LGAs show a higher concentration of teachers in urban areas compared to rural ones, reflecting a disparity in teacher distribution between these areas.

2.5.3 Pupil -Teacher Ratio (PTR) by level

2.5.3 Table 10: LEARNERSs – Teacher Ratio (PTR) by Level

LEVEL	LEARNERSS	TEACHER	RATIO
ECCDE	51,254	1,328	39
PRIMARY	1,041,281	16,862	62
JSS	203,245	8,851	23

Source: National Personnel Audit, 2022

Table 2.5.3 presents the Learners-to-Teacher Ratios (PTR) by education level in Bauchi State. For ECCDE (Early Childhood Care and Development Education), there are 39 learners per teacher, reflecting a relatively favorable ratio. In Primary Schools, the ratio is higher at 62 learners per teacher, indicating a more crowded classroom environment. The Junior Secondary Schools (JSS) have the lowest ratio of 23 learners per teacher, suggesting better individual attention. Overall, the total ratio across all levels is 48 learners per teacher.

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

Table 2.5.4a: TEXTBOOK AND PUPIL RATIO BY LEVEL

LEVEL	TOTAL ENROLMENT	Learners Textbooks				Learners Textbooks Ratio			
		English	Maths	Bs /T.	Soc. St.	English	Maths	Bs /T.	Soc. St.
ECCDE	51,254	3,286	2,571	1,335	1,365	16	20	38	38
Primary	1,041,281	254,086	211,323	170,826	168,386	4	5	6	6
JSS	203,245	27,626	38,117	22,091	17,307	7	5	9	12

SOURCE: National Personnel Audit, 2022

Table 2.5.4a provides the textbook-to-pupil ratios by educational level. In ECCDE (Early Childhood Care and Development Education), there is a ratio of 1 textbook for every 16, 20, 38 & 38 pupils, indicating a relatively low textbook availability. For Primary Schools, the ratio is 4, 5, 6, & 6 textbooks for every pupil, demonstrating excellent textbook availability. In Junior Secondary Schools (JSS), the ratio is 7, 5, 9 & 12 textbooks for every student, which is adequate but indicates a need for more textbooks to ensure each student has individual access.

3.1.1 Learning Outcomes

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

The states level achievement report in social studies shows that Bauchi emerged as the highest achiever with 58 percent followed by Niger with 48 percent under Essay Test. Also in social studies, the scores segregated by gender shows Bauchi state male and female LEARNERSs obtained the same score of 33.84 percent. Bauchi state male and female LEARNERSs obtained same score of 33.84 percent in social science (essay test) which is second to the 56.24 percent and 56.41 percent scored by FCT's male and female LEARNERSs respectively. In respect of the Basic Science and Technology (BST) Bauchi state shares first position with Lagos, Ondo, Ekiti, Yobe, Borno, Benue and Gombe states with 51 percent each, in essay test followed by Niger in the second position with 48 percent. Bauchi state comes second to Lagos in English studies with 51 percent and 58 percent respectively. *Source: NALABE, 2022, pp56-57, 84&93*

Table 2.5.5.1: Mean Scale Score in Mathematics

Category	LEARNERS ability		Percentage of LEARNERSs By Proficiency Level			
	Mean Scale Score	Standard deviation	Below Partially Meets Minimum Proficiency (- 396)	Partially Meets Minimum Proficiency (397-495)	Meets Minimum Proficiency (496-597)	Exceeds Minimum Proficiency (598 -)
P3	471.80	96.27	22.74	34.67	31.11	11.48
P5	473.95	83.29	13.38	55.95	30.10	0.58
Jss2	483.92	108.07	44.15	39.19	16.66	0.11

Source NALABE, 2022

Table 2.5.5.1 summarizes the mean scale scores and proficiency levels in Mathematics for learners at different education stages. For Primary 3 (P3) students, the mean score is 471.80 with a standard deviation of 96.27, where 22.74% score below the minimum proficiency, 34.67% partially meet the minimum proficiency, 31.11% meet the minimum proficiency, and 11.48% exceed it. Primary 5 (P5) students have a mean score of 473.95 and a standard deviation of 83.29, with 13.38% scoring below minimum proficiency, 55.95% partially meeting it, 30.10% meeting it, and 0.58% exceeding it. In Junior Secondary School 2 (JSS2), the mean score is 483.92 with a standard deviation of 108.07, where 44.15% score below minimum proficiency, 39.19% partially meet it, 16.66% meet it, and 0.11% exceed it.

Table 12: Mean scale score in English Language

Category	LEARNERS ability		Percentage of LEARNERSs By Proficiency Level			
	Mean Scale Score	Standard deviation	Below Partially Meets Minimum Proficiency (- 396)	Partially Meets Minimum Proficiency (397-495)	Meets Minimum Proficiency (496-597)	Exceeds Minimum Proficiency (598 -)
P3	475.68	85.39	10.38	69.17	19.39	1.06
P5	435.48	94.72	21.57	59.15	18.05	1.23
Jss2	440.46	98.49	21.85	54.43	23.52	0.21

Source NALABE, 2022

Table 12 presents the mean scale scores and proficiency levels in English Language for learners at various education stages. For Primary 3 (P3) students, the mean score is 475.68 with a standard

deviation of 85.39. In this group, 10.38% score below minimum proficiency, 69.17% partially meet the minimum proficiency, 19.39% meet it, and 1.06% exceed it. Primary 5 (P5) students have a mean score of 435.48 and a standard deviation of 94.72, with 21.57% below minimum proficiency, 59.15% partially meeting it, 18.05% meeting it, and 1.23% exceeding it. For Junior Secondary School 2 (JSS2) students, the mean score is 440.46 with a standard deviation of 98.49. Here, 21.85% score below minimum proficiency, 54.43% partially meet it, 23.52% meet it, and 0.21% exceed it.

Table 13: Mean Scale Score in Basic Science & Technology

Category	LEARNERS ability		Percentage of LEARNERSs By Proficiency Level			
	Mean Scale Score	Standard deviation	Below Partially Meets Minimum Proficiency (- 396)	Partially Meets Minimum Proficiency (397-495)	Meets Minimum Proficiency (496-597)	Exceeds Minimum Proficiency (598 -)
P5	476.26	82.40	8.28	56.02	34.64	1.06
Jss2	461.14	119.07	21.44	48.65	29.91	0.01

Source NALABE, 2022

Table 13 displays the mean scale scores and proficiency levels in Basic Science & Technology for learners at different educational stages. For Primary 5 (P5) students, the mean score is 476.26 with a standard deviation of 82.40. In this group, 8.28% score below minimum proficiency, 56.02% partially meet the minimum proficiency, 34.64% meet it, and 1.06% exceed it. Junior Secondary School 2 (JSS2) students have a mean score of 461.14 and a standard deviation of 119.07. Among these students, 21.44% score below minimum proficiency, 48.65% partially meet it, 29.91% meet it, and only 0.01% exceed it.

Table 14: SOCIAL STUDIES

Category	LEARNERS ability			Percentage of LEARNERSs By Proficiency Level		
	Mean Scale Score	Standard deviation	Below Partially Meets Minimum Proficiency (- 396)	Partially Meets Minimum Proficiency (397-495)	Meets Minimum Proficiency (496-597)	Exceeds Minimum Proficiency (598 -)
P5	473.56	80.76	14.79	40.02	44.36	0.84
Jss2	436.16	103.29	23.72	50.07	23.97	2.24

Source NALABE, 2022

Table 13 provides the mean scale scores and proficiency levels for Basic Science & Technology across different educational stages. For Primary 5 (P5) students, the mean score is 473.56 with a standard deviation of 80.76. Within this group, 14.79% score below minimum proficiency, 40.02% partially meet the minimum proficiency, 44.36% meet it, and 0.84% exceed it. Junior Secondary School 2 (JSS2) students have a mean score of 436.16 and a standard deviation of 103.29. Among these learners, 23.72% score below minimum proficiency, 50.07% partially meet it, 23.97% meet it, and 2.24% exceed it.

2.5.5.2 Figure 15: Basic Education Certificate Examination (BECE) by Gender

BECE 2023							
Subject	Total Candidate.	Male	Female	Total passed	Total failed	% Passed	% Failed
English Studies	54,509	32,705	21,804	20,179	30,946	56.77	43.23
Mathematics	54,509	32,705	21,804	28,036	22,930	42.07	57.93
Basic Science & Technology	54,509	32,705	21,804	39,197	12,088	22.18	77.82
Social Studies	54,509	32,705	21,804	28,679	22,275	40.86	59.14
Pre-vocational Studies	54,509	32,705	21,804	30,806	14,372	29.63	70.37
Business Studies	54,509	32,705	21,804	25,613	10,110	18.55	81.45
COMPUTER STUDIES	54,509	32,705	21,804	16,404	11,043	20.26	79.74
CIVIC EDUCATION	54,509	32,705	21,804	19,574	11,577	21.24	78.76

Source: MoE BECE 2023 Report

In the 2023 Basic Education Certificate Examination (BECE), the performance across various subjects shows a diverse range of pass rates. For English Studies, out of 54,509 candidates, 56.77% passed while 43.23% failed. In Mathematics, the pass rate was 42.07%, with 57.93% failing. Basic Science & Technology saw a high pass rate of 71.82%, with 22.18% failing. Social Studies had a pass rate of 40.86% and a failure rate of 59.14%. Pre-vocational Studies had a pass rate of 29.63%, with 70.37% failing. Business Studies and Computer Studies had lower pass rates of 18.55% and 20.26%, respectively, with failure rates of 81.45% and 79.74%. Lastly, Civic Education had a pass rate of 21.24%, with 78.76% failing.

The 2023 JSS3 Certificate of Basic Education exam results were used as a proxy to measure quality of learning at the time. The results are presented by a 20% sample elicited from the Students Information Sheets returned by the LGAs. Table 2.17 shows the 2006 students' performance in Literacy, Numeracy, General Skills and Written Expression. The marks shown are the means out of 50 marks for all the first three subjects, whilst written expression is out of 20 marks. Except for Written expression, the results are well below 40%, which raises the questions

whether the curriculum has been well taught or whether the test is in line with the curriculum. Strangely enough the Written Expression score is relatively high at almost 70%, which appears at odds with the Literacy results.

3.1.2 Basic Education Curriculum

Basic education service delivery is expected to provide quality teaching and learning with an output that will endeavour LEARNERSs acquire life skills that will enable them to meet societal needs. In view of this, the State has over the years been providing direct support to Basic Education Sub-sector so as to address systemic challenges identified in the State. This is done through the provision of teaching and learning materials, training and retraining of teachers on methodology and other pedagogical skills aimed at improving their professional performance.

3.1.1 School Infrastructure

2.6.1 Table: Classroom Environment (PCL, Proportion of good classrooms etc)

Level	No of classroom in Good Condition	No of classroom in Bad Condition	Total No of classroom	Total Enrolment	PCR
ECCDE	890	453	1,343	51,254	58
PRIMARY	13,813	8,280	22,093	1,041,281	75
JSS	3,113	1,460	4,573	203,245	65

SOURCE: National Personnel Audit, 2022

Table 2.6.1 provides an overview of the classroom environment across different education levels. For ECCDE, there are 890 classrooms in good condition out of a total of 1,343, with 453 in bad condition. The proportion of good classrooms (PCR) is 58%, serving 51,254 students. At the Primary level, 13,813 out of 22,093 classrooms are in good condition, while 8,280 are in bad condition, yielding a PCR of 75% for 1,041,281 students. In JSS, 3,113 classrooms are in good condition out of a total of 4,573, with 1,460 in bad condition, resulting in a PCR of 65% for 203,245 students.

Since the implementation of the 2020-2023 SMTBESP, there has been tremendous improvement in infrastructure provision for educational institutions at all levels, opening of additional new schools, comprehensive rehabilitation of primary schools, provision of teacher's and LEARNERS's furniture, potable water and toilets as well as other facilities such as sporting fields

and appropriate recreation equipment. These are evenly distributed across the three Senatorial Districts in the State. Despite all these developments, there are still visible gaps that require urgent intervention in the State.

3.1.2 Availability of Furniture for LEARNERSs and Teachers

Table 16 below shows information about schools and furniture. The table shows that there are a total number of 129,409 LEARNERS at the ECCDE level with 17,033 pupil's furniture. Thus, the Pupil-Furniture Ratio is 1:7.6. At the Primary level, 934,811 LEARNERSs in schools are using 133,275 LEARNERS' furniture. The Pupil-Furniture Ratio at this level is 1:7 while at the JSS level, 157,567 LEARNERSs have only 57,837 LEARNERS' furniture. The Pupil-Furniture Ratio at this level is 1:3.4. Generally, the LEARNERS-Furniture Ratio across the State is averagely 1:6.1.

Table 2.6.1: PUBLIC SCHOOLS WITH PUPIL FURNITURE

LEVEL	ALL TEACHERS	LEARNERS ENROLMENT	NO. OF LEARNERS DESK	LEARNERS/DESK RATIO
ECCDE		51,254	4,217	12
PRIMARY	17,047	1,041,281	88,033	12
JSS	9,556	203,245	33,031	6

SOURCE: National Personnel Audit, 2022

Table 2.6.1 details the availability of pupil furniture in public schools. For ECCDE, there are 4,217 learner desks for 51,254 students, resulting in a learners-to-desk ratio of 12:1. In Primary schools, there are 88,033 desks serving 1,041,281 students, with a ratio of 12:1. At the JSS level, 33,031 desks accommodate 203,245 students, giving a ratio of 6:1. Overall, there are 125,281 desks for 1,295,780 learners, achieving a learners-to-desk ratio of 10:1.

3.1.3 School Safety (fencing, security guards, etc)

Table 2.5.3 School Safety (fencing, security guards, etc)

LEVEL	No of School.	Source of Power	Health Facility	Fence/ Wall	Number School not Fenced	% of Schools Fenced	Number Of School With Security Guards	% of Schools with Security Guard	Play Ground
PRIMARY	3,078	164	649	159	2,919	5	239	8	1,160
JSS	751	128	353	83	668	11	41	5	409

Source: National Personnel Audit, 2022

Table 2.5.3 provides insights into school safety measures across different education levels. In Primary schools, out of 3,078 schools, 164 have power sources, 649 have health facilities, and 159 are fenced, leaving 2,919 schools unfenced, which means 5% of Primary schools are fenced. Additionally, 239 Primary schools have security guards, representing 8% of the total. Regarding playgrounds, 1,160 Primary schools have them. For Junior Secondary Schools (JSS), 751 schools have 128 power sources, 353 health facilities, and 83 are fenced, with 668 schools not having fences, resulting in a 11% fencing rate. Only 41 JSS have security guards, accounting for 5%, and 409 have playgrounds.

The importance of a safe learning environment is very important and necessary for LEARNERSs and teachers at all levels of Education. The provision of these is to enable the teacher to impart require skills needed for a successful education and future living.

Hence, keeping schools safe promotes socially interactive and creative learning. Except this is provided, the following issues might crop up:

- Absence of this will lead to absenteeism and school avoidance or reduce pupil moral and level of assimilation.
- Parents may not also be comfortable in sending their children to schools or withdrawing them from schools.
- There could be an outbreak of diseases such as Covid-19 etc.
- Incidence of kidnapping and banditry, and other such crimes could be the order of the day.

Efforts should therefore be made to put maximum security checks in place in all schools to ward-off opportunists or armed intruders. Securing schools could be simply the provision of a perimeter

fence to provide security and to repel an opportunist/intruder in an area or might require the employment of armed security men.

Table 17 below shows that out of the 3,463 primary schools in Bauchi State only 1,109 are secured with perimeter fence. This requires urgent consideration in view of the increasing cases of insecurity in the country.

2.6.4. School Health and Hygiene (sources of water, toilets, waste disposal, availability of clinics, first aid box, health personnel etc)

LEVEL	No of School.	Health Facility	Health Facility %	Safe Water	Safe Water %	Toilets %
PRIMARY (ECCDE INCLUSIVE)	3,078	649	21.1	774	25.2	64.3
JSS	751	353	47.0	317	42.2	34.1

Source: National Personnel Audit, 2022

The table above highlights the availability of essential facilities across different school levels. At the Primary level, among 3,078 schools, only 21.1% have health facilities and 25.2% provide safe water, with 64.3% having toilets. In contrast, JSS schools show a higher availability of these facilities, with 47.0% having health facilities, 42.2% offering safe water, and 34.1% equipped with toilets. This disparity reveals that JSS schools are better served in terms of health and sanitation infrastructure compared to Primary schools, suggesting a need for significant improvements in facility provision at the Primary level to ensure a healthier and more supportive learning environment.

