



EDO STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN (ESMTBESP)



ECCDE Class in Edo State



Primary Class in Edo State



JSS Class in Edo State



EDO STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN (ESMTBESP)

2024-2027

Edo State Universal Basic Education Board

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Edo State Slogan: The Heartbeat of the Nation

Edo State Medium Term Basic Education Strategic Plan (ESMTBESP)

Published by

Edo State Universal Basic Education

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ISBN _____ *****

EAN _____ *****

VISION

To be a reference for excellence in education systems, governance, and delivery in Nigeria.

MISSION

To provide, in partnership with all stakeholders, qualitative basic education that is globally competitive, enabled by technology, data and research driven and delivered by professional teachers for the transformation of the Edo child citizen.

VALUES

In carrying out our mission, we will be guided by the following values:

- **Professionalism:** exhibit competence and adherence to best practices in education service delivery.
- **Integrity:** work faithfully and transparently according to laid down rules and procedures to achieve educational objectives.
- **Accountability:** responsiveness, probity, and transparency in the delivery of education services.
- **Teamwork:** Involving all stakeholders in the planning and delivery of quality and inclusive education; and
- **Equity:** To be just and fair in the provision of education services.

Edo State Map showing all the 18 Local Government Areas



List of the Local Government Areas in Edo State

1. Akoko Edo
2. Egor
3. Esan Central
4. Esan North East
5. Esan South East
6. Esan West
7. Etsako Central
8. Etsako East
9. Etsako West
10. Igueben
11. Ikpoba Okha
12. Oredo
13. Orhionmwon
14. Ovia North East
15. Ovia South West
16. Owan East
17. Owan West
18. Uhunmwode

FOREWORD

The government of Edo State considers education as one of its key development priorities. And it is absolutely convinced that the lofty targets it has set for itself in the education sector cannot be achieved without the adoption of a planned approach. The government is also convinced that for those lofty targets to be achieved it must pay special attention to the provision of functional Basic Education that would serve as a good and firm foundation for the enhanced performance of Secondary and Higher Education.

Consequently, the government had to invest in the development and implementation of Edo State Basic Education Sector Transformation (EdoBEST 2.0) programme. The programme is aimed at improving the key components and parameters of Basic Education delivery in the State. For the avoidance of doubt, it is targeted at improving the physical infrastructure and facilities in our schools, provision of curriculum and instructional materials, improving teacher quality and performance optimization, turning schools into child friendly institutions, and deploying digital technology to improve teacher output and the performance of pupils and students.

EdoBEST 2.0 is in its seven year of implementation. So far, modest achievements have been recorded despite the challenges of resources and governance. We have increased the inventory of our Basic Education classrooms and facilities, our teachers are more motivated, and communities are now working with government to make the dream being pursued by EdoBEST a reality. It is our believe that we could have achieved more if there was a viable planning instrument that breaks down the lofty aims of the programme into concrete actions in a more systematic manner. It is our hope that this Medium Term Basic Education Sector Plan (MTBESP) will fill this critical gap.

I have read through the plan and had the opportunity to discuss the details with my planning officers. I am convinced that the plan will serve as a good road map for the realization of the goals of EdoBEST 2.0. I am also sure that the instrument will serve as a means of aligning our Basic Education initiatives with the national imperatives of improving the sector. It is on this note that I commend the Universal Basic Education Commission (UBEC), the World Bank, United Nations Children Fund (UNICEF) and other stakeholders including consultants and resource persons that have invested resources, energy, and time to work with us to produce the Edo State MTBESP, 2024 – 2027. I also owe our planning officers commendation.

Finally, let me affirm our commitment to use this MTBESP as a working tool for changing the fortune of Basic Education for good. Let me also extend the best wishes of our Executive Governor, His Excellency, Godwin NogheghaseObaseki, to all those that made this plan possible. He had always been available as a champion of taking education to higher heights for the overall development of the State. I wish to affirm to them his personal commitment to provide the necessary leadership for the effective and efficient implementation of this plan as a road map for the realisation of EdoBEST 2.0 objectives.

Eyitayo Ozavize Salami

Executive Chairman

Edo State Universal Basic Education Board

ACKNOWLEDGEMENT

The finalization of this all important Medium Term Basic Education Strategic Plan (MTBESP) would not have been possible were it not for the support and guidance given by senior management of the Basic Education sector in the State. Let me put on record the passion with which my Chairperson Eyitayo Ozavize Salami, guided and facilitated the development process of the Plan. She was for this exercise, as in all others dealing with Basic Education in the State, a thorough source of guidance and support, pushing, inching, and angling for good results. She had us on our toes to deliver good results. This I believe reflects the encouragement and support she enjoys from the Honourable Commissioner and the Permanent Secretary, Ministry of Education.

The Technical Team that was on ground to drive the development process of this Plan also requires commendation. The changes in the leadership of the team notwithstanding, members kept faith with the demands and challenges of the process with their eyes on the ball. It was a privilege for me to lead the process to its fruition after others have put in their best to get the Plan through the early and mid-stages of development. To all those that have contributed one way or the other to the success of this planning initiative, on behalf of my Chairperson, I extend the Board's appreciation for contributing your quota to development of this Edo State MTBESP.

The development of Edo MTBESP was driven by a set of institutional stakeholders that include Federal Ministry of Education (FME), Universal Basic Education Commission (UBEC), the World Bank, UNICEF, and Cambridge Education. My chairperson had in the foreword to the Plan acknowledged and appreciated them. On her behalf, let me acknowledge and appreciate the energy and time invested by officials of these organizations and commend them for the wonderful way they facilitated the development process. Particularly, Dr Rosemary Nwangwu of UNICEF and Dr Ogbonna Simeon of Cambridge Education (Nigeria) Limited deserved to be singled out for special appreciation and commendation. We worked closely with the board consultants. He also deserved commendation for his effective and efficient facilitation.

Finally, I wish to pledge the commitment of the Department of Planning, Research and Statistics of the Board to work with other departments and sister agencies in the State to make this Plan operationally viable as a working instrument. This is not only important on its own but also as a vital requirement for conducting the annual performance review of the plan.

Mrs Oluku Beatrice Ada

Board Secretary

Edo State Universal Basic Education Board

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ACRONYMS

APR	Annual Performance Review
ASC	Annual School Census
BESC	Basic Education Steering Committee
CBO	Community-Based Organization CSO
	Civil Society Organization
ECCDE	Early Child Care Development and Education
EdoBEST	Edo State Basic Education Sector Transformation
EMIS	Education Management Information System EPCC
	Education Partners Coordination Committee
ICT	Information and Communication Technology
JSS	Junior Secondary School
LGETC	Local Government Education Technical Committee
MDA	Ministries, Department and Agencies
NMTBESP	National Medium Term Basic Education Strategic PlanMTBESP Medium
Term Basic Education Strategic Plan	
MSP	Ministerial Strategic Plan MTSS
	Medium Term Sector Strategy
MLA	Monitoring of Learning Achievement SBETC
	State Basic Education Technical Committee
SBIC	School Based Implementation Committee
SBMC	School Based Management Committee SMOE
	State Ministry of Education
SUBEB	State Universal Basic Education Board
TPD	Teacher Professional Development
TVET	Technical and Vocational Education and Training
UBEC	Universal Basic Education Commission
UBE	Universal Basic Education
UNICEF	United Nation Children's Education Fund
VFM	Value for Money

GLOSSARY

Access - This is the ability of all school age children to have equal opportunity in education.