3.1.5 Other facilities (sources of power, libraries, play grounds and equipment, laboratories, workshops, etc.)

2.6.5 Table 20: Other facilities (Source of Power, Libraries, Playground and Equipment, Laboratories, Workshops.

Level	No. of school s	No. of Sch. with Librari es	% Of Schools With Librari es	No. of sch. With source of power	% Of Sch. With source of power	No. of School with Play ground	% Of Sch. With Play ground	No. of school with Laborat ories	% Of Sch. With Laborat ories
PRIMAR Y	3,078	99	3	164	5	1,160	38	20	1
JSS	751	33	4	128	17	409	54	24	3

SOURCE: National Personnel Audit, 2022

Table 20 presents the availability of various facilities in schools at different levels. In Primary schools, out of 3,078 institutions, only 99 (3%) have libraries, 164 schools (5%) have a source of power, 1,160 schools (38%) have playgrounds, and just 20 schools (1%) are equipped with laboratories. For Junior Secondary Schools (JSS), of the 751 schools, 33 (4%) have libraries, 128 schools (17%) have a source of power, 409 schools (54%) have playgrounds, and 24 schools (3%) are equipped with laboratories.

The provision of these facilities, though not readily available in all schools, is critical because experience has shown that they have positive impact on LEARNERSs. In schools that have them, they seem to have improved enrolment and improved LEARNERS's outcome and it enhances the capacity of the teacher to perform more than where they are not available.

Table 2: SCHOOL TO LIBRARY, ELECTRICITY AND PLAYING GROUND FACILITIES

3.2 System Strengthening and Efficiency

The management of Basic Education in Bauchi State realizes the importance of accurate and timely dissemination of data in planning. Thus, the use of ICT is deployed to further strengthen information and data gathering process across and within the education structure in the States viz; FME, UBEC, SUBEB, and LGA's.

3.2.1 Education Management Information System

Bauchi State has existing and functional EMIS in all the 20LGEAs and SUBEB. The EMIS is equipped with adequate staff and basic infrastructure including computers, internet facilities and source of power supply, whereas implementation of other supporting materials to upgrade the EMIS were budgeted and approved. However, there is need for frequent capacity building for all the EMIS staff.

Table 3: EMIS Staff and Facilities

Organization	No. of Staff	Qualification		
		Degree	HND	Diploma/NCE
SUBEB	15	1	3	12
20 LGEAs	20	4	0	16
Total	35	5	3	28

SOURCE: National Personnel Audit, 2022

Table 20 provides an overview of the staffing and qualifications within the Education Management Information System (EMIS). The State Universal Basic Education Board (SUBEB) employs 15 staff members, with 1 holding a degree, 2 having an HND, and 12 possessing a Diploma or NCE. The 20 Local Government Education Authorities (LGEAs) have 20 staff members, with 4 holding degrees and 16 holding Diplomas or NCEs. In total, the EMIS has 35 staff members, including 5 with degrees, 2 with HNDs, and 28 with Diplomas or NCEs.

3.2.2 Quality Assurance and School Support Systems at SUBEB and LGEA levels
2.7.2 Quality Assurance and School Support System at SUBEB and LGEA Levels
Table 22: Quality Assurance Activities at School Level and Gaps

S/N O	ACTIVITIES	AREAS OF COVERAGE	FREQUENCY	AREA COVERED	% COVERAGE	AREA NOT COVERED	% NOT COVERED
1.	Resumption Monitoring	104 schools Per Term	3 Terms	312 Schools Per Year	43.2%	1,033	56.8%
2.	Daily Routine Monitoring of Schools	208 Schools Per Terms	3 Terms	624 Schools Per Year	46.1%	721	54%
3.	Follow Up Monitoring	36 Schools Per Term	3 Terms	108 Schools Per Year	8.0%	1,237	92%
1.	Exams Monitoring	52 schools per Term	3 Terms	156 Schools Per Year	11.6%	1,189	88.4
2.	CQA	288 schools per Term	3 Terms	864 Schools Per Year	64.2%	481	35.8

Source: BASUBEB QA Monitoring Report 2023.

Table 22 outlines the quality assurance activities conducted at the school level, detailing coverage and gaps. Resumption monitoring involves 104 schools per term, totalling 312 schools per year, covering 43.2% of the target, while 56.8% remains uncovered. Daily routine monitoring reaches 208 schools per term, or 624 schools per year, achieving 46.1% coverage, leaving 54% uncovered. Follow-up monitoring covers 36 schools per term, totalling 108 schools per year, addressing only 8.0% of the target, with 92% not covered. Exam monitoring involves 52 schools per term, or 156 schools per year, covering 11.6%, with 88.4% not covered. Comprehensive Quality Assurance

(CQA) covers 288 schools per term, amounting to 864 schools per year, providing 64.2% coverage, while 35.8% remains uncovered.

The practise of quality assurance in the provision of basic education is imperative to an improvement in the enrolment, internal efficiency and LEARNERS's output in the school system. This informed the need for the creation of Quality Assurance Department in SUBEB as well as setting up of Desk Offices. There is however still a lot to be done in form of human capacity development for more efficient service delivery in the Sub-sector

3.2.3 Community and Civil Society Participation in Education Management and School Governance

2.7.3 Table 23: Community and Civil Society Participation in Education Management and School Governance.

S/No.	Community and Civil Society	Nature Of Participation	Frequency	Percentage
1.	NGOs / CBOs / CSACEFA	Construction/Rehabilitation of School/textbooks distribution	30	30%
2.	YMCA	HIV/AIDS Awareness Education	Yearly	20%
3.	SBMCs	Minor Repairs in schools and some other SBMCs activities	Termly	25%

Source: BASUBEB 2023

Table 23 details community and civil society participation in education management and school governance. NGOs, CBOs, and CSACEFA engage in the construction and rehabilitation of schools and distribution of textbooks, contributing 30% of the time. YMCA focuses on HIV/AIDS awareness education, participating yearly at 20%. School-Based Management Committees (SBMCs) handle minor repairs and various activities within schools on a termly basis, representing 25% of the participation.

In view of the complexities of education management in the current dispensation, school management and governance should not be left for the government alone. Therefore, in Bauchi State, School Based Management Committees (SBMC) and Centre Based Management Committee (CBMC) were set up to ensure that the community is involved in school management as well as other corporate organization like banks and oil companies inform of CSR, individuals

and IDPs. While appreciating the level of interventions in the system, the Board is still advocating for more assistance to other corporate entities and philanthropists.

2.8 Cross Cutting Issues

2.8.1 Gender and Basic Education

The Bauchi State Universal Basic Education Board (SUBEB) has implemented strategic policies aimed at addressing gender parity issues within the state's education system. These initiatives are focused on reducing the disparity between male and female enrolment rates to achieve a more balanced Gender Parity Index (GPI). However, despite efforts, there remains a concerning trend of increasing low enrolment and retention rates among females, particularly at the Junior Secondary School (JSS) level, attributed to cultural and traditional factors prevalent in rural areas. To address this challenge, the SUBEB has prioritized the expansion of educational access for the Girl Child, with a specific focus on promoting equity through increased female enrolment and reducing dropout rates. By making Girl Child Education a core component of its education programme, the SUBEB aims to narrow the gap between male and female participation in basic education and ensure equal opportunities for all learners in Nasarawa State.

In line with the above situation analysis and the policy framework, some current strategic issue requires attention and are as listed below:

- a) Revamping of government's effort to increase the rate of enrolment gradually but consistently so as to achieve significant reduction of out-of-school children, and reduction of gender disparity indices toward increasing Retention and Completion Rates at various level of education.
- b) Improving the level of equity in educational provision by investing in infrastructure that guarantees opportunities for all-inclusive education which will in turn ensure effective participation of all categories of vulnerable groups in formal and non-formal education systems using appropriate methodology and technology.
- c) The need to improve scope and quality of planning and management through institutional training, capacity building, involvement of stakeholders in education and constant development of education management best practices including educational management information system.

- d) Enforcing the set regulations for private participation in the provision of education at all levels.
- e) Addressing the challenge of adequate supply of competent and qualified teachers that meet the minimum academic, digital and professional requirement for directing teaching and learning for enhancing education at all levels; and
- f) Consistently increasing educational quality, outcomes, and achievements although the Basic Education Sub-sector and individual level through deployment of standard quality assurance mechanism, compliance, monitoring and sanctions application as well as supply of critical learning resources and supportive services.

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

Table 4: Gender Parity Index (Pre-Primary, Primary and JSS)

LEVEL	GER	GPI
ECCDE	10.7	0.97
PRIMARY	74.1	0.92
JSS	31.9	1.00

SOURCE: National Personnel Audit, 2022

Table 2.8.1.1 provides data on the Gender Parity Index (GPI) for pre-primary, primary, and junior secondary schools. The GPI for Early Childhood Care and Development Education (ECCDE) is 0.97, indicating near gender parity but slightly favoring males. For primary education, the GPI is 0.92, showing a gender imbalance with fewer female students relative to males. In junior secondary schools (JSS), the GPI is 1.00, reflecting equal gender representation.

2.8.1.2 Gross and Net Enrolments/Rates by Gender by Level

2.8.1.2 Table 25: Gross and Net Enrolments/Rates by Gender by Level

Level	Gross Enrollment Rate			Net Enrollment Rate		
	Male	Female	Total	Male	Female	Total
ECCDE	10.8	10.5	10.7	8.5	8.4	8.4
Primary	77.2	71.0	74.1	69.2	63.2	66.2
JSS	32.0	31.8	31.9	25.2	26.0	25.6

SOURCE: National Personnel Audit, 2022

Table 2.8.1.2 illustrates the Gross Enrollment Rate (GER) and Net Enrollment Rate (NER) by gender across different education levels. For Early Childhood Care and Development Education

(ECCDE), the GER is 10.8% for males and 10.5% for females, with a total of 10.7%, while the NER is slightly lower at 8.5% for males and 8.4% for females, totaling 8.4%. In primary education, the GER is 77.2% for males and 71.0% for females, with a total of 74.1%. The NER for primary education is 69.2% for males and 63.2% for females, totaling 66.2%. For Junior Secondary Schools (JSS), the GER is 32.0% for males and 31.8% for females, totaling 31.9%, while the NER is 25.2% for males and 26.0% for females, totaling 25.6%.

2.8.1.3 Gender Distribution of Teachers by Level

2.8.1.3 Table: Gender Distribution of Teachers by Level

LEVEL	MALE	PERCENTAGE	FEMALE	PERCENTAGE	TOTAL
ECCDE	510	38	818	62	1,328
PRIMARY	10,616	63	6,246	37	16,862
JSS	6,736	76	2,115	24	8,851

SOURCE: National Personnel Audit, 2022

Table 2.8.1.3 provides the gender distribution of teachers across different educational levels. In Early Childhood Care and Development Education (ECCDE), there are 510 male teachers (38%) and 818 female teachers (62%), totaling 1,328 teachers. For primary education, there are 10,616 male teachers (63%) and 6,246 female teachers (37%), making up a total of 16,862 teachers. In Junior Secondary Schools (JSS), the distribution includes 6,736 male teachers (76%) and 2,115 female teachers (24%), with a total of 8,851 teachers.

2.8.1.4 Gender Distribution of SUBEB and LGEA Staff

2.8.1.4 Table: Gender Distribution of SUBEB and LGEA staff

LEVEL	MALE	PERCENTAGE	FEMALE	PERCENTAGE	Total M+F
SUBEB	264	96	11	4	275
LGEA	19,745	70	8,433	30	28,178

SOURCE: National Personnel Audit, 2022

Table 2.8.1.4 outlines the gender distribution of staff within the State Universal Basic Education Board (SUBEB) and Local Government Education Authorities (LGEAs). In SUBEB, there are 264 male staff members (96%) and 11 female staff members (4%), totaling 275 staff. In contrast, the LGEAs employ 19,745 males (70%) and 8,433 females (30%), resulting in a total of 28,178 staff members.

This distribution is shown in Table 22:

2.8.2 Special Needs and Inclusive Education

2.8.2 Table 28: Special Needs and Inclusive Education in ECCDE

LEVEL	Migrant fisher folks	Nomadic	Special Need	TOTAL
ECCDE	0	1,173	290	1,463
PRIMARY	733	72,566	8,524	81,823
JSS	0	0	2,237	2,237

SOURCE: National Personnel Audit, 2022

Table 28 shows the distribution of special needs and inclusive education across different educational levels. In ECCDE, there are 1,463 students with special needs, including 1,173 nomadic students and 290 with special needs. In primary education, the total is 81,823, comprising 733 migrant fisher folks, 72,566 nomadic students, and 8,524 students with special needs. At the JSS level, there are 2,237 students with special needs, with no additional categories specified.

There is a substantial number of BAUCHI STATE children that are physically or mentally handicapped, and who do not have access or do not get the attention they require to be educated to the best of their capacities. At present, there are only few special needs educational facilities in the country. UBE is there for all and special provisions need to be made for those children who cannot take part in the regular schooling system. There currently exists a MoE endorsed Policy and Guideline for Special Education covering a broad range of areas. This is due to be reviewed soon. There is a few areas that need to be strengthened including Curriculum, Instructional Strategies and Materials, Teacher Preparation, the Role of Special Education Centres, Linkages and Collaboration, Parent Education and Community Involvement and Monitoring of the Progress of Special Education and Funding.

Generally, the Special Education programmes need to be strengthened. This means that Special Education teachers require further professional development to enhance their current qualifications and experiences on Special Education. At the same time, they need to be well resourced with appropriate and adequate teaching materials and equipment.

2.8.3 Education in Emergencies (IDPs etc)

The State has experienced an influx of people displaced in their homes especially IDPs from Borno, Yobe and Zamfara States who were being sheltered in households where they are being catered for by the States Government. Consequently, the displaced children are being provided

basic education in the formal schools from ECCDE, Primary and JSS. This has placed a lot of pressure on the existing schools.

The State is however being supported in providing for these LEARNERSs through Capacity building for Educational Secretaries, SBMCs, Head teachers and teachers.

To provide an appropriate table or chart for Education in Emergencies (EiE) in Bauchi State, particularly focusing on Internally Displaced Persons (IDPs), we need to consider key factors such as the number of IDPs, their education needs, available resources, and the challenges they face. Below is a suggested framework for such a table, followed by relevant explanations.

Table: Education in Emergencies (EiE) for IDPs in Bauchi State

Category	Details
Total IDP Population in Bauchi	100,000+ (estimate based on available data; may vary due to new displacements)
Number of IDP Children Aged 5-18	60,000+ (estimate based on the proportion of IDPs who are children of school-going age)
Schools for IDP Children	- 50+ temporary learning spaces (TLPs) set up in IDP camps
Enrollment Rate	40-60% (varies across camps; due to factors such as limited facilities, insecurity, and poverty)
Teachers Available	- 200+ volunteer teachers in IDP camps (often undertrained and underpaid)
Government Support	- Bauchi State government providing some educational resources through collaboration with NGOs and UN agencies
Main Challenges	- Limited infrastructure (lack of proper classrooms and learning materials) - High dropout rates due to insecurity, early marriage, and child labor
Key Education Interventions	- Provision of temporary learning spaces - Teacher training and support - Distribution of learning materials - Psychosocial support for children
Funding and Resources	- Joint efforts of the Nigerian government, international organizations (UNICEF, UNESCO), and NGOs

Category	Details
Monitoring & Evaluation	- Regular assessments by local authorities and humanitarian organizations to track progress and adjust strategies

Source: DTM-NIGERIA IDP INTENTION SURVEY IN BAUCHI STATE (15 April 2024)

Education in emergencies, especially for IDPs in Bauchi State, faces significant challenges, including limited resources, infrastructure issues, and socio-cultural barriers. However, through a combination of temporary learning spaces, international cooperation, and local efforts, steps are being taken to provide these children with opportunities to continue their education despite the ongoing crisis. More investment and long-term strategies are essential for addressing the educational needs of IDPs in Bauchi State.

3.3 Summary of Key Issues from the Diagnosis

In summary, the key issues from our diagnosis can be grouped under the following pillars:

- a) **Access:** This MTBESP situation analysis indicates that the State Government must come up with policies that will handle issues relating to out-of-school children, children with special needs, ECCDE and Junior Secondary Education.
- b) **Quality:** This area focuses on quality and relevance, infrastructure and other priority areas of the document and its role in the achievement of good learning environment for LEARNERSs at all levels in the Sub-sector.
- c) **System Strengthening:** This focuses on planning, management, governance, and efficient utilization of resources in the State.

4. The Strategic Programme

4.1 Priority Programmes

The state recognizes education as an important instrument for achieving its socio-economic development goals. The preparation of the Bauchi State Medium Term Basic Education Strategic Plan is therefore premised upon the Education for All (EFA) goals, Federal Ministerial Strategic Plan (MSP), the State Education Sector Plan and the State Development Plan (SDP).

Thus, the following steps are being taken:

- a) Achieving universal basic education by increasing access in basic, post-basic and adult education;
- b) Raising the proportion of children that have access to quality primary education with particular emphasis on the enrolment, retention and completion of girls;
- c) Achieving better educational indicators; and
- d) Increasing the transition rate from basic to senior secondary schools.

The policy goals and programme set out in the documents are as outlined below:

Table 5: Policy goals and Programme areas

Policy goals	Programme areas
I. Improve equitable access to and participation in education at Basic Education level.	<ul style="list-style-type: none"> • Access, Equity and Inclusiveness
II. Improve Quality & Efficiency	<ul style="list-style-type: none"> • Curriculum and Assessment • Teacher Recruitment • Professionalizing the teaching force • Quality and relevant teaching and learning.
III. Improved level of Infrastructure	<ul style="list-style-type: none"> • Provision of infrastructure and furniture
IV. Improved System Efficiency	<ul style="list-style-type: none"> • Leadership and Accountability • EMIS • M&E
V. Improved Sustainable Funding	<ul style="list-style-type: none"> • Source for financing the education sector.

These will be analysed with the main aim of providing solutions to the issues identified under each sub-heading.

4.1.1 Access, Equity and Inclusiveness

In line with the policy of ensuring equitable access to education at Basic Education level, the State Government through the SUBEB proposes to:

- ✓ Increase access to all levels of basic education, especially ECCDE and JSS
- ✓ Enrol 354,373 of school children through various initiatives
- ✓ Ensure 100% rate for primary schools to address the current 16% are still unable to complete a full course of primary education
- ✓ Improve completion rate at the JSS level from the current 31%
- ✓ Ensure 100% transit rate from primary to JSS
- ✓ Eliminate drop out at Primary and JSS.

4.1.2 Quality and Efficiency

There is critical need to focus on improving learning outcomes for all. Inadequate learning outcomes are linked to several factors that compromise the quality and relevance of the education system. These shall be addressed through tackling:

- ✓ Ensure all basic education teachers are qualified to teach
- ✓ Improve LEARNERSs access to core textbooks at all levels, especially primary and JSS.
- ✓ Reduce LEARNERS-teacher ratios in ECCDE and primary.
- ✓ Improve LEARNERSs access to lack furniture in primary and JSS
- ✓ Increase the proportion of schools with perimeter fences
- ✓ Reduce shortage of teachers at both primary and JSS levels.
- ✓ Increase the proportion of female teachers in primary and JSS schools.

In the light of the foregoing, the State MoE and SUBEB will work together with a view to finding lasting solutions to the above areas of priorities.

4.1.3 System Strengthening and Efficiency

Educational leadership and management are critical enablers for the successful implementation of all strategies and interventions within the identified sub-sectors of education. In the MTBESP, education management includes responsibility for the planning, organization, and improved efficiency of the system. To attain the desired gains in education provision presented under Policy Goals mentioned above, it is critical to enhance governance, planning, and management. In order

to improve effectiveness and efficiency throughout the sector particularly at the SMoE and SUBEB level there is need for:

- ✓ Capacity building of staff and provision of relevant equipment of EMIS Unit. Provision of server/networking across the State Education Ministries/ Parastatals and LGEAs.
- ✓ Routine monitoring/evaluation of projects and staffs.
- ✓ Recruitment of more teachers.
- ✓ Reduction in the number of unqualified teachers in Basic Education Centres.
- ✓ Capacity building of School Managers in modern methods of school and human resource management.

4.1.4 Sustainable Funding

The objective of the sustainable funding of education programmes is to achieve consistent increase in fund allocation, releases and efficient utilization by all stakeholders and operators along the Basic Education delivery system.

The following will be done to address the challenges to be addressed in the Sub-sector:

- ✓ Making funding made available for effective implementation of some Basic Education policies.
- ✓ Ensure timely release of funds for Basic Education project/programme implementation.
- ✓ Remove difficulties in the accessing funds for Basic Education.

3.2 SMTBESP Results Framework

The Bauchi State SMTBESP (State Medium-Term Basic Education Strategic Plan) Results Framework is designed to guide the State's efforts in improving access to quality basic education, enhancing learning outcomes, and strengthening education governance. This framework provides a structured approach to monitoring and evaluating progress, linking strategic objectives to specific outcomes, outputs, and performance indicators. By setting clear targets and responsibilities, the framework helps stakeholders track the effectiveness of interventions and make data-driven decisions to ensure sustainable improvements in the education sector.

4.2 Costed Priority Programmes Plan

POLICY 1: ACCESS, EQUITY AND INCLUSIVENESS

POLICY OBJECTIVE:

Table: Results Framework

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2022)	Target (2027)	Means of Verification (MoV)
POLICY: ACCESS, EQUITY and INCLUSIVENESS Policy Objectives: Promote universal access for all school age going school children	<ul style="list-style-type: none"> • Conduct of intensive enrolment drive • Establishment of ECCDE centres • Establishment of Special Needs education centres • Establish learning centres for IDPs • Conduct community sensitization and advocacy campaigns among stakeholders • Establish additional Nomadic Education Schools • Recruitment of Female teachers • Establish Girl Basic Education Schools • Introduce school feeding programme • Introduce Conditional Cash Transfers (CCT) for female enrolment and retention. 	GER: ECCDE: PRI: JSS: NER: ECCDE PRI JSS No of Special education learners ECCDE PRY JSS No of OOSC' Number of advocacy and sensitization campaigns	10.65 74.14 31.91 8.45 66.19 25.56 644 7,401 688 208,489 43	75.65 100 75.03 70 100 60 1,288 14,978 1,376 52,489 80	National Personnel Audit and Annual School Census

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2022)	Target (2027)	Means of Verification (MoV)
	<ul style="list-style-type: none"> Media Campaigns and awareness on basic education programmes (Leave no Child Behind) Establishment of additional IQTE centres Establish 200 new primary schools Establish 30 new JSS schools Establish second chance schools Establish additional NFELCs 	GPI Number of female teachers Number Girl basic education schools Number of children accessing school feeding programmes Number of media campaigns Number of IQTE Centres No of functional NFELCs	0.9 14,405 28 0 11 3576 182	1 20,753 80 395,352 125 6,352 423	
POLICY: QUALITY and EFFICIENCY	<ul style="list-style-type: none"> Conduct capacity development training for 2000 teachers 	% of trained teachers	32	76	National Personnel Audit and Annual School Census

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2022)	Target (2027)	Means of Verification (MoV)
Policy Objective: Promote improve learning outcomes through accelerating qualitative and functional basic education inputs	<ul style="list-style-type: none"> Recruit and deploy 2300 teachers Construct 10,000 additional new child friendly classrooms Renovate 30,000 child friendly classrooms Procure and distribute 400,000 textbooks in the 4 core subjects. Procure and distribute 100,000 supplementary reading materials Procure and distribute 5000 teachers guide on the four core subjects Procure and distribute teachers and learners furniture Procure and distribute Science and Mathematics equipment Conduct of teacher training on multi grade teaching Procure of EGR TLMS for P1 and P2 (Mukaranta and Lets Read) Construction of school toilets Construction and equipping of school facilities (libraries, clinic, labs) 	Learners classroom ratio (LCR)	57 75	40 50	
		ECCDE PRIMARY	65	40	
		JSS			
		Learners textbook ratio (LTR)	38 4	20 1	
		ECCDE PRIMARY	7	1	
		JSS			
		Learner furniture ratio (LFR)	4 6	1 1	
		ECCDE PRIMARY		1	
		JSS	1009	783	
		Number of toilets	21	74	
		% of school facilities	6	70	
			3	79	
			9		

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2022)	Target (2027)	Means of Verification (MoV)
	<ul style="list-style-type: none"> • Construction water sources (boreholes and wells) • Procure and distribute ICT and digital literacy equipment • Procurement of monitoring vehicles (10) and motorcycles (50) • Conduct of Continuous Quality Assurance (CQA) and School supervision • Recruitment and training of school support officers • Conduct of Monitoring of Learning Assessment (MLA) for EGRA and EGMA • Construction of additional school fences. • Recruitment of school security officers • Conduct of curriculum review and evaluation meeting • Introduction of school improvement grants 	<p>% of WASH facilities in schools</p> <p>% of ICT equipment</p> <p>Number monitoring vehicles</p> <p>Number of CQA and SSO officers</p> <p>Mean Learning School average</p> <p>Number of school fence</p> <p>PRIMARY JSS</p> <p>Number of security officers</p>	<p>438</p> <p>148 87</p> <p>364</p>	<p>20</p> <p>800</p> <p>421 384</p> <p>1000</p>	

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2022)	Target (2027)	Means of Verification (MoV)
POLICY: SUSTAINABLE FUNDING Policy objectives: 1. Provide funding for the effective implementation of UBE programme 2. Effective utilization of UBE funds 3. Expand additional source of UBE funds towards improving the quality of UBE delivery in BAUCHI State	<ul style="list-style-type: none"> • Conduct of funding advocacy visits to State legislature on increased budgetary allocation to UBE programme • State Government commitment Payment of Counter funds to UBEC for 2024, 2025, 2026 and 2027 • Collaboration and partnership with development partners • Collaboration with Private Sector Organization (PSO) on basic education implementation • Engagement with NGOs and CSOs on funding UBE programme 	<ul style="list-style-type: none"> • % of increase in budget allocation for UBE programme • % of accessed funds from UBEC • Number of partnerships and collaborations with SUBEBs • Number of established Private Sector Engagement (PSE) 	43 100 4 0	70 100 20 20	National Personnel Audit and Annual School Census, State Budget Implementation Report .

3.3 Costed Priority Programmes Plan

POLICY 1: ACCESS, EQUITY AND INCLUSIVENESS

POLICY OBJECTIVE: EXPAND ACCESS AND EDUCATIONAL OPPORTUNITIES FOR ALL AGE GOING SCHOOL CHILDREN

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Conduct of intensive enrolment drive campaigns targeting OOSCs across all the LGAs	Increase access for OOSC and Alamiri children to basic education programmes	Increased enrolment rates in basic education programme	30	40	50	60	72,089,724	89,851,539.6	100,564,963.20	111,975,097.80	374,481,324.6	UBEC/SUBEB	SUBEB
Establishment of additional 400 ECCDE centres	Increase educational access for children in pre-primary ages	Improve education access for ECCDE learners	100	100	100	100	1,881,477,057.32	1,883,477,064.54	2,169,132,481.32	2,228,455,796.42	8,160,542,392.38	UBEC/SUBEB	SUBEB
Establish 6 Special Needs 228 education centres	Ensure educational access for special needs learners in basic education	Increased educational access for special needs learners in basic education programmes	2	2	2	2	114,000,000.00	144,354,346.80	172,968,346.80	205,116,466.50	636,439,160.10	UBEC/SUBEB	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Establish 30 safe learning centres for IDPs children and teachers	Support the development of learners in IDP camps across the state	Ensure sustained access to basic education programmes in IDP camps	5	10	10	15	287,481,466.50	314,619,799.20	345,489,249.30	372,711,513.50	1,320,302,028.50	UBEC/SUBEB	SUBEB
Conduct community sensitization and advocacy campaigns among stakeholders (targeting traditional rulers, community leaders and Religious leaders, parents and State Actors)	Promote awareness amongst stakeholders in basic education programmes in the state	Ensure stakeholder participation and involvement in promoting basic education access and quality in all basic education schools	25	30	35	40	38,249,109.00	57,680,551.50	87,368,887.50	116,750,221.50	300,048,769.50	UBEC/SUBEB	
Construct and furnish 40 Nomadic Education Schools in rural nomadic communities	Promote access for nomadic communities	Ensure increased enrolment for nomadic learners in basic	10	10	10	10	570,000,000	684,000,000	741,000,000	855,000,000	2,850,000,000	UBEC/SUBEB	SUBEB

ACTIVITIES	OUTPUT S	OUTCOME S	ANNUAL OUTPUT TARGETS				COSTS (NGN ‘000’)				TOTAL COST	SOURCE OF FUNDS	RESPON SIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
		education programme											
Recruitment, training and posting of 400 Female teachers	Support girl child enrolment in basic education	Promote gender equity and balance in basic education schools	100	100	100	100	28,501,846.86	41,868,654.6	54,508,946.1	71,362,939.8	196,242,387.36	UBEC/SUBEB	SUBEB
Establish 12 Special Girls Basic Education Schools	Ensure increased girls enrollment and retention rates in basic education programmes in the State	Promote the reduction of gender gap and disparities in basic education programmes	4	4	4	4	1,280,928,880.50	1,431,237,926.10	1,563,934,832.40	1,616,253,713.10	5,892,355,352.10	UBEC/SUBEB	SUBEB
Expand the NFELs programme and Special education learners	Ensure increased literacy amongst adult and non-formal	Promote acquisition of functional literacy rates and proficiencies amongst	300	350	400	450	171,000,000	182,402,462.40	203,730,038.4	222,946,898.7	780,079,399.5	UBEC/SUBEB	SUBEB

ACTIVITIES	OUTPUT S	OUTCOME S	ANNUAL OUTPUT TARGETS				COSTS (NGN ‘000’)				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
	education learners	adult learners											
Expand the School Feeding programme for Learners in ECCDE and Primary 1 -3	Increased retention rates in basic education schools	Improve learners nutrition and health in basic education schools	500,000	500,000	500,000	600,000	1,429,304,947.80	1,996,545,327	2,284,174,075.80	2,566,506,254.8	8,276,530,605.40	UBEC/SUBEB	SUBEB
Introduce Conditional Cash Transfers (CCT) for female and special needs enrolment and retention.	Promote female enrolment in basic education levels	Promote female education and retention rates in basic education schools	200,000	250,000	300,000	350,000	857,190,475.8	1,145,422,239	1,435,438,820.40	1,511,297,162.1	4,949,365,797.3	UBEC/SUBEB	SUBEB
Establishment of 60 NFELCs across the state.	Ensure increased literacy proficiencies for learners in basic education	Improve access to literacy programmes at Non formal education centres	15	20	20	30	330,453,994.50	344,068,256.4	384,101,853	401,252,697	1,459,876,800.9	UBEC/SUBEB	SUBEB

ACTIVITIES	OUTPUT S	OUTCOME S	ANNUAL OUTPUT TARGETS				COSTS (NGN ‘000’)				TOTAL COST	SOURCE OF FUNDS	RESPON SIBILIT Y
			2024	2025	2026	2027	2024	2025	2026	2027			
Carry out Media Campaigns and awareness on basic education programmes (Leave no Child Behind) on media platforms	Promote effective awareness and partnership from all stakeholders on education	Improved collaboration and awareness on UBE programmes across all the relevant stakeholders in basic education	120	150	160	170	139,384,220.4	175,327,787.7	204,772,283.4	282063998.40	801,548,289.90	UBEC/ SUBEB	SUBEB
Establishment of 200 additional IQTE centres to improve the bilingual IsDB programme	Improve formal education access for almajiri children	Promote enrolment of almajiri learners in basic education schools across the state	60	120	180	240	356,547,899.10	731,667,167.7	1,111,082,030.4	1,561,476,644.7	3,760,782,741.90	UBEC/ SUBEB	SUBEB
Establish and equip 100 new primary schools in hard to reach communities	Promote educational access to hard to reach communities	Increased enrolment and retention of learners in basic education programme	20	20	20	30	1,144,344,636.9	1,270,204,775.1	1,424,836,814.7	2,039,074,537.5	5,878,460,764.20	UBEC/ SUBEB	SUBEB

ACTIVITIES	OUTPUT S	OUTCOME S	ANNUAL OUTPUT TARGETS				COSTS (NGN ‘000’)				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Establish 50 new JSS schools	Ensure effective transition rates to JSS level	Ensure increased enrolment of JSS at the JSS level.	10	10	10	20	1,124,970,538.44	1,614,646,529.7	1,768,557,929.70	2,013,486,718.8	6,103,225,341.6	UBEC/SUBEB	SUBEB
							9,787,775,687.62	12,107,373,923.00	13,671,400,884.40	16,175,730,661	51,742,281,156.00		

POLICY 2: QUALITY AND EFFICIENCY

POLICY OBJECTIVE: PROMOTE EFFECTIVE IMPLEMENTATION OF QUALITATIVE UBE PROGRAMME TO ENSURE IMPROVED LEARNING OUTCOMES

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Recruitment of 10,468 additional qualified (N.C.E./B.Ed.) teachers for in core subjects in basic schools	Increased number of qualified teachers	Promote adequate number of qualified teachers in basic education schools.	2,368	2,500	2,800	2,800	717940.71	1,226,075.71	1,535425.71	1,821,860.71	5,301,302.84	UBEC/SUBEB	UBEC/SUBEB
Engagement of NCE Graduate Female Teachers Trainees for 2-year bond	Ensure increased number of female teachers in basic education schools	Promote the availability of increased number of female teachers	100	100	100	100	10,714,285.71	11,071,428.57	11,428,571.43	12,500,000	45,714,285.71	UBEC/SUBEB	UBEC/SUBEB
Conduct Capacity building for 5,250 which includes Head teachers & teachers of	Promote intensive a capacity building for Education Managers,	Promote effective and efficient teaching and learning in the basic education	5,250	5,250	5,250	5,250	21,428,571.43	25,000,000	28,571,428.57	32,142,857.14	107,142,857.14	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN ‘000’)				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
ECCDE/pre-primary schools; Education Secretaries & School Supervisors/QA; SUBEB/LGEA Education Officials, SBMCs, on a variety of areas e.g. pedagogy using Reggio Emilia Approach, psychosocial skills, Curriculum, Record Keeping, TVET, Special Educ., Nomadic Education, Exams Malpractices, Drug Abuse, kidnapping, cultism, Life Skills. ICT, STEM AND SMASE	teachers and stakeholders in basic education programme	system to ensure qualitative outcomes and collaboration with stakeholders											