Better Education Service Delivery for All (BESDA) – It is a World Bank-assisted programme being implemented by the Government of Nigeria in three result areas of: (i) increasing equitable access for out-of-school children, (ii) improving literacy and (iii) strengthening accountability for results

International Development Partners (IDPs) – These are development aid agencies that provide regional and international development aid or assistance.

Medium Term Basic Education Strategic Plan (MTBESP) – This is intended to link policy, planning and budgets in the Basic Education sub-sector. It will set out the projects and programmes that will be executed in the sub-sector over a three- year period, costing, and sources of the funding and the implementers of the programmes.

Ministerial Strategic Plan (MSP) – This is a road map, which focuses on ten pillars that guide the Federal Ministry of Education to address the myriads of challenges confronting Nigeria's education sector.

Monitoring and Evaluation Framework - An M&E framework is a table that describes the indicators that are used to measure the success of a programme in accordance with agreed timelines.

Planning - Planning is a fundamental management function, which involves **deciding beforehand**, what is to be done, when is it to be done, how it is to be done and who is going to do it. It is an **intellectual process** which **lays down the objectives of an organization and develops various courses of action**, by which the organization can achieve those objectives. It chalks out exactly, how to attain a specific goal.

Quality – Quality involves making organizations perform for their stakeholders – from improving products, services, systems, and processes, to making sure that the whole organization is fit and effective.

Quality Assurance - Quality Assurance is a programme for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality are being met.

Risk Factors - These are issues identified in the educational sector which could lead to a reduction in performance or results or poor learning outcome.

School – This is an ECCDE, Primary or Junior Secondary school but does not include a class for religious instruction, a trade Centre, a training college, or any other institution intended solely for the education of adults.

Strategy Formulation - This is an analytical process of selection of the best suitable course of action to meet the organizational objectives and vision. It is one of the steps of the strategic management process.

Strategy Implementation—This is a process that puts plans and strategies into action to reach desired goals.

Situation Analysis – A systematic collection and evaluation of past and present economic, political, social, and technological data, aimed at (1) identification of internal and external forces that may influence the performance and choice of strategies, and (2) assessment of the current and future strengths, weaknesses, opportunities, and threats in an organization.

System Strengthening – *This* is a systemic policy reforms approach aimed at improving **learning outcomes** and **equity** with the participation of all relevant stakeholders. It takes place at all levels from Education Ministries, Department and Agencies to Local Governments and schools. Therefore, Nigerian ownership and partnership are central operating principles and key to the success of all education programmes. Embedded in the system strengthening approach is full Federal, State and Local ownership.

UBE Act, 2004 - This Act is also called the Compulsory, Free Universal Basic Education Act, 2004. It provides for compulsory, free universal basic education for all children of primary and junior secondary school age in the Federal Republic of Nigeria. It further seeks to provide punishment for parents for failing to comply with its provisions.

Universal Basic Education Programme - It covers early childhood care education and the nine (9) years of formal schooling (uninterrupted free and compulsory basic education for children from primary through junior secondary school age of 5 to 14 years), adult literacy and non-formal education, skills acquisition programmes and the education of special groups such as nomads and migrants, the girl-child, and women, Almajiri, street children and disabled groups. (**UBE Act, 2004**). It was introduced by the Federal Government of Nigeria's its response to the achievement of Education for All (EFA) Goals in 1999.

EXECUTIVE SUMMARY

From the inauguration of the administration of Executive Governor, His Excellency, Godwin NogheghaseObaseki, education has caught the attention of the government. This is in recognition of the importance of education as a development driver positively affecting all sectors and aspects of development. This was the motivation behind the development and implementation of the flagship programme – Edo State Basic Education Sector Transformation. With the EdoBEST, government was able to practically engage the Basic Education sector with focused ideas, programme and broad targets. The aim was to address some of the obvious challenges that have drag down the potential of the sector to meet government objectives and priorities through Edo BEST.

With EdoBEST the government did not start from ground zero as it adopted the deliberate policy of building on the achievements of its predecessor. But as a programme, EdoBEST, required some groundings to translate it into an operational instrument with defined activities and specific targets to be achieved. Thus, the Medium Term Basic Education Strategic Plan (MTBESP) came at a very opportune time to help close this observed gap in the implementation of Edo BEST programme. The process of its development is self-educating in every sense because it is built on a clear identification and understanding of the situation of Basic Education which lightens up the route to providing solutions to identified challenges of the sector.

Developing the MTBESP involved seeking and incorporating inputs from all stakeholders with a view to hinging not only the development but also implementation on a platform of collaboration. The sequence was a logical one. A key activity that jumped started the collaborative inputs generation was the executive stakeholder meeting called by the Executive Governor of Edo State, His Excellency, Godwin NogheghaseObaseki, which held. Indeed, it was a workshop on repositioning Basic Education that culminated in the formation of a technical mandated to design the framework for reform of the subsector in the State. The process of developing this plan began with the situation analyses of the Basic Education subsector through to the identification of its challenges and leading to the formulation of policy directions and strategies for their implementation. A vital component of MTBESP that connects and makes it an operational complement to EdoBEST is the activity and monitoring and evaluation frameworks. Having the situation analyses and frameworks targeted on access, quality and system strengthening makes it the more focused, organized, and meaningful.

The key access challenges identified by this plan comparatively few numbers of children outside the school net, inadequate number of ECCDE classes, presence of inequities associated with location, gender, and socioeconomic status, as well as limited opportunities for vulnerable children to pursue their educational goals. The quality and relevance challenges identified include inadequate classroom with reasonably high stock them requiring repairs and maintenance and the need for improvements in the supply of furniture, toilets, facilities, and instructional materials. For the system, the challenges include EMIS at a formative stage, irregular data collection, and low digital capacity, poor engagement of

stakeholders and absence of disaster and risk mitigation in planning and management system of the Basic Education sector.

The activity framework developed for access, quality and system strengthening are focused on addressing the challenges enumerated above. The sum of **₦36,608,000,000.00** will be required to implementation the four-year plan out of which the sum of **₦34,202,000,000.00** will be targeted at improving quality and relevance. Strengthening the system will take about **₦1,760,000,000.00**, access, equity and inclusiveness will take about 616,000,000.00 while sustainable funding will take about **₦30,000,000.00** for the four years. The annual cost of implementation for 2024, 2025, 2026 and 2027 will take an average cost of **₦9,152,000,000.00** respectively. Strategies for fund mobilization have been formulated and monitoring and evaluation framework also developed for informing the tracking of the implementation of this MTBESP.

Barr. Mrs. Onomen Goodness Briggs,

Executive Chairman,

Edo State Universal Basic Education Board

CHAPTER ONE

INTRODUCTION

The universal consensus that education is both a right and an instrument for sustainable development facilitation is well established. Therefore, no nation or a part of it driven by focused development consciousness can take the continuous improvement of its educational system for granted. Particularly, Basic Education which is found to relate positively with high level of development.

It is in the light of this reality that Edo State adopted the Federal Government Universal Basic Education (UBE) programme in 2005 by enacting the State UBE Law which set up the State Universal Basic Education Board (SUBEB) and the Local Government Education Authorities (LGEAs). The free and compulsory education programme is intended to provide every child of school age resident in Edo State, regardless of state of origin, access to quality education from early childcare and education through primary school up to the completion of junior secondary school. It considers a viable Basic Education as the feeder pipe to the delivery of functional senior secondary and higher education.

Indeed, since the return of the country to democratic rule in 1999, the State has firmed up its commitment and redoubled its efforts geared toward achieving this noble development goal. This is exemplified by the level of the State's constructive engagement in the pursuit of international initiatives (e.g. the old Millennium Development Goals and its updated version, the Sustainable Development Goals) that place high priority on Education especially in the first fifteen years of life. In line with the objectives of this noble initiative, the State adopted, within its remit, an approach that strengthened collaboration and cooperation with development partners and all critical education stakeholders to make the field an all-inclusive one.