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Procurement of sets of text books in core subjects & library books for ECCDE, Primary & Junior Secondary Schools across the State. <i>(Including Nomadic & Special Education Schools, NFEL)</i>	Increase the access to textbooks in core subjects and library books for all levels, annually.	Ensure appropriate availability of high quality text Books in core subjects and Library Books procured and distributed to all schools annually.	25	30	35	35	3,750,000	5,392,857.14	7,142,857.14	10,714,285.71	26,999,999.99	UBEC/SUBEB	UBEC/SUBEB
Procurement of equipment/tool kits for 13-No existing Vocational Schools in the state.	Promote the availability of functional equipment for the vocational schools	Ensure effective and qualitative training and learning is taking place in the vocational centres	4	3	3	3	21,428,571.43	23,214,285.71	23,237,921.57	28,571,428.57	96,452,207.28	UBEC/SUBEB	UBEC/SUBEB
Production and distribution of 280,000-sets literacy materials in English & Hausa for the development of	Promote the effective literacy skills development for learners in basic	Increased learning outcomes in reading for P1 - P3 in English & Hausa languages	250,000	250,000	250,000	250,000	133,928,571.14	133,928,571.14	133,928,571.14	133,928,571.14	535,714,284.56	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
reading skills among pupils in P1 - P3 (<i>lower basic schools</i>) in the 20-L.G.E.A.s	education schools												
Enforce the complete disarticulation & take-over of J.S.S. in line with the National Policy on Education	Promote the complete disarticulation of the JSS schools	Promote the achievement of the policy on disarticulation of JSS schools in the state	1	1	1	1	357,142.86	714,285.71	892,857.14	1,071,428.57	3,035,714.28	UBEC/SUBEB	UBEC/SUBEB
Conduct inter schools competition on an annual and termly basis to be organizing Annual Speech & Prize Giving Day	Increase the availability of extracurricular activities towards improving balanced development of learners	Improved psychosocial development of learners in basic education schools	20	20	20	20	7,142,857.14	8,928,571.14	10,714,285.71	12,500,000	39,285,713.99	UBEC/SUBEB	UBEC/SUBEB
Conduct of Quiz & Debate activities in schools (bottom-top approach) <i>School</i>	Increase learners ability to develop competencie	Promote inter school collaboration and partnership	3	3	3	3	1,071,428.57	1,428,571.43	1,785,714.29	2,142,857.14	6,428,571.38	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
<i>Level to L.G.E.A. to State levels</i>	s and skills for interaction and research	for learning and discussion											
Provision of grants to functional SBMCs with articulated Action Plans	500 SBMCs with approved Action Plans, granted N1m each annually.	N1,000,000.00 grant accessed by 500 SBMCs each, annually	500	500	500	500	57,142.85	128,571.42	128,571.42	128,571.42	442,857.14	UBEC/SUBEB	UBEC/SUBEB
Conduct of routine monitoring of all schools 3-times each term by LGEA & SUBEB CQA Officials.	Promote effective monitoring of educational inputs and activities at the school levels	Ensure the attainment of minimum standards in basic education implementation in Nigeria.	1,650	1,650	1,650	1,650	6,071.42	7,857.14	9,642.85	11,428.57	35,000,000	UBEC/SUBEB	UBEC/SUBEB
Conduct of monitoring & mentoring of head teachers in basic schools towards	Ensure effective and efficient monitoring	Promote teacher monitoring and mentoring in	1,500	1,500	1,500	1,500	71,428.52	428,571.43	785,566.34	1,142,857.14	2,428,571.43	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
effective supervision in schools.	of school activities	basic education schools											
Procurement of 5 monitoring vehicles (hilux) for effective monitoring & supervision.	Promote effective implementation of UBE programmes and projects	Promote effective monitoring and supervision of educational programmes and projects	5	5	5	5	105,000,000	110,000,000	120,000,000	130,000,000	465,000,000	UBEC/SUBEB	UBEC/SUBEB
Procurement of 60 monitoring motor cycles for effective monitoring & supervision	Ensure effective monitoring & supervision of educational programmes and projects	Ensure qualitative implementation of UBE programme	15	15	15	15	15,000,000	16,000,000	17,000,000	18,000,000	66,000,000	UBEC/SUBEB	UBEC/SUBEB
Maintenance of Monitoring vehicles (hilux) for effective monitoring & supervision	Increase preventive maintenance of all vehicles to ensure effective monitoring	Ensure preventive maintenance activities administered on monitoring vehicles.	10	15	20	20	1,000,000	2,000,000	2,500,000	3,000,000	8,500,000	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
	& supervision.												
Carrying out of Maintenance of monitoring motorcycles and equipment	Promote preventive maintenance of all motorcycles to ensure effective monitoring & supervision.	Ensure preventive maintenance activities administered on monitoring motorcycles	30	45	60	60	1,000,000	1,000,000	1,000,000	1,500,000	4,500,000	UBEC/SUBEB	UBEC/SUBEB
Provision of play and sports equipment grounds/ materials for basic schools	Promote effective teaching and learning at ECCDE level	Support the holistic development of the learners in basic education	1,000	1,500	2,000	3,000	25,000,000	25,000,000	25,000,000	30,000,000	105,000,000	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Implementation of School-to-Farm Initiative in basic schools.	Promote Agricultural practices in schools	Ensure learners acquire practical skills of Agriculture in schools	300	300	350	400	30,000,000	40,000,000	50,000,000	60,000,000	180,000,000	UBEC/SUBEB	UBEC/SUBEB
Implementation of Effective School Programme (ESP) in 20 pilot schools in all the LGAs	Promote effective school system through operationalization of the ESP programme	Ensure integration of ICT in basic education programme	20	20	20	20	11,428,571.43	11,428,571.43	11,428,571.43	11,428,571.43	45,714,285.72	UBEC/SUBEB	UBEC/SUBEB
Capacity development for Integrated Quranic Education & NFLCs teachers	Promote effective teaching of literacy programmes for Almajiri children	Increased learning outcomes in IQTE Centers	200	200	200	200	12,000,000	15,000,000	18,000,000	20,000,000	65,000,000	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Construction of 1,246 classrooms and Administrative Buildings for ECCDE/Pri./Jun. Sec. Schs. In the 20-LGEAs of the State.	Promote the availability of conducive and child friendly learning environment	Ensure availability of adequate and conducive learning environment in basic education schools	310	312	312	312	500,000,000	500,000,000	1,000,000	1,500,000,000	3,500,000,000	UBEC/SUBEB	UBEC/SUBEB
Construction of Perimeter Wall Fence with gate & Guard house, for ECCDE/Pri./Jun. Sec. Schs. In the 20-LGEAs of the State.	Promote school safety and security of learners and teachers and school facilities	Increase the safety and security of schools through provision of school fence	2,650	2,650	2,650	2,650	250,000,000	250,000,000	250,000,000	250,000,000	1,000,000,000	UBEC/SUBEB	UBEC/SUBEB
Renovation of 1,104 classrooms and other infrastructure for ECCDE/Pri./Jun. Sec. Schs. In the 20-LGEAs of the State.	Increased the availability of conducive classrooms for learners and teachers	Promote conducive and adequate learning environment in basic education schools	276	276	276	276	387,657,606.60	387,657,606.60	587,657,606.60	787,657,606.60	2,150,630,426.40	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Procure and distribute 42,000 sets of assorted furniture at 14,000 sets/annum procured & distributed to ECCDE/Pri./Jun. Sec. Sch. wards & teachers in the 20-LGEAs of the State.	Ensure conducive and child friendly learning environment	Provide learners with appropriate and adequate furniture to support effective teaching and learning in schools	14,000	14,000	14,000	14,000	208,000,000	208,000,000	222,000,000	222,000,000	860,000,000	UBEC/SUBEB	UBEC/SUBEB
Construction of 5000 units of 4-Pits V.I.P./Water system toilets in basic education schools (ECCDE, primary and JSSS)	Increase access to clean and child friendly and teachers toilets for leaners in basic education	Ensure availability of toilets for teachers and learners in basic education schools	35	35	35	35	101,500,000	101,500,000	101,500,000	101,500,000	406,000,000	UBEC/SUBEB	UBEC/SUBEB
Construct drilling & installation, an average of 39-electric/standby generator powered	Provide adequate and clean water for	Promote school hygiene practices and activities through	39	39	39	39	30,000,000	40,000,000	50,000,000	60,000,000	180,000,000	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
boreholes with 20,000 lit. Capacity GI-overhead tanks on Steel Stanchions & fenced annually, in Basic Schools across the State.	learners in schools	provision of clean and safe drinking water in schools											
Procure and distribute assorted sporting facilities/equipment for an average of 1,125 schools across the state, annually.	Improve schools sporting activities	4,500 schools supplied with assorted sporting equipment.	1,125	1,125	1,125	1,125	15,000,000	15,000,000	16,000,000	20,000,000	66,000,000	UBEC/SUBEB	UBEC/SUBEB
Establish & construct an average of 1-No. Mega NFELC annually.	Improve the quality of Adult and Non-formal education learners	Improve the literacy and numeracy proficiency for learners	2	1	1	1	250,000,000	250,000,000	250,000,000	250,000,000	1,000,000,000	UBEC/SUBEB	UBEC/SUBEB
Establishment of MODEL BASIC SCHOOLS that will be inclusive education at all	Establish & construct an average of 2-No. Model Basic	9-No. Special Model Basic Schools established at	3	2	2	2	350,000,000	200,000,000	200,000,000	200,000,000	950,000,000	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
levels - (ECCDE, Primary & J.S.S.).	Inclusive Schools annually.	an average of 3-No./annum.											
Construction and furnishing of 3No. IsDB-Bilingual Education Schools	Promote and support the development of formal education and IQTE	Promote effective teaching and learning in the bilingual schools	1	1	1	0	200,000,000	200,000,000	200,000,000	-	600,000,000	IsDB/SUBEB	IsDB
Reconstruction/rehabilitation of 13-No. existing Vocational Schools in Bauchi state.	Promote TVET in the state through improving the facilities for educational programmes	Increase the availability and functionality of TVET programmes in the State	4	4	4	4	80,000,000	100,000,000	120,000,000	120,000,000	420,000,000	UBEC/SUBEB	UBEC/SUBEB
Conduct of Learning Assessment Survey (MLA) for Primary 3, 5 and	Identify key areas of learning gaps and needs towards	Improve learning outcomes in basic education schools	1	0	1	0	20,000,000	0	30,000,000	0	50,000,000	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
JSS 2 in the 4 core subjects	improving learning outcomes												
Procure and distribute 200,000 Early Grade Reading (EGR) materials, Mukaranta P1-6, Lets Read P 1 -3	Improve foundational literacy proficiency amongst learners	Promote appropriate acquisition of the reading skills amongst learners	50,000	50,000	50,000	50,000	5,000,000	5,000,000	5,000,000	5,000,000	20,000,000	UBEC/SUBEB	UBEC/SUBEB
Conduct intensive EARLY GRADE READING Master trainers workshop for 20 P1 and P2	Improve the capacity of teachers on implementing the National Reading Framework (NRF) components	Improve reading achievements in basic education schools	20	20	20	20	2,000,000	2,000,000	2,000,000	2,000,000	8,000,000	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Procure and distribute ICT and Digital Learning Content to basic education schools (Laptops, Tablets, Desktops and E-Learning Materials)	Promote the integration of ICT in basic education programme	Increased learners and teachers access to ICT component in basic education programmes	3,200	4,200	6,500	10,000	100,000,000	150,000,000	200,000,000	250,000,000	700,000,000	UBEC/S UBEB	UBEC/S UBEB
							2,963,411,261	2,998,085,888	3,815,847,967	4,398,622,324	14,175,967,440		

POLICY OBJECTIVE 3: SYSTEM STRENGTHENING AND EFFICIENCY

POLICY OBJECTIVE: TO PROMOTE AVAILABILITY OF CREDIBLE AND RELIABLE BASIC EDUCATION DATA MANAGEMENT SYSTEM TOWARDS EFFECTIVE PLANNING AND DECISION MAKING

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Procurement and Upgrading/maintaining of EMIS facilities and equipment in SUBEB (software, equipment, networking, I.S.P. subscription & Training)	Improve accountability for results in the delivery of UBE programme	Promote credible and reliable data basic education data	1	1	1	1	125,000,000	130,000,000	135,000,000	140,000,000	530,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP
Conduct of regular Annual School Census (ASC) for 2023 to 2027	Promote annual data collection and updating of basic education information	Ensure availability of credible and reliable basic education data for planning and decision making	1	1	1	1	25,000,000	30,000,000	35,000,000	40,000,000	130,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Recruitment of 30 EMIS and Planning Officers	Increase the availability of EMIS officers in the State	Promote quality and effective data collection	4	10	20	30	1,200,000	1,300,000	1,500,000	1,600,000	5,600,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP
Conduct capacity development training for EMIS and Planning Officers on BAMIS attendance tools	Increase EMIS and Planning Officers capacity in data management and utilization	Increase the availability of reliable and qualitative data in basic education implementation	2	2	2	2	2,500,000	2,500,000	3,000,000	3,500,000	11,500,000		

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Procurement and upgrading/maintaining of EMISs in 20 No. L.G.E.A.s & ANFEA. (software, equipment, networking, I.P. subscription & Training)	Promote reliable and credible data for planning and decision making at the LGEA	Ensure availability of credible and reliable data	1	1	1	4	80,000,000	100,000,000	150,000,000	200,000,000	530,000,000	State Govt., SUBEB/FG N, UBEC/IDP	SUBEB/UBEC/IDP
Conduct of workshop on ASC data cleaning and merging with UBEC NPA data	Increase credible and reliable data on basic education	Update and ensure quality basic education data for planning and decision making.	4	4	4	4	25,000,000	30,000,000	35,000,000	40,000,000	130,000,000	State Govt., SUBEB/FG N, UBEC/IDP	SUBEB/UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Workshop for the development of Cycle 4 SMTBESP (2024-2027)	Promote the development of a comprehensive planning framework for the SUBEB	Promote holistic development to basic education programmes in the state	1	1	1	1	10,000,000	3,000,000	4,000,000	5,000,000	22,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP
Monitoring and review of implementation of SMTBESP Cycle 4 (2024-2027)	Review and improve on SMTBESP implementation gaps	Assess the extent of achievement of the SMTBESP implementation	3	3	3	3	10,000,000	15,000,000	20,000,000	25,000,000	70,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP
Conduct capacity building for Mgt. & EMIS staff of SUBEB Hq. & 20-LGEAs on data management and utilization.	Conduct One state-wide capacity building. Mgt. & EMIS Staff across the state.	Promote effective delivery and administration of SUBEB programmes	3	3	3	3	40,000,000	40,000,000	40,000,000	40,000,000	160,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Procure and distribute laptops and desktops for officers in SUBEBs for office automation	Promote automation of operations at the SUBEB level	Promote digitalization of all office operations	1	1	1	1	194,023,372	194,023,372	244,023,372	244,023,372	876,093,488	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP
Construction of an ultra-modern basic education SUBEB complex	Provide a conducive working space for staff of the SUBEB	Promote effective management and delivery of UBE programmes	1	0	0	0	700,000,000	0	0	0	700,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Conduct of training for SMBC and stakeholders on School improvement techniques to include CSOs, NGOs, FBOs and CBOs in improving Non State Actors in UBE delivery	Promote inclusiveness and involvement of SMBC in school development	Increase effective and comprehensive development of schools	3	3	3	3	30,000,000	30,000,000	45,000,000	45,000,000	150,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP
							1,127,233,372	455,823,372	592,523,372	664,123,372	2,835,193,488	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP

POLICY OBJECTIVE 4: SUSTAINABLE FUNDING

POLICY OBJECTIVE: TO PROMOTE SUSTAINABLE FUNDING INFLOWS FOR THE EFFECTIVE IMPLEMENTATION OF UBE PROGRAMMES

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Capacity building for Finance and Accounts Staff of the Board on IPSAS and other	To strengthen the capacity of financial officers on IPSAS process and utilization for effective funds management and tracking	Increase effective financial utilization and management in basic education implementation	3	3	3	3	8,437,500	10,437,500	12,437,500	14,437,500	45,750,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Allocation of funds for the payment of State counterpart funds to UBEC	Ensure timely access to FGN UBE Intervention Funds	Ensure availability of funds for UBE implementation	1	1	1	1	2,000,000	3,000,000	5,000,000	6,000,000	16,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP
Conduct meeting with private sector organizations on Private Sector Engagement (PSE) on promoting Public Private Partnership (PPP) in UBE programme	To promote effective collaboration with Private Sector Organizations on implementation of UBE programmes	Promote a increased partnership and collaboration on UBE implementation	1	1	1	1	18,437,500	23,437,500	28,437,500	33,437,500	103,750,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP
Conduct workshop for collaboration and partnership	To improve the funding	Expand funding, support and collaboration	2	2	2	2	20,000,000	21,000,000	22,000,000	23,000,000	86,000,000	State Govt., SUBEB/FGN,	SUBEB/UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
with Development Partners (Local and International)	and technical support for implementation of UBE programme	with IDPs in the implementation										UBEC/IDP	
Advocacy for State Executive Council, State House of Assembly, Head of State Treasury, Permanent Secretaries of Min. of Finance & Economic Planning, opinion and community	Promote increase budgetary allocation for implementing UBE programmes and projects	Ensure prompt and adequate release of funds for implementing UBE programmes	1	1	1	1	15,000,000	16,000,000	20,000,000	21,000,000	72,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
leaders to increase budget allocation and prompt release of funds to the education sector.													
Training of management staff and schedule officers on effective result-oriented education budgeting.	Improve the capacity of management staff on effective budgeting and planning	Ensure effective and comprehensive planning of budget in basic education	4	4	4	4	4,437,500	11,437,500	14,437,500	19,437,500	49,750,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP
Financial management training needs assessment of management	Improve budgeting and expenditure in the	Ensure a financial management and planning for officer in	2	4	4	4	10,437,500	13,437,500	17,437,500	22,437,500	63,750,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
staff, budget and accounting officers in the education sector (<i>State & L.G.E.A. Levels</i>).	LGEA level	the state and LGEAs											
Review of the functions and mandates of IAU to incorporate budget and expenditure tracking.	Update and review the IAU mandate to support effective budget and tracking	Increase budget and tracking of financial management	1	1	1	1	7,000,000	7,509,000	8,900,000	10,722,000	34,131,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP
Procure and install Facilities and equipment for Internal Audits Units for effective	Promote effective internal audit and effective	Improve expenditure tracking in UBE programme and	2	2	2	2	21,916,843	21,916,843	41,916,843	51,916,843	137,667,372	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
budget and expenditure tracking.	tracking of budgets	implementation											
Conduct of quarterly Joint Stakeholders education budget and expenditure tracking meeting	Ensure stakeholders involvement in budget and expenditure tracking	Promote accountability in UBE implementation through budget and expenditure tracking	2	2	2	2	22,000,000	24,000,000	26,000,000	28,000,000	100,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/UBEC/IDP
							129,666,843	152,175,843	196,566,843	230,388,843	708,798,372		

5. 0 Basic Education Financing

5.1 Introduction

Sustainable funding for basic education remains a significant challenge across many states in the country, with dwindling resources available for educational projects. Bauchi State is no exception, as budgetary allocations to the education sector fluctuates between 12% to 20%, falling short of UNESCO's recommended standard of 26% total budgetary allocation for education. This shortfall poses a challenge in meeting the demands for teacher employment, infrastructure development, and maintenance within the sector. This could involve partnerships with private organizations, philanthropic foundations, and international development agencies to supplement government funding. Additionally, innovative financing mechanisms such as public-private partnerships (PPPs), community contributions, and educational endowment funds could be explored to mobilize additional resources for the sector to supplement government efforts.

5.2 State Public Education Expenditure by level (2021-2024)

Table 6: State Basic Education Expenditure by sector of education 2021

	MDAs	Personnel Cost N	Overhead Cost N	Capital Expenditure N	Total Cost N
1	Bauchi State Universal Basic Education Board	102,068,105	365,800,000	9,237,204,674	9,705,072,779
2	Bauchi State Agency for Nomadic Education	222,723,304	11,667,170	94,860,000	329,250,474
3	Bauchi State Agency for Mass Education	110,365,644	62,800,000	116,800,000	289,965,644
	Total	435,157,053	440,267,170	9,448,864,674	10,324,288,897

Source: Bauch State Ministry of Budget and Economic Planning (2021 – 2023)

In 2021, Bauchi State's expenditure on basic education amounted to ₦10,324,288,897. The Bauchi State Universal Basic Education Board accounted for the majority with ₦9,705,072,779, which included ₦102,068,105 for personnel costs, ₦365,800,000 for overheads, and ₦9,237,204,674 for capital expenditure. The Bauchi State Agency for Nomadic Education spent ₦329,250,474, with

₦222,723,304 on personnel, ₦11,667,170 on overheads, and ₦94,860,000 on capital costs. Additionally, the Bauchi State Agency for Mass Education's expenditure totaled ₦289,965,644, comprising ₦110,365,644 for personnel, ₦62,800,000 for overheads, and ₦116,800,000 for capital expenditures.

Table 7: State Basic Education Expenditure by sector of education 2022

	MDAs	Personnel Cost N	Overhead Cost N	Capital Expenditure N	Total Cost N
1	Bauchi State Universal Basic Education Board	43,729,497.43	286,443,535.00	9,802,279,848.00	10,132,452,880.43
2	Bauchi State Agency for Nomadic Education	220,854,629.76	11,667,170.00	65,504,577.00	298,026,376.76
3	Bauchi State Agency for Mass Education	103,927,615.72	60,400,000.00	30,000,000.00	194,327,615.72
	Total	368,511,742.91	358,510,705.00	9,897,784,425.00	10,624,806,872.91

Source: Bauchi State Ministry of Budget and Economic Planning (2021 – 2023)

In 2022, Bauchi State's expenditure on basic education totaled ₦10,624,806,872.91. The Bauchi State Universal Basic Education Board incurred the largest expense of ₦10,132,452,880.43, including ₦43,729,497.43 for personnel costs, ₦286,443,535.00 for overheads, and ₦9,802,279,848.00 for capital expenditures. The Bauchi State Agency for Nomadic Education spent ₦298,026,376.76, with ₦220,854,629.76 allocated to personnel, ₦11,667,170.00 to overheads, and ₦65,504,577.00 to capital costs. The Bauchi State Agency for Mass Education had a total expenditure of ₦194,327,615.72, which included ₦103,927,615.72 for personnel, ₦60,400,000.00 for overheads, and ₦30,000,000.00 for capital expenditures.

Table 8: State Basic Education Expenditure by sector of education 2023

	MDAs	Personnel Cost N	Overhead Cost N	Capital Expenditure N	Total Cost N
1	Bauchi State Universal Basic Education Board	71,125,719.88	311,100,000	6,860,094,887	7,242,320,606.88
2	Bauchi State Agency for Nomadic Education	245,279,884.68	72,200,000	85,153,203.90	402,633,088.58
3	Bauchi State Agency for Mass Education	93,595,615.72	47,450,000	21,000,000	162,045,615.72
	Total	410,001,220.28	430,750,000.00	6,966,248,090.90	7,806,999,311.18

Source: Bauchi State Ministry of Budget and Economic Planning (2021 – 2023)

In 2023, Bauchi State's total expenditure on basic education amounted to ₦7,806,999,311.18. The Bauchi State Universal Basic Education Board spent ₦7,242,320,606.88, including ₦71,125,719.88 for personnel costs, ₦311,100,000 for overheads, and ₦6,860,094,887 for capital expenditures. The Bauchi State Agency for Nomadic Education incurred ₦402,633,088.58 in total, with ₦245,279,884.68 for personnel, ₦72,200,000 for overheads, and ₦85,153,203.90 for capital expenditures. The Bauchi State Agency for Mass Education spent ₦162,045,615.72, comprising ₦93,595,615.72 for personnel, ₦47,450,000 for overheads, and ₦21,000,000 for capital costs.

Table 9: State Basic Education Expenditure by sector of education 2024

	MDAs	Personnel Cost N	Overhead Cost N	Capital Expenditure N	Total Cost N
1	Bauchi State Universal Basic Education Board	75,149,300.00	314,833,200.00	12,520,000,000.00	12,909,982,500.00
2	Bauchi State Agency for	221,693,571.84	68,120,000.00	89,900,000.00	379,713,571.84

	Nomadic Education				
3	Bauchi State Agency for Mass Education	154,525,404.36	50,107,200.00	72,050,000.00	276,682,604.36
	Total	451,368,276.20	433,060,400.00	12,681,950,000.00	13,566,378,676.20

Source: Bauchi State Ministry of Budget and Economic Planning (2023 – 2027)

In 2024, Bauchi State allocated a total of ₦13,566,378,676.20 for basic education. The Bauchi State Universal Basic Education Board received ₦12,909,982,500, including ₦75,149,300 for personnel costs, ₦314,833,200 for overheads, and ₦12,520,000,000 for capital expenditures. The Bauchi State Agency for Nomadic Education was allocated ₦379,713,571.84, comprising ₦221,693,571.84 for personnel, ₦68,120,000 for overheads, and ₦89,900,000 for capital expenditures. The Bauchi State Agency for Mass Education received ₦276,682,604.36, with ₦154,525,404.36 for personnel, ₦50,107,200 for overheads, and ₦72,050,000 for capital costs.

5.3 State Basic Education Expenditure (from all sources - Federal (UBE-IF, State Govt, LGAs etc) 2021-2024)

The state's education sector budget encompasses both recurrent and capital expenditures, covering basic and post-basic education sub-sectors. Key components of the budget allocation include provisions for secondary schools' operational expenses, matching grants and operational costs for the State Universal Basic Education Board (SUBEB), infrastructure development across all educational levels, and salaries for secondary school staff. Additionally, funds are allocated for capital expenditure in pre-primary, primary, and junior secondary schools through the FGN/UBE Intervention Fund. Local government funding is designated for the payment of primary school staff salaries, pensions, and other support, supplemented by contributions from three International Development Partners (IPDs) and various corporate organizations/stakeholders.

Table 10: COUNTERPART FUND AND MATCHING GRANT

YEAR	COUNTERPART FUND PAID (₦)	MATCHING GRANT RECEIVED (₦)	TOTAL (₦)
2021	946,646,664.48	946,646,664.48	1,893,293,328.96
2022	1,517,392,084.73	1,517,392,084.73	3,034,784,169.46
2023	1,395,784,959.14	1,395,784,959.14	2,791,569,918.28
2024	3,554,642,584.46	3,554,642,584.46	7,109,285,168.92
TOTAL	7,414,466,292.81	7,414,466,292.81	14,828,932,585.62

Source: Bauchi State Universal Basic Education Board

Between 2021 and 2024, Bauchi State's counterpart funding and matching grants is ₦14,828,932,585.62. In 2021, the state paid ₦946,646,664.48 in counterpart funds and received an equal amount in matching grants, amounting to ₦1,893,293,328.96. In 2022, counterpart funds and matching grants both totaled ₦1,517,392,084.73, totaling ₦3,034,784,169.46. In 2023, both categories again matched at ₦1,395,784,959.14, summing to ₦2,791,569,918.28. Counterpart funding and matching grants recorded for 2024 is over 7,109,285,585.62.

5.4 State Basic Education Public Recurrent and Development Expenditure

From 2021 to 2024, Bauchi State's basic education expenditure saw variations across personnel, overhead, and capital costs as indicated in table 30 to 33.

In 2021, the total expenditure was ₦10,324,288,897, with the Bauchi State Universal Basic Education Board spending ₦102,068,105 on personnel, ₦365,800,000 on overheads, and ₦9,237,204,674 on capital, making up the bulk of the expenditure. The Bauchi State Agency for Nomadic Education and the Bauchi State Agency for Mass Education had smaller budgets, totaling ₦329,250,474 and ₦289,965,644, respectively.

By 2022, overall spending increased to ₦10,624,806,872.91. The Universal Basic Education Board's personnel and overhead costs dropped, but capital expenditure rose significantly to

₦9,802,279,848. The Nomadic Education and Mass Education agencies saw reduced expenditures, with total costs of ₦298,026,376.76 and ₦194,327,615.72, respectively.

In 2023, total expenditure fell to ₦7,806,999,311.18. The Universal Basic Education Board's costs decreased, especially in capital expenditure, while the Nomadic Education Agency's costs rose, including significant overhead and personnel costs. The Mass Education Agency also had a lower expenditure compared to previous years.

The 2024 budget saw a notable increase in total expenditure to ₦13,566,378,676.20. The Universal Basic Education Board's capital expenditure surged to ₦12,520,000,000, with overall costs rising to ₦12,909,982,500. The Nomadic Education and Mass Education agencies also experienced increases in their budgets, totaling ₦379,713,571.84 and ₦276,682,604.36, respectively.

5.5 Basic Education Recurrent Expenditure (teachers' and LGEA staff salaries, running costs, etc—2021-2024)

5.6 Support from Development Partners

Given the significant funding required to sustain the education sector, it's evident that the State Government alone cannot bear the financial burden, necessitating collaboration with private sector entities, NGOs, and International Development Partners (IDPs). Notably, Bauchi State has received substantial support from various organizations, including:

- **United States Agency for International Development (USAID):** USAID implements programs like State2State and LEARN to Read, providing technical assistance and educational materials for primary education. They have also facilitated capacity-building initiatives for teachers and supported the development of educational policies and frameworks. Part of the technical supports offered by USAID include establishment and development of the State Steering Committee and training framework for School Support Officers (SSOs) respectively, to improve the quality delivery of Monitoring and Evaluation, training and retraining of teachers and School Based Management Committee (SBMC) at the state, LGA and Schools levels.
- **United Nations Children's Fund (UNICEF):** UNICEF has focused on improving access and quality education, particularly for Female and Almajiri children. Their contributions

include infrastructure development, provision of teaching materials, and teacher training programs. UNICEF greatly supports the state in the provision of teaching and learning materials, training and retraining of teachers and Education managers and supporting the sustainability of activities of other organizations etc.

- **World Bank Better Education Service Delivery for All (BESDA):** BESDA aims to enhance service delivery in basic education, targeting Early Child Care Development and primary and junior secondary education. Their initiatives include training of teachers, establishing non-formal education for out-of-school children, and strengthening the education system. The BESDA program aims to equip teachers with essential skills to enhance the quality of education delivery in schools statewide. It focuses on three result areas; The first result area prioritizes non-formal education and strategies to reintegrate out-of-school children, including Almajiri, adolescent girls, and redundant youths, back into the education system. It involves constructing temporary shelters and improving existing ones to facilitate their return. The second result area focuses on improving the quality of basic education delivery, particularly targeting students in classes 1-3 and their teachers, training and retraining programs for teachers to enhance their effectiveness in the classroom. The third result area aims at strengthening the education system by focusing on activities such as conducting the Annual School Census, developing sector strategic plans and policies, and building institutional capacity to support effective education management.

Additionally, other organizations such as CIDA, Action-Aid, and AfDB are also involved in supporting basic education in Bauchi State.

5.7 Cost and Financial Implication of the Plan

5.7.1 Macroeconomic Assumptions and Costs Projections

Despite the economic challenges, it's anticipated that the plan's funding requirements can be met through improved Internally Generated Revenue (IGR), federal allocations, private investments, and contributions from development partners. This diverse funding approach aims to ensure sufficient financial resources for the education sub-sector.

5.7.2 Financing the Plan

Financing the Bauchi State SMTBESP (State Medium-Term Basic Education Strategic Plan) Cycle 4 will require a comprehensive approach, leveraging a mix of federal government allocations, state government contributions, Local Government Authority (LGA) funding, and support from development partners and private sector partnerships (PPPs). The total estimated cost for implementing the plan over the four years includes both capital and recurrent expenditures. However, given the current economic challenges—including high inflation, limited state GDP, and a high debt profile—there is a significant risk of funding shortfalls. To bridge these gaps, the state may need to increase its internally generated revenue (IGR) through improved tax collection and innovative financing mechanisms, such as public-private partnerships. Additionally, strengthening relationships with development partners to secure more grants and concessional loans could help offset the anticipated shortfalls. The use of targeted funding strategies, such as prioritizing key interventions and optimizing the allocation of available resources, will be essential to ensure that the plan’s objectives are met despite financial constraints.

Table 4.7.2 Projected funding Sources and Shortfalls (2024-2027)

Funding Source	Projected Contribution (N Billion)	Projected Shortfall (N Billion)
Federal Government Allocations	32,962,139,740.72	NIL
State Government Allocations	39,989,828,766.31	NIL
Local Government Authority (LGA) Funds	14,218,570,337.84	NIL
Development partners and PPPs	1,739,907,200.00	NIL
Total	88,910,446,044.87	NIL

Sources: Budget FG, State and LGAs

The table above presents the projected contributions from various funding sources, totaling **₦88,910,446,046.87** billion in projected contributions. The Federal Government is expected to contribute the most at **₦32,962,139,740.72** billion. State Government Allocations are anticipated to contribute **₦39,989,828,766.31** billion. Local Government Authority (LGA) Funds are projected to provide **₦14,218,570,337.84** billion. Development partners and Public-Private Partnerships (PPPs) have a smaller projected contribution of **₦1,739,907,200.00**.