This chapter will cover the background to the Edo State SMTBESP, looking at the review of cycle 3 (2021-2024), the rationale, purpose, and scope of cycle 4 (2024 - 2027). It will present the strategic vision expressed in the vision and mission statements and values of Edo SUBEB. A summary and analysis of the current situation – demographic, macroeconomic, social, and humanitarian context will be included.

1.2 General Background to Edo State Medium Term Basic Education Sector Plan (SMTBESP)

The Edo MTBESP, which is designed to cover the period 2024 to 2027 is another important addition to efforts of the government to extend the boundary of Basic Education in a deliberately systemic manner. Edo MTBESP will serve as the operational instrument that transforms the global ideals of the EdoBEST, the Edo State educational reform, into positive realities in the Basic Education subsector.

The Basic Education Strategic Plan is an operational instrument that has been integrated into the overall state budgetary and expenditure management process and constitutes a very vital complement to the Basic Education Sector Transformation initiative. It represents the means to establish a viable platform for guaranteeing the institutionalisation of results-based planning,

transparency, accountability, stakeholder participation, collaboration, and stakeholder ownership of the Basic Education Transformation agenda in the State. The very process of its development attests to this all-important component of the government's strategic shift in the provision of functional education in the State.

This informed the establishment of the UBE Intervention Fund, (UBE-IF) of not less than 2% of the Consolidated Revenue Fund. (Set) Since every State have its own peculiar challenges, it has become imperative that every state should come up with a document that identified their peculiar need in Basic Education and action plan to mitigate such challenges through advocacy, access funds/grants required for implementation as well as monitoring of programmes.

Thus, the Medium Term Basic Education Sector Plan is four years (2024-2027) Medium Plan that detail the operational plan and detail implementation of Basic Education Component in Edo State.

1.3 Review of 2021- 2023 SMTBESP

The underlying objectives of the 2024–2027 Edo State Medium Term Basic Education Sector Plan (MTBESP) were:

- to unveiled the place of basic education as the bedrock of all education structure in the state and its importance to societal development;

- to coordinate and give direction to Government investment on Basic Education as well as the inputs of all stake holders;

- to aligned the State Medium Term Basic Education Strategic Plan (SMTBESP) with Federal Ministry of Education's Ministerial Strategic Plan (MSP) for synergy and ease of accessing grants and monitoring same; and to assess the state of Basic Education in the state for sustainability, challenges and possible areas of improvement.

This review was carried out by the State Technical Team from MoE, SUBEB, and other related MDAs under the Ministry of Basic and Secondary Education in line with the ten (10) pillars of the Ministerial

Strategic Plan (MSP) under four (4) thematic areas namely:

- Access,
- Equity & Relevance
- Quality and Efficiency.
- System Strengthening and Efficiency
- Sustainable funding.

In the four years under review (2021–2023), the Basic Education Sub-sector in Edo State witnessed a tremendous improvement in terms of equity and access as new schools were opened and new structures were built especially in densely populated urban areas and deprived rural communities, while the dilapidated ones were rehabilitated. This in turn improved the quality of the learning environment, and teachers were also trained to strengthening the system. However, there was continuous reduction in the number of teachers as some have attained the mandatory age of retirement for whom there has been no replacement. This may likely impact negatively on the quality of basic education implementation in the State if this is not redressed urgently.

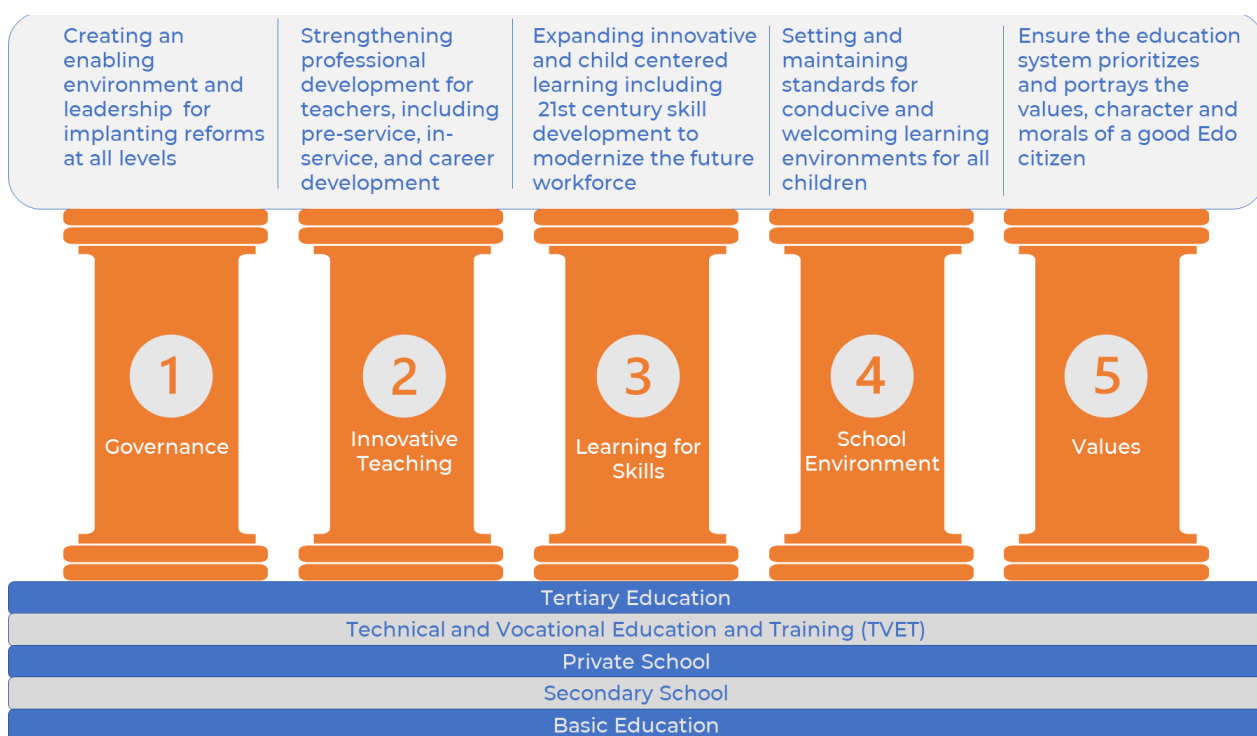
Challenges of the 2021-2023 Plan

Challenges encountered during execution of the 2021-2023 plan include:

- Paucity of Fund
- Delay in release of fund by Government.
- Hyper Inflation cost of items and resources.
- Youth restiveness in some communities
- Government policies

Though, the process was confronted with quite number of challenges such as are listed above. In the 2021-2024 plan, strategies and programmes have been put in place to make sure these challenges are reduced to their barest minimum. The SMTBEST planning process has helped us reflect on gains and gaps in the last three years. Our medium-term priorities are now articulated and costed, with realistic and achievable targets through the EdoBEST 2.0 Intervention Areas.

Figure 1: EdoBEST 2.0 Intervention Areas
THE 5 PILLARS OF EDOBEST 2.0



4 RATIONALE AND PURPOSE OF THE 2021-2024 PLAN

The 2024-2027 SMTBESP reflects the government's commitment to institutionalising a systematic and evidence-based approach to the planning, funding, monitoring, and delivery of Basic Education provisions through EDOBEST 2.0 programmes. It includes the planned reforms to provide access, ensure equity and inclusiveness, strengthen the system at the SUBEB, LGEAs Communities and schools' levels and provides the framework for improving quality and learning outcomes. It will also address emerging basic education issues such as indigent, out-of-school, internally displaced and abused children. This plan is set to achieve a high rate of access, equity, and inclusiveness in basic education in the state and reduce the rate of drop out and poor foundation learning (literacy and numeracy) through the EDOBEST 2.0 programme.

5 Scope of the 2021 – 2024 SMTBESP

The 2024 – 2027 Medium Term Basic Education Strategic Plan is a four-year framework which will cover Edo State Basic Education: ECCDE, Primary and Junior Secondary levels. This plan is expected to be financed by funds from State, FGN/UBE Intervention as well as support from International Development Partners (IDPs). Other considerations will include out-of- school and indigent children, improvement of physical infrastructure, provision of learning resources, Teacher Professional Development, improvement of ICT provisions and development of library resources in schools.

1.6. Strategic Vision

1.6.1 Vision

To be a reference for excellence in education systems, governance, and delivery in Nigeria.

1.6.2 Mission Statement

To provide, in partnership with all stakeholders, qualitative basic education that globally competitive, enabled by technology, data and research driven and delivered by professional teachers for the transformation of the Edo child citizen.

Core Values

In carrying out our mission, we will be guided by the following values:

- **Professionalism:** exhibit competence and adherence to best practices in education service delivery.
- **Integrity:** work faithfully and transparently according to laid down rules and procedures to achieve educational objectives.
- **Accountability:** responsiveness, probity, and transparency in the delivery of education services.
- **Teamwork:** Involving all stakeholders in the planning and delivery of quality and inclusive education; and
- **Equity:** To be just and fair in the provision of education services.

The foci of the five vital pillars are briefly described as follows:

Pillar 1: Institutional Strengthening with emphasis on organizational development, policy and strategy revamping, evidence-based planning, monitoring and evaluation, deployment of Education Management Information System (EMIS) and optimal funding of Basic Education delivery.

Pillar 2: Teacher Professional Development and Quality Assurance focusing on pre- and in-service training of teachers, continuous professional improvement and skills upgrading, teaching management and enhancement of school development and support systems.

Pillar 3: Curriculum and Learning Outcomes targeting provision of appropriate teacher – learner resources, deployment of teaching and learning monitoring and mentoring mechanism including learning development and management system as well as digital educational assets.

Pillar 4: Community Engagement with special attention given to stakeholder participation through Parent Teachers Association, School Based Management Committees, increase level and outcomes of Social Mobilisation and development of Civil Society Government Partnerships (CSGP).

Pillar 5: Physical Infrastructure and Facilities geared towards providing classrooms, workshops, laboratories and sanitation, sporting, recreational and health facilities using transparent and accountable tendering and project management and delivery mechanism.

EdoBEST 2.0 as a programme aims at enhancing the operational effectiveness and efficiency of State Universal Basic Education Board/Local Government Education Authorities, improved access through sustained reduction of out of school children population, better educational delivery, and outcomes. The programme is the main driver of the conscious revitalization of Basic Education in the State.

1.7 Situation Analysis (Brief History of Edo State)

Edo State was created on 27th August 1991 from the Northern part of former Bendel State, while the Southern part became Delta State. Prior to this, in 1963, the citizens of the territory had voted to separate from the then Western region and became Mid-West region. This later became Mid-West State following the federal reorganization in 1967 and Bendel State from a second reorganization in 1976. It is in the South/South Geo-Political Zone of the country. It shares land borders with Kogi State in the North, Delta in the South Anambra in the East and Ondo in the West. Edo State lies at elevations between 500 feet (150 m) in the south and more than 1,800 feet (550 m) in the north. Tropical rain forest covers most of the area. The State has approximately 8 million populations in 2020 (NPopC, 2020) with the population density of about 449.39/km². The State is inhabited largely by the Edo (Bini) people, who are linked to the historic kingdom of Benin. Edo State consists of eighteen (18) Local Government Areas that are spread across the three (3) Senatorial Districts.

Map of Edo State



Fig.2: Map of Edo State by LGAs and Zone

1.7.0 Socioeconomic Context of the State

Edo State is an inland state in the central southern Nigeria, is bounded by the states of Kogi to the North and East, Delta to the South, and Ondo to the West; the Niger River flows along the State's Eastern boundary. Benin City is the state capital and the largest urban centre. Edo state was formed in 1991 from the Northern portion of Bendel state, and the Southern portion becoming Delta state. Prior to this, in 1963, the citizens of the territory had voted to separate from the Western region, and the Mid-West region was created. This became Mid-Western state.

following the federal re-organization in 1967; from a second re-organization in 1976 until its division in 1991, it was named Edo state. Edo state lies at elevations between 500 feet (150 m) in the south and more than 1,800 feet (550 m) in the north. Tropical rain forest covers most of the area. The state is inhabited largely by the Edo (Bini) people, who are linked to the historic kingdom of Benin.

Agriculture is the mainstay of the economy which includes Yams, cassava, oil palm, plantain, rice, and corn (maize) are the major subsistence crops, while rubber, timber, oil palm and kernels are cash crops. Mineral resources include limestone and lignite. Industries produce rubber, plywood, beer, sawn wood. Edo has a network of trunk roads and an airport to facilitate transportation. The Nigerian Institute of Oil Palm Research, the Rubber Research Institute of Nigeria, and the University of Benin (founded 1970) are all located in Benin City, while a state university (founded 1981) is at Ekpoma.

Demographic Context

Edo is a State in the South-South of Nigeria with an estimated population projection (C 2022) of 5,149,218 million people 20% of whom fall below the poverty line. About half of this population is under 30 years of age, and over 600,000 of these youth are within the age range for Basic Education. There are higher concentrations of the population in the urban areas of Egor, Ikpoba-Okha and Oredo, but the total population is spread across approximately 944.8 Km² Area with a population density of 5,450.06 per Km² (C2022). The literacy rate of adults is 73.5% (2020) and approximately 23% of the population is primary school-aged children in need of a better education.

Edo State Population (Growth Rate=3.2%)

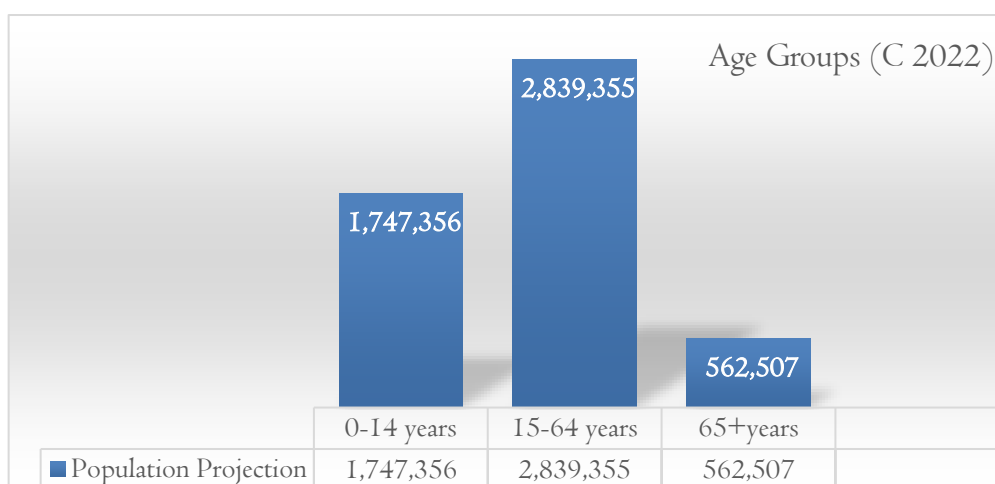
LGA	2018	2019	2020	2021	2022
Akoko Edo	369,722	381,553	393,763	406,363	419,367
Egor	479,448	494,790	510,624	526,964	543,826
Esan Central	148,546	153,299	158,205	163,268	168,492
Esan North East	168,345	173,732	179,291	185,029	190,950
Esan South East	236,581	244,152	251,964	260,027	268,348
Esan West	177,508	183,188	189,050	195,100	201,343
Etsako Central	133,404	137,673	142,078	146,625	151,317
Etsako East	205,936	212,526	219,327	226,345	233,588
Etsako West	278,739	287,659	296,864	306,363	316,167
Igueben	98,230	101,373	104,617	107,965	111,420