Table 4.7. 4 Cost of the Sub-sector Plan

PILLAR	2024	2025	2026	2027	TOTAL
Access, Inclusiveness and Equity	9,787,775,687.62	12,107,373,923	13,671,400,884.40	16,175,730,661	51,742,281,156
Quality and Efficiency	2,963,411,261	2,998,085,888	3,815,847,967	4,398,622,324	14,175,967,440
System Strengthening and Accountability	1,122,723,372	455,823,372	592,523,372	664,123,372	2,835,193,488
Sustainable Funding	129,666,843	152,175,843	196,566,843	230,388,843	708,798,372
Non Specified Cost					1,417,596,744
TOTAL					70,879,837,200

The total sub sector plan cost for implementing the Cycle 4 (2024-2027) SMTBESP is **Seventy Billion, Eight Hundred and Seventy-Nine Million, Eight Hundred and Thirty-Seven Thousand Two Hundred Naira (70,879,837,200)** only. The costing considerations are projections made in line with all sources of funding the UBE programme.

5.8 Risks and Mitigation Measures

The potential risks that may be encountered encompass economic uncertainties, political and security-related risks, as well as those stemming from natural disasters like floods. Additionally, delays in project completion and contract execution, along with the possibility of inflation, are also significant risks to consider.

To mitigate the potential risks identified, a multifaceted approach is essential.

- Firstly, in addressing economic uncertainties, diversifying funding sources is paramount to reduce reliance on a single economic sector. Establishing contingency funds can also provide a shield against economic downturns, while regular monitoring of economic indicators enables proactive responses to changes.

- Secondly, to tackle political and security-related risks, building strong relationships with relevant government authorities and stakeholders is crucial for fostering political stability and security. Implementing security protocols and measures to safeguard project sites and personnel, along with maintaining open communication channels, can help address political concerns and mitigate potential conflicts.
- Thirdly, in dealing with natural disasters such as floods, conducting thorough risk assessments to identify flood-prone areas is essential. Implementing appropriate mitigation strategies, such as constructing flood barriers or relocating infrastructure, and developing emergency response plans can enhance preparedness. Additionally, incorporating resilient design features into infrastructure projects can help withstand flood impacts.
- Fourthly, to address delays in project completion and contract execution, robust project management practices are necessary. This includes monitoring progress closely, establishing clear timelines and milestones, and having contingency plans in place to address unforeseen setbacks. Regular review of contracts and procurement processes can also streamline efficiency and minimize delays.
- Lastly, in mitigating inflation risks, utilizing inflation-indexed contracts can help offset the impact of rising prices on project costs. Monitoring inflation trends and adjusting project budgets accordingly, along with implementing cost-saving measures and efficiencies, can further mitigate inflationary pressures. Through these proactive measures, the impact of potential risks can be minimized, ensuring the successful execution of projects and initiatives.

Table 11: Risks and mitigation measures

IMPACT	High	3	6	9
	Medium	2	4	6
	Low	1	2	3
		Low	Medium	High
		PROBABILITY		

SN	Risks	Probability	Impact	Mitigation strategies
1	Insecurity occasion by terrorism and banditry	4	4	Regular and continuous engagements with local leaders on the importance of peaceful co-existent for educational to development. Continuous contact with State Committee on dialogue and conflict resolutions.
	Political changes or instability e.g. spending, policies, taxes regulation etc.	2	2	Political engagement at state and federal levels to lobby priority funding to the sector
2.	uncertainty about Economic factor and Inadequate financing	4	6	Improve partnership agreements with development partners to implement critical sector programmes
3..	Lack of good drainages and the dump of waste/refuse may result to flood	4	4	Continuous advocacy visits to enlighten communities on the dangers of flooding and the need to relocate to safer places.
4.	Delayed project completion	2	3	Strengthen project monitoring unit to provide early warning signs and apply sanctions to erring contractors.
5.	High completion cost due to inflation	4	6	Strengthen VFM strategy and focus more on measures that reduces the unit cost of activities.

6. Monitoring and Evaluation

6.1 Introduction

Effective monitoring and evaluation of implementation are critical for ensuring that UBE Plan objectives are attained within the targeted time frame.

The processes adopted will provide essential data to inform key decisions makers at all levels on the progress of implementation, the achievements and lessons learnt to allow them to set priorities and have an informed view of overall progress. Key indicators selected inform on current status, assess progress and identify gaps. It is essential that only a few key indicators are selected and used in implementation progress reports so that they are simple and easy to understand and use.

6.2 Monitoring and Evaluation Mechanisms

Monitoring the progress and impact of the interventions will be done on a regular basis using various methods. Reporting requirements at sector and sub-national levels will feed into the overall national reporting system, thus requiring their timing to be synchronized with key national planning and budgeting cycles.

6.2.1 Plan Progress Reporting

The Programme Implementation Unit would need to report on the implementation of the UBE Plan to senior management of MoE/Bauchi State Universal Basic Education Board (BASUBEB) and other implementing agencies. There are various targeted outputs, inputs and indicators.

The UBE Plan has certain key description indicators that inform of current status. These include Admission Ratio, Cohort Completion Rate and the Enrolment Rate.

Table 12: Reporting Key Indicators

Output(s)	○ Report on UBE/SUBEB Status by Key Indicators
Implemented by:	○ Government of Bauchi State/MoE
Activities	○ Production of an Annual UBE (SUBEB) Progress Report by Key Indicators
Input	○ Government Funding
Indicator	○ Annual report produced.
Reporting functions	○ School Census data from Corporate Data and Curriculum Monitoring Test used for production of report.

The Education Management Information Systems needs to be further strengthened in order to efficiently provide the indicators as required. The data collection system can be adjusted to collect additional data for development of an indicator as needed.

It requires the two key units to be supported and adequately funded in order to generate data and indicators for the State/UBE Monitoring. The "Corporate Data Section" will take responsibility for generation of enrolment data and other data at school level. The other key unit is the "Measurement Services Unit" for development, administration and reporting of results of the Curriculum Monitoring Tests. This will be used for monitoring quality of teaching and learning.

6.2.2 Plan Implementation Progress Reviews

The framework will be adapted to meet the needs at the various administrative levels. Baselines will be established and the targets for the plan will be developed for approval.

There will be a mid-term evaluation of the SUBEB/UBE Plan and one at the end of the plan period. The terms of reference for these evaluations will be as agreed to between the relevant stakeholders.

In addition, there will be Joint Annual Reviews with all relevant stakeholders, including non-state actors and the development partners. The evaluation system will assist in the determination of the degree to which the set targets and expected outcomes/impact are being achieved. Progress Reports on Current Status of key UBE Indicators and the UBE Plan Implementation Monitoring reports would be considered at these Annual Reviews along with any other relevant information as needed.

6.2.3 Surveys and Studies

6.3 Monitoring and Evaluation System

6.3.1 The Monitoring & Evaluation Framework

Development Partners and other stakeholders that support the education sectors are expected to increasingly rely upon the Government of Bauchi State financial reporting and monitoring systems. The monitoring system shall be strengthened, focusing on:

- The improvement of the relevance and adequacy of the collected data.
- The timeliness and quality of processing, analysis and publication/dissemination.

- The utilization of impact monitoring results in policy making and resource allocation.

In order to carry out effective monitoring of the SUBEB/UBE plan a common performance assessment framework shall be agreed upon between Government of Bauchi State and all major stakeholders, including the development partners.

The implementation of the UBE Plan will be monitored through structured mechanisms and processes at all administrative levels based on agreed annual indicators and targets. A performance assessment framework will be developed including key performance indicators and targets to be monitored on an annual basis.

The key indicators are broken down into three broad categories: education, management and finance. The education indicators cover four education themes - access and participation, quality, efficiency, and equity. Under the UBE, the performance indicators will be used on an annual basis.

M&E FRAMEWORK

POLICY 1: ACEESS, EQUITY AND INCLUSIVENESS

POLICY OBJECTIVE: PROMOTE EQUITABLE AND INCLUSIVE ACCESS TO BASIC EDUCATION FOR SCHOOL AGED CHILDREN

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
1	Conduct of intensive enrolment drive campaigns targeting OOSCs across all the LGAs	Number of OOSC	208,489	156,000	90,432	43,211	29,002	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
2	Establishment of additional 400 ECCDE centres	No of ECCDE Centres	774	100	100	100	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
3	Establishment of 4 Special Needs education centres	Number of Special Needs schools	7	1	1	1	1	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
4	Establish 30 safe learning centres for IDPs children and teachers	Number of IDP safe learning centres	34	8	8	8	8	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
5	Conduct community sensitization and advocacy campaigns among stakeholders (targeting traditional rulers, community leaders and Religious leaders, parents and State Actors)	Number of advocacy campaigns and sensitization	43	102	234	312	417	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
6	Construct and furnish 40 Nomadic Education Schools in rural	Number of Nomadic schools	286	10	10	10	10	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
	nomadic communities								
7	Recruitment, training and posting of 400 Female teachers	Number of female teachers	9,362	100	100	100	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
8	Establish 12 Special Girls Basic Education Schools	Number of Special Schools	4	3	3	3	3	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
9	Expand the number of NFELs programme and Special education learners	Number of NFEL	4,432	6,843	8,324	10,432	12,663	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
10	Expand the School Feeding programme for Learners in ECCDE and Primary 1 -3	Number of children accessing school feeding programme	500,000	400,000	500,000	600,000	700,000	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
11	Introduce Conditional Cash Transfers (CCT) for female and special needs enrolment and retention.	Number of Girl child accessing conditional cash transfers	0	50,000	70,000	80,000	100,000	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
12	Establishment of 70 NFELCs across the state.	Number of NFELCs	446	18	18	18	18	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
13	Carry out Media Campaigns and awareness on basic education programmes	Number of media campaigns on Leave no child behind	20	80	200	300	400	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
	(Leave no Child Behind) on media platforms								
14	Establishment of 200 additional IQTE centres to improve the bilingual IsDB programme	Number of IQTE centers	645	100	100	100	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
15	Establish and equip 100 new primary schools in hard to reach communities	Number of primary schools	3,055	3,794	3,794	3,994	4,273	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
16	Establish 50 new JSS schools	Number of JSS schools	751	801	851	901	951	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

POLICY 2: QUALITY AND EFFICIENCY

POLICY OBJECTIVE: PROMOTE QUALITATIVE AND EFFECTIVE IMPLEMENTATION OF UBE PROGRAMMES TOWARDS IMPROVING LEARNING OUTCOMES AND RESULTS

S/N	ACTIVITES	INDICATOR	BASELIN E	TARGET YEAR					FREQUENC Y OF DATA COLLECTIO N	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
1	Recruitment of 3,500 additional qualified (N.C.E./B.Ed.) teachers for in core subjects in basic schools	Number of qualified teachers	23,554	27,054	30,554	34,054	37,554	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
2	Engagement of NCE Graduate Female Teachers Trainees for 2-year bond	% trained NCE female teachers	28%	38%	48%	58%	68%	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
3	Conduct Capacity building for 5,250 which includes Head teachers & teachers of ECCDE/pre-primary schools; Education Secretaries & School Supervisors/QA; SUBEB/LGEA Education Officials,	% of trained teachers	56%	66%	76%	86%	96%	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELIN E	TARGET YEAR					FREQUENC Y OF DATA COLLECTIO N	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	SBMCs, on a variety of areas e.g. pedagogy using Reggio Emilia Approach, psychosocial skills, Curriculum, Record Keeping, TVET, Special Educ., Nomadic Education, Exams Malpractices, Drug Abuse, kidnapping, cultism, Life Skills. ICT, STEM AND SMASE									
4	Procurement of sets of text books in core subjects & library books for ECCDE, Primary & Junior Secondary Schools across the State. <i>(Including Nomadic & Special Education Schools, NFEL)</i>	Pupil Textbook Ratio (PTR)	9	7	5	3	1	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELIN E	TARGET YEAR					FREQUENC Y OF DATA COLLECTIO N	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
5	Procurement of equipment/tool kits for 13-No existing Vocational Schools in the state.	% of vocation school equipment	32	47	57	67	77	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
6	Production and distribution of 280,000-sets literacy materials in English & Hausa for the development of reading skills among pupils in P1 - P3 (<i>lower basic schools</i>) in the 20-L.G.E.A.s	% of available literacy materials	26	36	46	56	66	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
7	Enforce the complete disarticulation & take-over of J.S.S. in line with the National Policy on Education	% of disarticulation of JSS schools	25	45	65	85	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
8	Conduct inter schools competition on an annual and termly basis to be organizing Annual	% of schools participating in	48	58	68	78	88	Annually	National Personnel Audit (NPA) and	

S/N	ACTIVITES	INDICATOR	BASELIN E	TARGET YEAR					FREQUENC Y OF DATA COLLECTIO N	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	Speech & Prize Giving Day	extracurricular activities							Annual School Census (ASC)	
9	Conduct of Quiz & Debate activities in schools (bottom-top approach) <i>School Level to L.G.E.A. to State levels</i>	% of schools participating in Quiz and debate	31	41	51	61	71	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
10	Provision of grants to functional SBMCs with articulated Action Plans	% of functional SBMC	78	83	88	93	98	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
11	Conduct of routine monitoring of all schools 3-times each term by LGEA & SUBEB CQA Officials.	% of schools covered by the CQA programme	13	26	36	46	56	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
12	Conduct of monitoring & mentoring training of head teachers in basic schools towards	% of teachers trained on school supervision	37	47	57	67	77	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELIN E	TARGET YEAR					FREQUENC Y OF DATA COLLECTIO N	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	effective supervision in schools.									
13	Procurement of 3 monitoring vehicles (hilux) for effective monitoring & supervision.	Number of hilux vehicles	9	12	15	18	25	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
14	Procurement of 20 monitoring motor cycles for effective monitoring & supervision	Number of Monitoring motorcycles	20	40	60	80	90	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
15	Maintenance of Monitoring vehicles (hilux) for effective monitoring & supervision	% of vehicle maintenance	9	12	15	18	25	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
16	Carrying out of Maintenance of monitoring motorcycles and equipment	% of motorcycles maintenance	20	40	60	80	90	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELIN E	TARGET YEAR					FREQUENC Y OF DATA COLLECTIO N	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
17	Provision of play and sports equipment grounds/ materials for basic schools	% of schools with play equipment	21	31	41	51	61	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
18	Implementation of School-to-Farm Initiative in basic schools.	% of schools implementing school to farm programme	16	26	36	46	56	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
19	Implementation of Effective School Programme (ESP) in 20 pilot schools in all the LGAs	% of schools implementing effective school programme	2	3	5	10	20	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
20	Capacity development for Integrated Quranic Education & NFLCs teachers	% of trained teachers on IQTE and NFLC	11	22	33	44	55	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
21	Construction of 1,246 classrooms and Administrative Buildings for ECCDE/Pri./Jun. Sec.	Number of good classrooms	17,816	18,128	18,440	18,752	19,064	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELIN E	TARGET YEAR					FREQUENC Y OF DATA COLLECTIO N	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	Schs. In the 20 -LGEAs of the State.									
22	Construction of Perimeter Wall Fence with gate & Guard house, for ECCDE/Pri./Jun. Sec. Schs. In the 20 -LGEAs of the State.	Number of schools with fence	242	262	272	282	292	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
23	Renovation of 1,104 classrooms and other infrastructure for ECCDE/Pri./Jun. Sec. Schs. In the 20 -LGEAs of the State.	% of good classrooms	56	66	76	86	96	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
24	Procure and distribute sets of assorted furniture at sets/annum procured & distributed to ECCDE/Pri./Jun. Sec. Sch. wards & teachers in	Learner Furniture Ratio (LFR)	10	8	6	4	2	Annually	National Personnel Audit (NPA) & Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELIN E	TARGET YEAR					FREQUENC Y OF DATA COLLECTIO N	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	the 20 -LGEAs of the State.									
25	Construction of units of 4-Pits V.I.P./Water system toilets in basic education schools (ECCDE, primary and JSSS)	% of schools with toilets	18	33	53	73	93	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
26	Construct drilling & installation, an average of 39-electric/standby generator powered boreholes with 20,000 lit. Capacity GI-overhead tanks on Steel Stanchions & fenced annually, in Basic Schools across the State.	% of schools with safe water	25	35	54	74	91	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
27	Procure and distribute assorted sporting facilities/equipment for an average of 1,125	% of schools with sporting equipment	10	21	42	56	73	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELIN E	TARGET YEAR					FREQUENC Y OF DATA COLLECTIO N	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	schools across the state, annually.									
28	Establish & construct an average of 5 - No. Mega NFELC annually.	Number of Mega NFELC	5	10	15	20	25	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
29	Establishment of MODEL BASIC SCHOOLS that will be inclusive education at all levels - (ECCDE, Primary & J.S.S.).	Number of model basic education schools	11	16	21	27	32	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
30	Construction and furnishing of 3No. IsDB-Bilingual Education Schools	Number of Bilingual education schools	3	10	26	38	49	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
31	Reconstruction/rehabilit ation of 13-No. existing Vocational Schools in Bauchi state.	Number of vocational centres	15	28	36	42	58	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELIN E	TARGET YEAR					FREQUENC Y OF DATA COLLECTIO N	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
32	Conduct of Learning Assessment Survey (MLA) for Primary 3, 5 and JSS 2 in the 4 core subjects	% of learning outcomes in the 4 core subjects							Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
33	Procure and distribute 800,000 Early Grade Reading (EGR) materials, Mukaranta P1-6, Lets Read P 1 -3	% of EGR learning Outcomes	30	38	49	58	76		Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
34	Conduct intensive EARLY GRADE READING Master trainers workshop for 20 P1 and P2	% of teachers trained on EGR implementation	65	10	15	20	25		Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
35	Procure and distribute ICT and Digital Learning Content to basic education schools (Laptops, Tablets, Desktops and E-Learning Materials)	% of schools with ICT and Digital Learning equipment	27	47	67	87	97		Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

POLICY 3: STRENGTHENING SYSTEM AND EFFICIENCY

POLICY OBJECTIVE: PROMOTE AVAILABILITY OF CREDIBLE AND RELIABLE BASIC EDUCATION DATA FOR PLANNING AND DECISION MAKING.