Ikpoba-Okha	523,467	540,218	557,505	575,345	593,756
Oredo	528,496	545,408	562,861	580,872	599,460
Orhionmwon	257,733	265,980	274,492	283,276	292,340
Ovia North East	217,013	223,957	231,124	238,520	246,153
Ovia South West	190,928	197,038	203,343	209,850	216,565
Owan East	217,769	224,738	231,929	239,351	247,010
Owan West	137,372	141,768	146,304	150,986	155,818
Umunwode	170,414	175,867	181,495	187,303	193,297
Total	4,539,651	4,684,920	4,834,837	4,989,552	5,149,218

Source: National Population Commission of Nigeria (Web), National Bureau Statistics

The population projection assumes the same rate of growth for all LGAs within the State. Area figures are computed using geospatial data.

Further information about the population structure in Edo State.



Gender (C 2022)	Population
Males	2,832,070
Females	2,317,148
Total	5,149,218

1.7.3 Macroeconomic Context

The Macro-economic context of Edo State is not different from that of the national economy which is mainly oil and gas. This has however experienced a gradual decline due to the global reduction in the price of crude oil and other petroleum products as result of the covid-19 pandemic.

Currently, Edo State GDP growth performance is about 36.8% of its internally generated revenue, this is hoped to improve as the state is currently investing in other sectors such as Agriculture, Infrastructural Development, Institutional Reforms, Technologies, Tourism and Entertainment. The State is endowed with abundant rain forest, arable land, mineral resources, and large water bodies. As a result, Agriculture is strategic to the Edo State economy. It is also Nigeria's second largest producer of oil palm with major players like Okomu Oil Palm Plc, Presco Nigeria Plc and several Agricultural research institutes including the Nigerian Institute for Oil Palm Research (NIFOR).

The Basic Education Sub Sector in Edo State is characterised by an inadequate provision of school inputs, including teachers, good classroom conditions, learning materials, and other school level facilities, although there are large variations in need across the 18 LGEAs in the States. The current budget allocation to overcome such challenges is inadequate. As such, despite the government's commitment to the education sector, total spending on all levels of education represented only 10 percent (N32.2 billion) of total budget (N325.3 billion) spending in 2024, against 20 percent Global Partnership for Education (GPE) recommended levels. The allocation to the basic education level (grades 1-9) only represents 44 percent of all total spending in education from all sources, which is also below the GPE best practice recommendation of 50 percent for primary education, therefore, there should be an increased spending on education, while targeting other challenging areas.

Also, as it currently stands, public investment in the basic education sub-sector in the state is at 10 percent of total public spending and 1.7 percent of GDP, far below the levels recommended to effectuate any real change to the sector. With the introduction of explicit mechanisms to ensure more effective coordination of resource mobilisation between the local government areas, the state would reach its goals faster and more efficiently to be able to meet the present challenge.

1.7.4 Social Context

Edo State is multi-religious & multi-ethnic. The State has a high presence of residents from across the country and the world because of its cosmopolitan tendencies. Benin City, the capital, has a history of being one of the foremost destinations of Europeans during their exploration of the African

continent many centuries ago. Some of the flash points have remained enviable tourists' attraction for the State. Despite the growing commercial activities, there is need for more to be done in increasing household earning capacity to spur higher standard of living as it is studied that educated persons earn better. The State houses both conventional Basic Education framework and hybrid programs e.g. Islamia School. Edo ranks high in "Female Education" compared to other States in the country as the data shows more educated females in basic education.

However, there are social issues where youths between the ages of 13-30 engage in internet fraud activities popularly known as "yahoo boys, bus conductors, bus drivers, kidnapping, communal crises in Ovias LGAs etc. To curb these social issues, the Edo State Government in collaboration with National and International partners like Google Africa, Facebook, LinkedIn, CADD centre, GIZ, Oxfam International, Microsoft, Azure and Amazon have provided high demand ICT skills training for children who fall within this age bracket and improve on her security architecture.

1.7.5 Humanitarian Context/Education in Emergencies

The insurgency crisis in Nigeria has led to the displacement of many. While some seek protection outside Nigeria, several Nigerians displaced have found refuge within the country. One of the places they have found an alternative home is the Internally Displaced Persons' (IDPs) camp of the Home for Needy Foundation camp in Uhogua, Edo State. With the rise in insecurity across the geopolitical zones of the country, Edo State has its own share of internally displaced persons living in different IDPs camps, of which over 2,000 are children and teenagers of school age and catered for by the state government. The Edo State Government has provided four blocks of classrooms in Uhogua community in Ovia North East LGA which aids effective teaching and learning in the camp. Record shows that in the last three years, there has been no failure in the Basic Education Certificate Examination.

The Edo State government appreciates the need to plan for the provision of Basic Education to persons living in the various IDP camps within the State and this has been factored into the 2024-2027 SMTBESP Plan.

CHAPTER TWO

2.0 BASIC EDUCATION SECTOR ANALYSIS (BESA)

2.1 Introduction

Edo State with the formulation of an education policy sustains the impactful and transformative change basic education sub-sector in the state. With the new policy, Edo has now operationalized the disarticulation of the junior and senior secondary schools in the state after 20 years the system was recommended for implementation across the country.

The new policy, will bring sanity and improvement in teaching and learning outcomes, ensure better monitoring of the quality of instruction, improvements in physical facilities in schools, and healthy competition among education managers and stakeholders. The newly developed education policy is an improvement of the deficiencies and limitations of the 2013 National Education Policy and the reviewed 2018 Education Policy. It will span all tiers of education from early childhood to tertiary education, ensuring the nurturing and development of an all-round child who is well prepared to compete with their peers globally. The formulation of the new policy, experts say, is linked to the need to sustain the success recorded in the state's basic education sub-sector through the Edo State Basic Education Sector Transformation (EdoBEST 2.0) programme in line with the government laws, policies and priorities, the UBE Act, NPE and SDG Goal 4 of quality basic education.

These programmes can achieve these goals by setting realistic and achievable targets based on clearly identified benchmarks, measurable indicators, implementable turn-around strategies, clear definition of roles and responsibilities and accountability. With effective implementation of the identified strategies and close monitoring and tracking of progress, the programme will progress significantly towards achieving its goals of access and equity, quality and improved learning outcomes and inclusiveness.

2.2 Policy and Legal Context

Edo State has adopted, and domesticated all national policies that guide Basic Education E.g. Universal Basic Education (UBE) programme in 2005 by enacting the State UBE Law which set up the State Universal Basic Education Board (SUBEB) and the Local Government Education Authorities (LGEAs). In addition, through the EdoBEST initiative extensive work has been done in terms of education reforms and strengthening policy implementation. The free and compulsory education programme is intended to provide every child of school age resident in Edo State, regardless of State of origin, access to quality education from primary up to the completion of junior secondary school.

Since 2017, significant progress has been made across all intervention areas of learning with the introduction of the EdoBEST programme. It comprises of quality and system strengthening, this growth in the last three

years has radically transformed classroom culture and supervision. Policies such as Lesson Plans have been digitized, Professional and Capacity Development of newly recruited 3,000 EdoStar teachers and Education Managers. Teachers have been up skilled to employ child-centered pedagogical approaches, positive classroom management techniques as well as leverage on technology in delivering basic education and to give learners clear feedback.

This shift in classroom culture has been bolstered by improvements in infrastructure. Significantly more learners now have schools that are more conducive for learning. Across the State 340 schools have been renovated, 44 schools have been constructed, over 40,000 learners' desks and chairs have been distributed and 56 fences have been constructed. This has taken place at the ECCDE and primary school level. As part of the infrastructure improvement plans, the State has also provided 102 water facilities and 191 toilets.

Other key accomplishments around quality include the work that the Board has done to build in the practice of using data to drive decision making. This critical achievement has been achieved through the digitization of records for all teachers, headmasters and learners. The State now can track attendance, the percentage of lessons that teachers are delivering on a daily basis, learner assessment data, quality assurance data and more via a real-time Dashboard and timely reports. Improvements in quality, systems strengthening, and access have led to gains in teaching and learning. While there have been remarkable gains, there have also been areas where targets have not been met due to some challenges. These include the renovation of the permanent LGEA offices and the procurement of computers and ICT equipment at the Board, LGEA and school levels. Additionally, targets for the development of school libraries and the Library Services Unit have not been fully met. The Board also has not fully executed all the plans to address the number of Out-Of-School Children (OOSC).

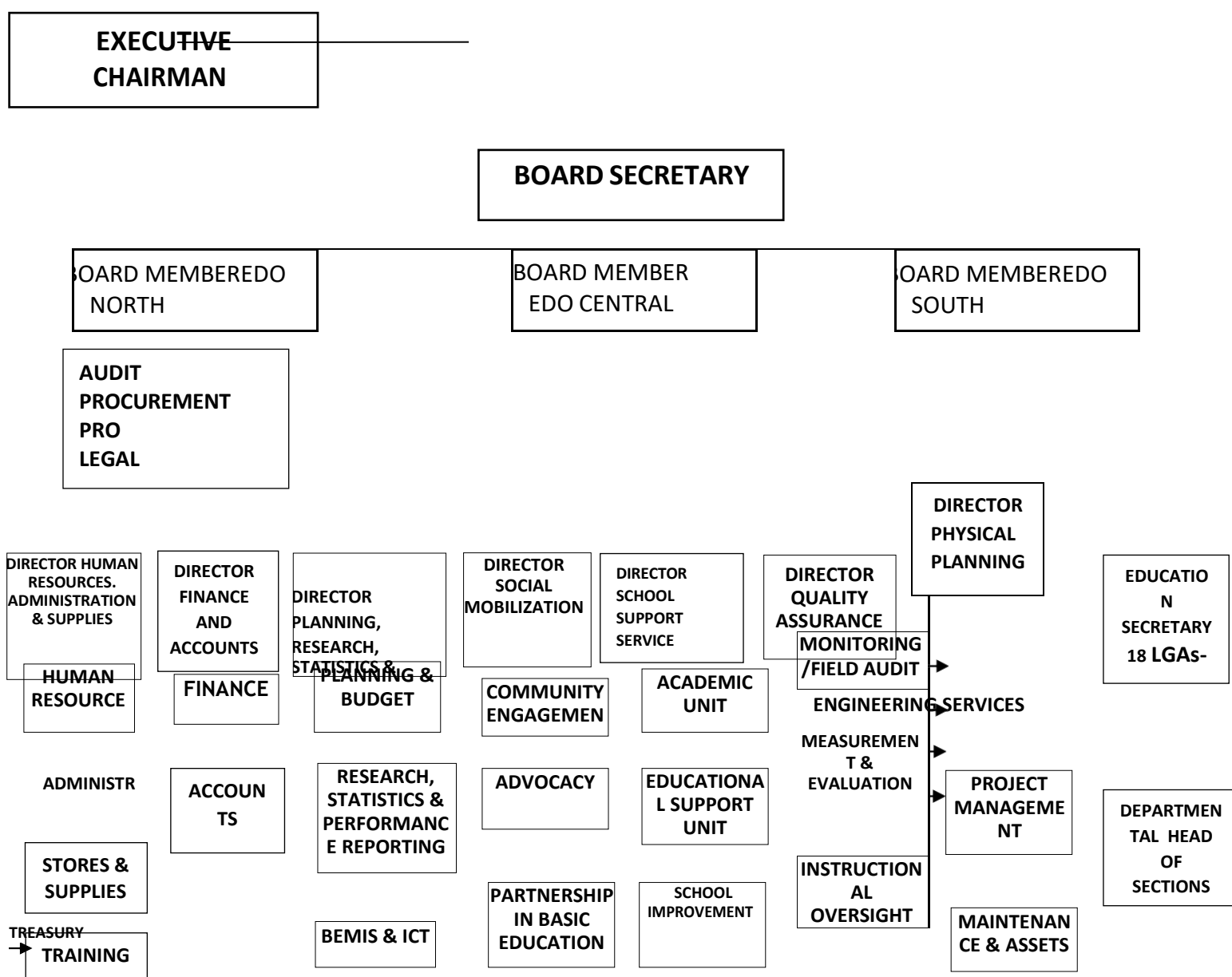
2.3 Governance and Management

Basic education in the Edo State is managed from the resources/funds allocated by the State Government, Federal Government (UBEC), State counterpart fund and the Local Government Education Authority. The State Basic Education system is anchored by Edo State Universal Education Board, a government parastatal that is under the State Ministry of Education whose sole aim to ensure efficiency in the Sub-sector and is headed by an Executive Chairman who is supported by three (3) Permanent Board Members. The management staff strength of the Board is as shown on the table below:

Table 2.0 SUBEB staff by gender and level

Male			
or or			

There are seven (7) statutory Departments in the Board which perform basic and statutory functions for the purpose of maintaining and promoting internal efficiency mechanism in the overall delivery of basic education in the State. This is represented in Fig.1 below.



2.4 Capacity and Diagnosis

Basic Education is the education offered to children aged between 3 and 14 years and comprises: 3 years of Early Childhood Care Development and Education, 6 years of Primary Education and 3 years of Junior Secondary Education (FME, 2009). It is wrapped up with who we are as learners and facilitators of learning – and how we are experienced by learners. The UBE Act makes 9-year basic education universal, free and compulsory in public primary and junior secondary schools. In the spirit of cooperative federalism, all the three tiers of government (Federal, State and Local) are involved in the implementation of the Universal Basic Education Programme (UBEP). The Act also recognizes and preserves the exclusive constitutional responsibility of States and Local Governments in Nigeria to provide basic education. The Federal Government's role is an intervention to ensure uniform, equitable and qualitative provision of basic education throughout the country.

In sequel with the UBE Act (2004), the State in 2006 enacted the UBE law, which makes education not only free but for all school age children for the first (9) nine years. There is equally the gender education policy which seeks to create equal access and opportunities for school age children. The idea is to curb early school dropouts, especially the girl-child, the orphan and vulnerable children (OVCs). This underscores the need for the human capital agenda of the State Government particularly with regards to school children and Teachers in the school system. The Child Rights Law has been passed in the State, thereby, making education a fundamental right of the child, it has become imperative to examine the challenges surrounding access, equity, and equal access to free basic education as well as its sustainability in the following areas, Pre-primary, Primary and Junior Secondary Schools in Edo State.