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
1	Procurement and Upgrading/maintaining of EMIS facilities and equipment in SUBEB <i>(software, equipment, networking, I.S.P. subscription & Training)</i>	% of functional EMIS facilities	25	37	57	77	97	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
2	Conduct of regular Annual School Census (ASC) for 2023 to 2027	% of completion of ASC for each of the medium-term year	97	100	100	100	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
3	Recruitment of 10 EMIS and Planning Officers	Number of PRS staff	35	45	55	65	75	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
4	Conduct capacity development training for EMIS and Planning Officers on BAMIS attendance tools	% of trained PRS staff	15	25	50	75	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
5	Procurement and & upgrading/maintaining of EMISs in 20 No. L.G.E.A.s & ANFEA. <i>(software, equipment, networking, I.P. subscription & Training)</i>	% of EMIS equipment at the LGEAs	0	10	20	40	50	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
6	Conduct of workshop on ASC data cleaning and merging with UBEC NPA data	% of completion of ASC data cleaning	25	45	65	85	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
7	Workshop for the development of Cycle 4 SMTBESP (2024-2027)	% of the implementation of the SMTBESP Cycle 4	100	100	100	100	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
8	Monitoring and review of implementation of SMTBESP Cycle 4 (2024-2027)	% of Cycle 4 SMTBESP Monitoring and evaluation meetings	0	25	50	75	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
9	Conduct capacity building for Mgt. & EMIS staff of SUBEB Hq. & 20 - LGEAs on data management and utilization.	% of staff SUBEB and LGEA staff trained	30	50	70	80	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
10	Procure and distribute laptops and desktops for officers in SUBEBs for office automation	% of completion of office automation	10	30	50	70	90	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
11	Construction of an ultra-modern basic education SUBEB complex	% of completion of SUBEB Ultra Modern Headquarters	0	0	50	100	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
12	Conduct of training for SMBC and stakeholders	Number of trained SBMCs	11	32	51	72	83	Annually	National Personnel Audit	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	on School improvement techniques to include CSOs, NGOs, FBOs and CBOs in improving Non State Actors in UBE delivery	and Stakeholders on UBE implementation								(NPA) and Annual School Census (ASC)

POLICY 4: SUSTAINABLE FUNDING

POLICY OBJECTIVE: TO PROVIDE SUSTAINABLE FUNDING INFLOWS FOR FUNDING AND IMPLEMENTING UBE PROGRAMMES

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
1	Capacity building for Finance and Accounts Staff of the Board on IPSAS and other	% of staff trained on Finance and Accounts	20	30	40	50	60	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
2	Allocation of funds for the payment of State counterpart funds to UBEC	% of compliance to the accessing	100	100	100	100	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
		FGN Matching grants								
3	Conduct meeting with private sector organizations on Private Sector Engagement (PSE) on promoting Public Private Partnership (PPP) in UBE programme	Number of PPP arrangements in place	10	15	20	25	30	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
4	Conduct workshop for collaboration and partnership with Development Partners (Local and International)	Number of collaboration meetings with development partners	10	20	30	40	50	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
5	Advocacy for State Executive Council, State House of Assembly, Head of State Treasury, Permanent Secretaries of Min.	Number of advocacy visits to key stakeholders on UBE funding	1	10	20	30	40	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	of Finance & Economic Planning, opinion and community leaders to increase budget allocation and prompt release of funds to the education sector.									
6	Training of management staff and schedule officers on effective result-oriented education budgeting.	% of trained staff effective budgeting mechanisms	35	45	55	65	75	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
7	Conduct of needs assessment of management staff, budget and accounting officers in the education sector <i>(State & L.G.E.A.Levels)</i> .	% of completion of staff needs assessment	10	20	30	40	50	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
8	Review of the functions and mandates of IAU to incorporate budget and expenditure tracking.	% of compliance to the IAU for budget and expenditure tracking	50	60	70	80	90	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
9	Procure and install Facilities and equipment for Internal Audits Units for effective budget and expenditure tracking.	% of availability of audit equipment	15	35	55	65	85	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	
10	Conduct of quarterly Joint Stakeholders education budget and expenditure tracking meeting	Number of joint stakeholders budget and expenditure tracking meetings	10	20	20	20	20	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)	

5.4 Key Performance Indicators

The Key Performance Indicators (KPIs) for the Bauchi State Medium Term Basic Education Strategic Plan (SMTBESP) 2024-2027 are critical tools for measuring the progress and impact of the strategic initiatives aimed at enhancing the quality and accessibility of basic

education in the state. These KPIs are designed to provide clear, measurable outcomes that align with the plan's objectives, facilitating regular monitoring, evaluation, and necessary adjustments to ensure the successful implementation of education policies and programs

SMTBESP 2024-2027 Key Performance Indicators

INDICATOR NAME	UNIT OF MEASUREMENT	BASELINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2022	2024	2025	2026	2027		
Pre-Primary Gross Enrolment Rate Total	%	11.65	28.4	28.4	28.4	28.4	NPA AND ASC	UBEC/SUBEB
Pre-Primary Gross Enrolment Rate Boys	%	10.65	28.4	28.4	28.4	28.4	NPA AND ASC	UBEC/SUBEB
Pre-Primary Gross Enrolment Rate Girls	%	11.65	28.4	28.4	28.4	28.4	NPA AND ASC	UBEC/SUBEB
Primary Gross Enrolment Rate Total	%	74.14	92.9	94.9	96.9	99.9	NPA AND ASC	UBEC/SUBEB
Primary Gross Enrolment Rate Boys	%	74.14	95.1	97.9	98.9	100	NPA AND ASC	UBEC/SUBEB
Primary Gross Enrolment Rate Girls	%	74.14	90.5	92.5	94.9	96.9	NPA AND ASC	UBEC/SUBEB
JSS Gross Enrolment Rate Total	%	31.91	46.7	56.7	66.7	76.7	NPA AND ASC	UBEC/SUBEB
JSS Gross Enrolment Rate Boys	%	31.91	56.3	76.6	96.6	100	NPA AND ASC	UBEC/SUBEB

INDICATOR NAME	UNIT OF MEASUREMENT	BASELINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2022	2024	2025	2026	2027		
JSS Gross Enrolment Rate Girls	%	31.91	47.1	67.1	87.1	97.1	NPA AND ASC	UBEC/SUBEB
Primary Gross Intake Rate Total	%	81.94	110.7	120.7	130.7	140.7	NPA AND ASC	UBEC/SUBEB
Primary Gross Intake Rate Boys	%	81.94	110.1	125.1	130.1	135.1	NPA AND ASC	UBEC/SUBEB
Primary Gross Intake Rate Girls	%	81.94	105.1	110.1	115.1	120.1	NPA AND ASC	UBEC/SUBEB
Primary 1 Repetition Rate Total	%	0.364						
Primary 1/ Primary 2 Retention Rate Total	%							
Primary 2/ Primary 3 Retention Rate Total	%							
Primary 3/ Primary 4 Retention Rate Total	%							
Primary 4/ Primary 5 Retention Rate Total	%							

INDICATOR NAME	UNIT OF MEASUREMENT	BASELINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2022	2024	2025	2026	2027		
Primary 5/ Primary 6 Retention Rate Total	%							
Primary to JSS Transition Rate Total	%	60.7	63.9	73.9	83.9	93.9	NPA AND ASC	UBEC/SUBEB
Primary to JSS Transition Rate Boys	%	60.8	56.8	66.8	76.8	86.9	NPA AND ASC	UBEC/SUBEB
Primary to JSS Transition Rate Girls	%	62.3	73.3	83.3	93.3	101.3	NPA AND ASC	UBEC/SUBEB
JSS 1/JSS2 Retention Rate Total	%							
JSS 2/JSS3 Retention Rate Total	%							
Primary Education Completion Rate Total	%	76.42	115.0	120.0	125.0	130.0	NPA AND ASC	UBEC/SUBEB
Primary Education Completion Rate Boys	%	76.42	115.6	120.6	125.6	130.6	NPA AND ASC	UBEC/SUBEB
Primary Education Completion Rate Girls	%	76.42	110.4	115.5	120.4	125.4	NPA AND ASC	UBEC/SUBEB
GPI Pre-Primary	Ratio	0.9	1	1	1	1	NPA AND ASC	UBEC/SUBEB

INDICATOR NAME	UNIT OF MEASUREMENT	BASELINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2022	2024	2025	2026	2027		
GPI Primary	Ratio	0.9	1	1	1	1	NPA AND ASC	UBEC/SUBEB
GPI JSS	Ratio	0.9	1	1	1	1	NPA AND ASC	UBEC/SUBEB
JS Education Completion Rate Total	%	28.6	38.6	48.6	58.6	68.6	NPA AND ASC	UBEC/SUBEB
JS Education Completion Rate Boys	%	29.3	39.3	49.3	59.3	69.3	NPA AND ASC	UBEC/SUBEB
JS Education Completion Rate Girls	%	27.8	37.8	47.8	57.8	67.8	NPA AND ASC	UBEC/SUBEB
	QUALITY AND EFFICIENCY							
Pre-Primary Pupil / Classroom	Ratio	30.0	30.0	30.0	30.0	30.0	NPA AND ASC	UBEC/SUBEB
Primary Pupil / Classroom	Ratio	42.0	40.0	35.0	35.0	35.0	NPA AND ASC	UBEC/SUBEB
JSS Pupil / Classroom	Ratio	37.0	35.0	35.0	35.0	35.0	NPA AND ASC	UBEC/SUBEB
Pre-Primary Pupil / Teacher	Ratio	57.0	50.0	45.0	40.0	35.0	NPA AND ASC	UBEC/SUBEB

INDICATOR NAME	UNIT OF MEASUREMENT	BASELINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2022	2024	2025	2026	2027		
Pre-Primary Pupil / Teacher Urban	Ratio	25.0	25.0	25.0	25.0	25.0	NPA AND ASC	UBEC/SUBEB
Pre-Primary Pupil / Teacher Rural	Ratio	21.0	25.0	25.0	25.0	25.0	NPA AND ASC	UBEC/SUBEB
Primary Pupil / Teacher	Ratio	49.0	45.0	40.0	35.0	35.0	NPA AND ASC	UBEC/SUBEB
Primary Pupil / Teacher Urban	Ratio	51.0	45.0	40.0	35.0	35.0	NPA AND ASC	UBEC/SUBEB
Primary Pupil / Teacher Rural	Ratio	47.0	45.0	40.0	35.0	35.0	NPA AND ASC	UBEC/SUBEB
JSS Student / Teacher	Ratio	54.0	45.0	40.0	35.0	35.0	NPA AND ASC	UBEC/SUBEB
JSS Student / Teacher Urban	Ratio	31.0	30.0	30.0	31.0	31.0	NPA AND ASC	UBEC/SUBEB
JSS Student / Teacher Rural	Ratio	27.0	27.0	30.0	30.0	30.0	NPA AND ASC	UBEC/SUBEB
Proportion of qualified teachers Pre-primary	%	71.1	81.1	85.1	90.1	95.1	NPA AND ASC	UBEC/SUBEB
Proportion of qualified teachers Primary	%	75.1	80.1	85.1	90.1	95.1	NPA AND ASC	UBEC/SUBEB

INDICATOR NAME	UNIT OF MEASUREMENT	BASELINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2022	2024	2025	2026	2027		
Proportion of qualified teachers JSS	%	73.1	78.1	83.1	87.1	92.1	NPA AND ASC	UBEC/SUBEB
Proportion of Primary learners that have access to textbooks-English	%	22.0	33.0	44.0	55.0	66.0	NPA AND ASC	UBEC/SUBEB
Proportion of Primary learners that have access to textbooks-Mathematics	%	20.0	33.0	44.0	55.0	66.0	NPA AND ASC	UBEC/SUBEB
Proportion of Primary learners that have access to textbooks-Basic Science and Technology	%	19.0	33.0	44.0	55.0	66.0	NPA AND ASC	UBEC/SUBEB
Proportion of Primary learners that have access to textbooks-Social Studies	%	22.0	33.0	44.0	55.0	66.0	NPA AND ASC	UBEC/SUBEB
Proportion of JS students that have access to textbooks-English	%	24.0	34.0	44.0	54.0	64.0	NPA AND ASC	UBEC/SUBEB

INDICATOR NAME	UNIT OF MEASUREMENT	BASELINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2022	2024	2025	2026	2027		
Proportion of JS students that have access to textbooks-Mathematics	%	22.0	33.0	44.0	55.0	66.0	NPA AND ASC	UBEC/SUBEB
Proportion of JS students that have access to textbooks-Basic Science and Technology	%	21.0	33.0	44.0	55.0	66.0	NPA AND ASC	UBEC/SUBEB
Proportion of JS students that have access to textbooks-Social Studies	%	23.0	33.0	44.0	55.0	66.0	NPA AND ASC	UBEC/SUBEB
Mathematics P3 Mean Scale Score	%	510.0	520.0	530.0	540.0	550.0	NPA AND ASC	UBEC/SUBEB
Mathematics P 5 Mean Scale Score	%	517.7	527.7	537.7	547.7	557.7	NPA AND ASC	UBEC/SUBEB
Mathematics JS2 Mean Scale Score	%	545.8	550.8	560.8	565.8	570.8	NPA AND ASC	UBEC/SUBEB
English P3 Mean Scale Score	%	517.4	522.4	527.4	532.4	537.4	NPA AND ASC	UBEC/SUBEB

INDICATOR NAME	UNIT OF MEASUREMENT	BASELINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2022	2024	2025	2026	2027		
English P5 Mean Scale Score	%	516.4	521.4	526.4	531.4	536.4	NPA AND ASC	UBEC/SUBEB
English JS2 Mean Scale Score	%	473.3	482.3	487.3	492.3	497.3	NPA AND ASC	UBEC/SUBEB
Basic Science & Technology P 5 Mean Scale Score	%	528.8	533.8	538.8	543.8	547.8	NPA AND ASC	UBEC/SUBEB
Basic Science & Technology P JS2 Mean Scale Score	%	529.3	534.3	539.3	544.3	549.3	NPA AND ASC	UBEC/SUBEB
Social Studies P5 Mean Scale Score	%	540.8	545.3	550.3	555.3	560.3	NPA AND ASC	UBEC/SUBEB
Social Studies JS2 Mean Scale Score	%	565.9	570.9	575.0	580.5	585.5	NPA AND ASC	UBEC/SUBEB
Proportion of Primary schools with access to Good Water source	%	12.4	22.4	32.4	42.4	54.4	NPA AND ASC	UBEC/SUBEB
Proportion of JSS with access to good Water source	%	34.8	44.8	54.8	64.8	74.8	NPA AND ASC	UBEC/SUBEB

INDICATOR NAME	UNIT OF MEASUREMENT	BASELINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2022	2024	2025	2026	2027		
Pupil/Toilet Ratio Primary	%	42.0	52.0	62.0	72.0	82.0	NPA AND ASC	UBEC/SUBEB
Pupil/Toilet JSS Ratio	%	41.0	51.0	61.0	71.0	81.0	NPA AND ASC	UBEC/SUBEB
Proportion of Schools with separate toilets for Boys and Girls Primary	%	48.0	58.0	68.0	78.0	88.0	NPA AND ASC	UBEC/SUBEB
Proportion of Schools with separate toilets for Boys and Girls JSS	%	47.0	57.0	67.0	87.0	97.0	NPA AND ASC	UBEC/SUBEB
Primary Schools with Library Primary	%	32.0	42.0	52.0	62.0	72.0	NPA AND ASC	UBEC/SUBEB
JS Schools with Library JSS	%						NPA AND ASC	UBEC/SUBEB
Proportion of Schools with Access to ICT facilities Primary	%	29.0	39.0	49.0	59.0	69.0	NPA AND ASC	UBEC/SUBEB