The Edo State Universal Basic Education Website (<https://edosubeb.org.ng/>) is the source of data that informed the analysis of this three-year SMTBESP 2024-2027, where all the various indicators for all the pillars are published, and the rationale is that the published data is the most recent data collected and analyzed in National Personal Audits (NPA) 2022

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

Although this level of education is specified for very young learners who are been prepared for entry into primary school. The State has recorded significant improvement in the pre-primary level, especially increase in enrolment of ECCDE Centre in most of the public primary schools. From the National Personnel Audit 2022 the number of ECCDE Centre's stood at 636 with enrolment of 63,991. From the table below 2.4.1.1. it shows that the enrolment for pre-primary level stood at 63,991, where male was 51% and female was 49%. This implies that there is access in ECCDE level in all demographic population selected.

Table 2.4.1.1 Table Access to and Equity in Pre-Primary Education

LEVEL	Enrolment	Male	Female	Percentage	Total
Pre-Primary School	Playground	1,230	1,832	5	3,062
	Nursery One	10,889	10,388	33	21,277
	Nursery Two	10,495	9,791	32	20,286
	Nursery Three	9,750	9,616	30	19,366
	Total	32,364	31,627	100	63,991

Source: NPA 2022

From table 2.4.1.2, according to the NPA 2022, it indicates that, the State has 1,011 public primary schools with total enrolment of 294,378 where the male enrolment has a slight increase of 0.1 % compared to female enrolment. The issue of enrolled learners not being within the expected age range persists at the primary level, however, primary six have the highest percent rate of learners enrolled with 22% while learners in primary one has the lowest percent rate of 10%. Furthermore, there was a percent rate increase of 2.5% compared to NPA2020.

Table 2.4.1.2 Table Access to and Equity in Primary Education

LEVEL	Enrolment	Male	Female	Percentage	Total
Primary School	Primary One	14,685	14,322	10	29,007
	Primary Two	20,372	22,940	15	43,312
	Primary Three	20,999	19,550	14	40,549
	Primary Four	28,106	27,879	19	55,985

	Primary Five	29,970	29,591	20	59,561	
	Primary Six	33,231	32,733	22	65,964	
	Total	147,363	147,015	100	294,378	

Source: NPA 2022

From table **2.4.1.3**, according to the NPA 2022, it indicates that, the State has 305 public primary schools with total enrolment of 97,794 where the female enrolment has a significant increase of 11 % compared to male enrolment. The issue of enrolled learners in Junior secondary school is not being within the expected age range persists at the Junior level, however, JSS two have the highest percent rate of learners enrolled with 35% while learners in JSS one has the lowest percent rate of 31%.

Table2.1.3. Access to and Equity in Junior Secondary Education						
LEVEL	Enrolment	Male	Female	Percentage	Total	
Junior School	JSS One	12,458	17,375	31	29,833	
	JSS Two	15,700	18,997	35	34,697	
	JSS Three	15,153	18,111	34	33,264	
	Total	43,311	54,483	100	97,794	

Source: NPA 2022

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

According to NPA 2022 from table 2.4.2.1 below the Gross Enrolment Rate in pre-primary primary education indicates that there is low participation in this level of education with 29.5 % of pupils of the child population has access to pre-primary education regardless of the eligible official school-age population while 22.2 % which is the Net Enrolment Rate of the pre-primary education denotes a low degree of coverage for the official school-age population.

Table 2.4.2.1 Gross and Net Enrolment Rates in Pre-Primary Education

Gross Enrolment Rate	Net Enrolment Rate
29.5	22.22

Source: NPA2 022

From table 2.4.2.2 below, the Gross Enrolment Rate shows the general level of participation in each level of education. It indicates the capacity of the education system to enrol pupils of a particular age group. It can also be a complementary indicator to the net enrolment rate (NER) by indicating the extent of over-aged and under-aged enrolment. However, according to the NPA 2022, it shows that the GER and NET are 67.5 % and 63.1% respectively. This indicates a high degree of participation, whether the pupils belong to the official age group or not. Although the NER for NPA 2022 was 62.1% which shows that about 37.90% of the children aged 6-11 were not attending school.

Table 2.4.2.2 Primary School Gross and Net Enrolment Rates

Gross Enrolment Rate	Net Enrolment Rate
67.5	62.1

Source: NPA2 022

From table 2.4.2.3 below, the participation indicators show the extent to which the junior secondary school system of education is meeting the requirements of the child population in Edo State. Nerveless the GER is 46.7% which is the total enrolment of this level of education, regardless of age of the eligible official school-age population have access to junior secondary school education. However, the NER of the State is 31.6% which is the official age group of the child population have access. This shows that about 53.3% of the children aged 12-14 were not attending or having access to junior secondary school education.

Table 2.4.2.3 Gross and Net Enrolment Rates in Junior Secondary School

Gross Enrolment Rate	Net Enrolment Rate
46.7	31.6

Source: NPA 2022

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

The performance of the State on primary school retention rate, transition rate, completion rate, repetition rate and drop-out rate to junior secondary school compared are shown in table 2.4.3 below. This implies that the repetition rate in the junior secondary school education is high with a percentage rate of 2.2% and the drop-out rate is also high in junior secondary education with a percentage rate of 3.5%. This reveals problems in the internal efficiency of the educational system at this level of education, that is pupils from a cohort leaving school without completion has affect the internal efficiency of the educational systems from grade to grade within this educational cycle.

However, the retention rate has significantly increased in both primary and Junior secondary education with 78.8% and 69.1% respectively.

Table 2.4.3 Retention, Transition, Completion, Repetition and Drop-out Rates

Category	Retention Rate	Transition Rate	Completion Rate	Repetition Rate	Drop-Out Rate
Primary	78.8	72.5	95.3	2.8	1.9
JSS	69.1	76.1	44.2	2.2	3.5

Source: NPA 2022

2.4.4 Out of School Children

The data from NPA 2022 indicates that the vast majority of out of school children in the State are female. This has implications for our strategy for access.

Table 2.4.4 Out-Of- School Children

CATEGORY	NUMBER OF OOSC	TOTAL	PROPORTION OF OOSC (%)	TOTAL
Male	38,052	140,789	8	30
Female	102,737		22	

Source: NPA 2018

Table **2.4.4** above shows that the number of Out-Of-School Children (OOSC) are higher in female with a proportion rate of 22% compared with male out-of-school children with a percent of 8%.

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

From table **2.4.5** it indicates that there is more enrolment in primary level of special schools compared to and junior secondary school. This show that junior secondary schools lack access to special schools in junior education and no nomadic schools in junior secondary schools.

Table 2.4 Special Education Programmes (Special Needs, Nomadic, etc)

Category	Indicator	Enrolment		Percentage (%)	Total
		Male	Female		
Primary	Migrant Fisher	811	869	37	1,680
	Nomadic Schools	843	804	37	1,647
	Special Needs	465	452	20	917
JSS	Special Needs	142	101	5	243
TOTAL		2,261	2,226	100	4,487

Source: NPA 2022

2.4.6 Technical and Vocational Education and Training

There are five (5) Technical and Vocational Education Schools in the State. They are spread across the three Senatorial Districts, 2 Schools in each Senatorial District of them. The enrolment stands at 2,220 learners with 245 teachers, although they are not under the State Universal Basic Education Board. It is however worthy to mention about the tremendous impact the programme had in youth development and job creation for both graduates and drop-outs in the age bracket of basic education.