INDICATOR NAME	UNIT OF MEASUREMENT	BASELINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2022	2024	2025	2026	2027		
Proportion of Schools with Access to ICT facilities JSS	%	28.0	28.0	38.0	48.0	58.0	NPA AND ASC	UBEC/SUBEB
Proportion of Schools with Access to Power Primary	%	27.0	37.0	47.0	57.0	67.0	NPA AND ASC	UBEC/SUBEB
Proportion of Schools with Access to Power JSS	%	26.0	36.0	47.0	57.0	67.0	NPA AND ASC	UBEC/SUBEB
Proportion of schools with fencing Primary	%	53.0	63.0	74.0	84.0	94.0	NPA AND ASC	UBEC/SUBEB
Proportion of schools with fencing JSS	%	51.0	61.0	71.0	81.0	91.0	NPA AND ASC	UBEC/SUBEB
Proportion of Primary learners that have access to furniture (chair/table/desk)	%	63.0	73.0	83.0	93.0	100	NPA AND ASC	UBEC/SUBEB
Proportion of JS students that have access to	%	61.0	71.0	81.0	91.0	100	NPA AND ASC	UBEC/SUBEB

INDICATOR NAME	UNIT OF MEASUREMENT	BASELINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2022	2024	2025	2026	2027		
furniture (chair/table/desk)								
Proportion of JS schools That that have access to Laboratories	%	7.8	17	27	37	47	NPA AND ASC	UBEC/SUBEB
	SYSTEM STRENGTHENING AND ACCOUNTABILITY							
Proportion of schools with functional SBMCs –Primary	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Proportion of schools with functional SBMCs –JSS	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Learning assessment system in place with provision for regular implementation	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Teacher Deployment Policy & Management	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB

INDICATOR NAME	UNIT OF MEASUREMENT	BASELINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2022	2024	2025	2026	2027		
Information System in place								
Education Management Information System available	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Education Management Information System functional	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Availability of Inclusive Education Policy	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Inclusive Education Policy in use	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Emergency response mechanisms in place	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
	SUSTAINABLE FUNDING							
Education as Share of State Expenditure	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB

INDICATOR NAME	UNIT OF MEASUREMENT	BASELINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2022	2024	2025	2026	2027		
Basic Education budget as share of State Education budget	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
Proportion of Basic Education Budget released	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB
UBE-IF Matching grant accessed and up to date (2023)	Yes/No	Yes	Yes	Yes	Yes	Yes	NPA AND ASC	UBEC/SUBEB

6.4 Matching Grants Action Plan Tracking Template

Table 13: Matching Grants Action Plan Tracking Template

Sectoral Proportion %	Turn around strategies	Key Performance Indicator	Baseline 2023	Target 2024	Target 2025	Target 2026	Target 2027	Expected outcomes
Construction (40%)		Increase of number of classrooms	40%	10%	10%	10%	10%	Availability of classrooms in public schools
Renovation (30%)		Good number of classrooms	30%	10%	10%	10%	10%	Availability of classrooms in public schools

Furniture (20%)		Increase of number of seating condition in public schools	20%	20%	10%	10%	10%	Availability of seating condition in public schools
Water and Sanitation (2%)(Increase number of Water sanitation in public schools	20%	5%	5%	5%	5%	Availability of Wash facilities in public schools
Agriculture (3%)		Increase of number schools gardening	20%	10%	10%	10%	10%	Availability of schools gardening
Sport Development (1%)		Increase of schools' sport development	20%	5%	5%	5%	5%	Availability of Sport Development in public schools
Quality Assurance (2%)		Insuring quality structures on ground across the 20 LGEAs	20%	10%	10%	10%	10%	Availability quality structures on ground across the 20 LGEAs
Project Monitoring (2%)		Insuring quality delivery in the project implementation across the 20 LGEAs	20%	10%	10%	10%	10%	Availability quality delivery in the project implementation across the 20 LGEAs

6.5 Action Plan Cost projections

Table 14: Action Plan Cost projections

Sectoral Proportion %	Number of proposed activities	Expected Outcomes	Cost of 2024	Cost of 2025	Cost of 2026	Cost of 2027	Total Cost	Means of Verification (MOVs)
Construction (40%)	44	By the end of 2027 well have 176 classroom blocks	21,628,500.00	21,628,500.00	21,628,500.00	21,628,500.00	3,806,616,000	Reports/Contractual agreement
Renovation (30%)	94	By the end of 2027 well have 376 classroom blocks	14,621,210.00	14,621,210.00	14,621,210.00	14,621,210.00	5,497,574,960.00	Reports/Contractual agreement
Furniture (20%)	7,200	By the end of 2027 well have 28,800 Furniture classroom blocks	27,200	27,200	27,200	27,200	194,400,000.00	Reports/Contractual agreement

Water and Sanitation (2%)(40	Water and Sanitation by end of 2027 well have	2,580,000	2,580,000	2,580,000	2,580,000	103,200,000.00	Reports/Contractual agreement
Agriculture (3%)	100	By the end of 2027 well have 400 Agriculture guarding in the schools						Reports/Contractual agreement
Sport Development (1%)								Reports/Contractual agreement
Quality Assurance (2%)								
Project Monitoring (2%)								

7. Plan Implementation Arrangement

7.1 State Basic Education Governance Structure

The implementation of basic education projects and programs in the State are majorly the responsibility of the Bauchi State Universal Basic Education Board. This is carried out by the Executive Chairman who is assisted by the other members of the Board. The board carries out its activities through various directorates and units who are populated with the right calibre of staff. Aside from the governance structure being operated by the Board, there are other bodies set up in the State to provide support for the implementation of Basic Education in the State.

These bodies are as follows:

7.2 Bauchi State Education Committee

This was set up by His Excellency the Executive Governor of Bauchi State in September, 2023. The membership includes all the six Emirs and other major stakeholders in the social Sector. The Committee is charged with the responsibility of transforming Basic Education in the state. Emir of Bauchi was assigned to chair the committee. The Composition of the committee include the following

i.	Emir of Bauchi	-	Chairman
ii.	Commissioner of Education	-	Member
iii.	Commissioner of Higher Education	-	Member
iv.	Emir of Katagum	-	Member
v.	Emir of Misau	-	Member
vi.	Emir of Ningi	-	Member
vii.	Emir of Dass	-	Member
viii.	Executive Chairman SUBEB	-	Member
ix.	Executive Secretary (BASAME)	-	Member
x.	Executive Secretary (BASANE)	-	Member
xi.	Executive Secretary (BASOVCA)	-	Member
xii.	Regional Adviser USAID Learn to Read	-	Member
xiii.	Chief of D Field Office	-	Member

xiv.	State Team USAID State 2 State	-	Member
xv.	Senior Project Coordinator Plan International	-	Member
xvi.	Parent Teachers Association PTA	-	Member
xvii.	School Base Management Committee SBMC	-	Member
xviii.	Representative from BRC	-	Member
xix.	Representative of BATV	-	Member
xx.	Representative of Globe FM	-	Member
xxi.	Any co-opted	-	Member
xxii.	Permanent Secretary Min. of Edu.	-	Secretary

The committee has the following sub-committees: -

- a. Tertiary / Higher Education
- b. Senior Secondary Education
- c. Basic Education
- d. Non- formal Education

Term of references for the committee include: - Ensuring sustainability of Education Service Delivery, project monitoring and interventions in the state.

B. The State Steering Committee

The State Steering Committee is a broad-based body which oversees the Education Sector in the State. The composition is as laid out in Table 6.2:

Table 15: Composition of the State Steering Committee

S/N	Nomenclature	Position
1	Hon. Commissioner Ministry of Education	Chairman
2	Executive Chairman SUBEB	Secretary
3	Hon. Com Ministry of Finance	Member
4	Provost, Aminu Saleh College of Education Azare	Members
5	Provost, Adamu Tafawa Balewa College of Education, Kangere	Member
6	Executive Secretary BASAME	Member
7	Executive Chairman BASANE	Member
8	Executive Chairman BASOVCA	Member
9	State SBMC Chairman	Member
10	State CBMC Chairman	Member
11	State PTA Chairman	Member

12	State Community Education Forum	Member
13	DPRS MOE	Member
14	NAPP	Member
15	ANCORPS Chairman	Member
16	ALGON Chairman	Member
17	Representative of CSOs (such as FOMWAN or CSACEFA)	Member
18	NUT Chairman	Member
19	DPRS SUBEB	Co- Secretary

The functions of the Steering Committee

- i. Meet, discuss and decide on issues related to Education subsector in the state
- ii. Present resolution at the state Executive Council Meeting
- iii. Approve submissions by State Education Subsector.

7.3 Basic Education Technical Working Group

In order to have a body that will take exclusive charge of the implementation of Basic Education in Bauchi State, a Basic Education Technical Working Group was set up. The composition of the Group is as found in the Table 6.2

a) Basic Education Technical Working Group

In order to have a body that will take exclusive charge of the implementation of Basic Education in Bauchi State, a Basic Education Technical Working Group was set up. The composition of the Group is as found in the Table 6.2

Table 16: Composition of the State Basic Education Technical Working Group

S/N	Nomenclature	Position
1.	Executive Chairman SUBEB	Chairman
2	Directors of Planning Research and Statistics of MOE,	Member
3	Directors of Planning Research and Statistics of BASAME	Member
4	Directors of Planning Research and Statistics of BASANE	Member
5	Directors of Quality Assurance of MOE	Member
6	Directors of Quality Assurance of SUBEB,	Member
7	Directors of Quality Assurance of BASAME,	Member
8	Directors of Quality Assurance of BASANE	Member

9	Directors of Quality Assurance of COE	Member
10	Representative of CSOs (such as FOMWAN or CSACEFA)	Member
11	SBMC and CBMC	Member
12	Representative of Donor Partners	Member
13	Director of Planning Research and Statistics, SUBEB	Secretary

Functions of the Basic Education Technical Working Group

- i. Work on the technical aspect of Education activities at all levels
- ii. Spare head the activities of individual organizations before submission to the State Steering Committee
- iii. Work with state NGOs/CBOs to harness information and experience to replicate the good ideas into the main activities of the service
- iv. To work with the Development partners to implement the good virtues they bring to the state and to make sure there is sustainability of the activities.

7.4 State Basic Education Technical Committee

There is also the school-based management committee at the state level that assists in the implementation of good and qualitative Basic Education in Bauchi State. The composition of the Group is as found in the Table 6.3a.

Table 17: Composition of the School Based Management Committee at State Government Level

S/N	Nomenclature	Position
1	Chairman from the team of proprietors	Chairman

- b) School Based Management Committee & Centre Based Management Committee at Local Government Level
- c) School Based Management Committee at School level

7.5 LGA Education Technical Committee

The school-based management committee and the centre based management committee at the local government level assists in the implementation of good and qualitative Basic Education in the State through its linkage role between the committee at the school and state level. The composition of the Group is as found in the Table 6.4a and 6.4b.

Table 18: Composition of the School Based Management Committee at Local Government Level

S/N	Nomenclature	Position
1	Chairman to be elected from all the chair in attendance	Chairman
2	Representative of Education And Social Development Unit	Member
3	DPO/ any security Agency at LGA level	Member
4	Deputy chairman 2 nd in the election	Member
5	Finance officer from the team	Member
6	PRO to be elected from the team	Member
7	Lead traditional ruler	Member
8	Auditor from the team	Member
9	LGEA representative	Member

Functions of the School Based Management Committee at Local Government Level

- i. Coordinate the School/Centre level SBMC/CBMC activities at Local Government Level
- ii. Represent the organizations at managerial level at both state and LGAs
- iii. Committee at LGA level meets to elect them themselves to form a state level.

7.6 School-Based Implementation Committee

Table 19: Composition of the Center Based Management Committee at Local Government Level

S/N	Nomenclature	Position
1	Chairman from the team of proprietors	Chairman
2	Representative of LGEA	Secretary
3	Representative of ESD	Member
4	Deputy chair 2 nd in the election	Member
5	Finance office/secretary	Member
6	PRO from the team	Member
7	Lead traditional ruler	Member
8	Auditor from the team	Member
9	Hisbah chairman	Member

School-Based Implementation Committee

Functions of the School Based Management Committee at School Level

- i. Coordinate the School/Centre level SBMC/CBMC activities at Local Government Level
- ii. Represent the organizations at managerial level at both state and LGAs

Committee at LGA level meets to elect them themselves to form a state level Table 6.4a.

7.7 Education Partners Coordination Committee

Table 20: Composition of the School Based Management Committee

S/N	Nomenclature	Position
1	Chairman/Chairperson -Renown traditional /Opinion Leaders	Chairman
2	Women Leader	Member
Faith group leaders		
3	Imam	Member
4	Pastor	Member
5	Head Girl of the School	Member
6	Head Boy of the School	Member
7	Senior Teacher of the School	Member
8	Proprietor of Tsangaya	Member
9	DPO/ any head of security Agency with the community	Member
10	Head Teacher	Secretary

At the Centre level, the implementation of Basic Education is the responsibility of the centre Based Management Committee:

The composition of the centre-based management committee can be found in Table 6.4b.

Table 21: Composition of Centre Based Management Committee

S/N	Nomenclature	Position
1	Proprietor Of The Centre	Chairman
2	Facilitator Of The Centre	Secretary
3	Imam Of The Community	Member
4	Security Officer	Member
5	Traditional Ruler	Member
6	Opinion Leader	Member

Functions of SBMC and CBMC at Schools, Study Centres and community levels

- i. Address Educational Issues locally
- ii. Renovate and upgrade schools at community level
- iii. Protect the image of Education at Community level
- iv. Represent schools in forums for school development.

7.8 Education Partners Coordination Committee

Apart from the Ministry of Education, Local Education Authorities, School Based Management Committees at all levels, lined MDAs such as Ministry for Women Affairs, Ministry of Budget & Planning, Ministry of Finance, State Agency for Mass Education; other Education Partners that make up the Education Partners Coordination Committee (EPCC) include UNICEF, USAID, FOMWAN, Rahama Women, and some local NGOs/CB

APPENDIX 1: SMTBESP 2024-2027 ASSESSMENT GUIDE

Table 22: SMTBESP 2024-2027 Assessment Guide

S/N	ASSESSMENT CRITERIA	ASSESSMENT INDICATOR	5	4	3	2	1	REMARKS/COMMENTS (With 5 as the highest and 1 as the lowest, please provide reasons for very high or very low marks)
1.	Introduction	Appropriate reference made to the successor plan (2024-2027) and rationale/purpose for new plan clearly stated.		✓				
		Plan incorporated socio-economic, geographical, demographic, and political highlights		✓				
		Highlights the persistent			✓			

		challenges of the Education Sector						
		Processes of the developing the sector plan well stated i.e. bottom up approach used, and all the relevant stakeholders involved etc.		✓				
		Mission, vision, and goals of the education sector clearly stated		✓				
2.	BE -Sector ANALYSIS	Plan informed by credible and relevant Data disaggregated by gender, location and other relevant parameters.			✓			
		Addresses the issues of equity, access, disparities at each level of Basic education in the State,		✓				
		Addresses the quality of basic education using both input and outcome indicator variables		✓				
		Addresses internal efficiency indicators such as completion, retention, drop-out and transition rates			✓			

		Systems strengthening and efficiency indicators such as EMIS, SBMC functionality, Quality Assurance, teacher deployment etc. properly captured.			✓			
		Key issues arising from BE sub-sector analysis clearly stated by pillar or policy objectives.		✓				
3.Strategic Programme		Activities to be addressed in the Strategic programme clearly articulated			✓			
		Activities derived from the Situation Analyses and linked to State Government's policies/strategies			✓			
		Activities aligned with the State's sector wide Education Plan		✓				
		Activities relate to the outputs and outcomes in the Results Framework			✓			
		Total and activity costs appear realistic		✓				

		Activities and costs cover key priorities of BE for the plan period		✓			
		Matters related to emergency preparedness clearly identified and costed		✓			
		Activities and costs cover pre-primary, primary and JS levels		✓			
4.	Sustainable Funding	In-depth look at the cost, financing, allocation, disbursement and utilization of resources at the various levels of education		✓			
		Plan financing informed by the Basic Education budgets of the state		✓			
		Funding gaps identified		✓			
		State Education expenditure for previous years well presented		✓			
		Contributions from LGEAs, State, FG(UBE-IF) and IDP's provided		✓			
		Risks to the implementation of the plan clearly identified, impacts rated and		✓			

		mitigation measures indicated						
5.	Monitoring and Evaluation	Monitoring and Evaluation mechanisms clearly stated		✓				
		M&E framework apt and relevant with all key components including activities, indicators, baselines, data sources and regularity of data collection			✓			
		Key Performance Indicator (KPI) table properly completed with measurable outcome indicators		✓				
		Output and outcome indicators clearly stated and measurable		✓				
6.	Implementation Arrangements	Plan implementation arrangement clearly articulated			✓			
		Implementation structures identified		✓				
		Role of all critical stakeholders identified and clearly stated.		✓				

		LGEA and schools and CSOs/FBOs/ CBOs assigned roles in plan implementation			✓			
7	Others	Plan is coherent (all the parts neatly fit together)			✓			
		Tables and figures apt, properly numbered and placed in the right places			✓			
		Proposed strategies and activities linked to MSP and other basic education initiatives		✓				
		There's ample evidence of involvement of stakeholders including SBMCs and CSOs in the planning process		✓				
		Plan signed off by HCE or SUBEB			✓			
		Total Score						