2.4.7 Adult and Non Formal Education

In Edo State, the Adult and Non-Formal Education is handled by the State Agency of Mass Education. This a programme designed to cater for those who never had the privilege of having or attending formal education. So, the state government went on to set up special centres in some public primary schools to attend to their educational needs of learning the art of reading and writing. These schools are usually held in the evening and weekends when they will be less busy. Qualified school teachers drafted to these with agreed incentives to help in the areas of teaching. There are about six of such centers in each of the 18 LGAs of the State with total Gross Enrolment of 4,220 with 2,225 being males and 1,995 being females.

2.5 Quality and Efficiency

Quality and Efficiency is paramount and indicative of the effectiveness and efficiency of educational provision in the State. The analyses of the status of Edo State Basic Education delivery in terms of quality and efficiency are organized to capture physical infrastructure, teacher professional development, instructional materials, early reading and numeracy, quality assurance, library services, sports, and recreation.

2.5.1 Number and Proportion of Qualified Teachers by level

Majority of all categories of teachers are qualified. However, the percentage varies with Primary School having the highest percentage of qualified teachers, with just 6% of the teachers are unqualified and these categories of teachers are from the EdoStar fellowship scheme with either HND or B.Sc.

Table 2.5.1 Number of Quality Teachers

Category	Number of Teachers	Qualified Teacher	Unqualified Teacher	% of Teachers	
				Qualified Teachers	Unqualified Teachers
ECCDE	2,047	1,242	805	61	39
Primary	7,376	6,933	443	94	6
JSS	3,547	2315	1,232	65	35
TOTAL	12,970	10,490	2,480	81	19

Source: NPA 2022

The analysis in table 2.5.1, show that the total number of teachers in Basic Education sub-sector in the state is 12,970, of which 10,490(81%) are qualified while 2,480 (19%) are unqualified teachers. When a teacher is said to be qualified, it means that he or she has a minimum of NCE qualification. The current provision is that the Teachers Registration Council of Nigeria must officially certified such a person as a professional teacher. Yet, it does not in any way imply that all the teachers indicated as being qualified have been duly registered by TRCN.

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

From the table 2.5.2 below, it shows that majority of the teachers in basic education are female which represent 74% while 26% are the male teachers, but the ratio of male to female teachers in JSS is significantly closer to parity than at the primary level. However, hight disparity of teachers occurs in rural, remote, and urban areas, where 73% of the teachers are skewed to the urban areas

while 27% are either skewed to either the rural, remote, riverine, or hard to reach areas. This indicates a gap of teachers distribution by LGAs and also by locations.

Table 2.5.2. Teachers Deployment and Distribution by LGAs					
S/N	LGA	PRIMARY		JSS	
		MALE	FEMALE	MALE	FEMALE
1	Akoko Edo	160	374	187	137
2	Egor	39	515	66	283
3	Esan Central	40	221	57	77
4	Esan North East	74	337	43	76
5	Esan South East	111	358	77	53
6	Esan West	110	334	88	125
7	Etsako Central	79	207	44	34
8	Etsako East	134	379	75	42
9	Etsako West	84	514	131	223
10	Igueben	59	182	37	32
11	Ikpoba-Okha	72	727	62	325
12	Oredo	52	746	97	299
13	Orhionmwon	188	402	72	61
14	Ovia North East	247	779	65	128
15	Ovia South West	171	277	47	32
16	Owan East	109	255	107	96
17	Owan West	84	274	74	54
18	Uhunmwode	212	547	49	90
Total		2025	7428	1378	2167

Source: NPA 2022

2.5.3 Pupil -Teacher Ratio (PTR) by level

The table 2.5.3 below, indicates that the learner-teacher ratio at the Primary and JSS education level is within the minimum standards. The ratio for ECCDE does not currently meet the minimum standard. However, the teacher pupils' ratio for ECCDE classes demand some corrective action especially because at that level there is supposed to be more attention to one-on-one interaction between the teacher and the learner.

Table 2.5.3 Enrolment, Number of Teachers, and Teacher Pupils' Ratio by Level			
Levels	Enrolments	Teachers	Teacher/Learners Ratios
ECCDE	63,991	2,047	1:31
Primary	294,374	7,376	1:40
JSS	97,794	3,547	1:28

Source: NPA 2022

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

The need to inculcate and promote reading culture among learners, and to improve teaching by teachers the Edo State Government provides free textbooks to both teachers and learners in core subject areas at every level of Education. As a measure to ensure that every learner has a book in hand there was need to provide of over 11 million copies of the textbooks annually. However, because of the present-day economy there is need to review the policy of book ownership, which indicates that the books be retained in schools. There may be need to embark on advocacy to stake holders including IDP's to adopt whose textbooks will be provided to learners in a particular subject.

Table 2.5.4 below shows the breakdown of learner's enrolment, available books, and Textbook-Pupil Ratio at ECCDE, Primary and Junior level. The analysis of the table shows that the aggregate Pupils-Text book Ratio at ECCDE is 22:1, Primary 25:1 and JSS level 30:1. This validates the gross inadequacy of textbooks across all the three levels of basic education.

Table 2.5.4 Learners Textbooks and Pupil Textbook ratio for Public Schools											
Level	Total Enrolment	Learners Textbooks					Learners Textbooks Ratio				
		English	Maths	Bs /T.	Soc. St.	His	English	Maths	Bs /T.	Soc. St.	His
ECCDE	63,991	11,692	8,548	3,668	3,921	1,036	5:1	7:1	17:1	16:1	62:1
Primary	294,378	83,731	89,151	79,376	74,640	11,129	4:1	3:1	4:1	4:1	26:1

JSS	97 ,7 94	12, 521	11, 905	9, 986	8, 044	994	8 :1	8:1	10:1	12:1	8:1	9
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Source: NPA 2022

2.5.5 Learning Outcomes: Early Reading Assessment (EGRA in Edo State)

The baseline of the Early Grade Reading Assessment (EGRA) report conducted in 2013 revealed that only 25.9% of pupils in Primary 2 and 3 had oral reading fluency. The situation has improved to 35.9% of pupils in Primary 3 and 4, while 65% had good listening comprehension, 68% of the pupils identified and read letter sounds while 25% had oral reading fluency (EGRA report 2019).

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

The National Assessment of Learning Achievement for Basic Education in Nigeria conducted in 2017 was an applied survey of schools and learners that provided evidence about learner's achievements in identified curriculum areas, viz: English, Mathematics, Basic science and Technology and Social studies. The result for Edo state in relation to the national average is shown in the table below:

Table 2.5.5.2: Learner's performance in the National Assessment of Learning Achievement in Basic Education in Nigeria (NALABE 2017)

Grade	P5 Mean Score (%)		P6 Mean Score (%)	
Gender	Male	Female	Male	Female
English Multiple Choice Test	57.86	60.65	57.86	60.65
English Essay Test	59.42	59.47	59.42	59.47
Mathematics Multiple Choice Test	66.45	69.86	61.42	62.75
Mathematics Essay Test	68.02	65.63	64.05	68.35

Basic Science & Tech Multiple Choice Test	55.82	55.66	59.09	58.94
Basic Science & Tech Essay Test	59.51	57.22	63.44	61.29
Social Studies Multiple Choice Test	61.57	63.14	66.38	67.11
Social Studies Essay Test	59.96	61.64	59.38	59.9

Source: Summarised from UBEC National Assessment of Learning Achievement in Basic Education in Nigeria (NALABE 2017)

The National Assessment of Learning Achievement for Basic Education in Nigeria conducted in 2017, shows that female learners in Edo State slightly do better than male learners in P5 and P6 with an aggregate average of 0.6 and 0.9 respectively.

2.5.5.3: JSS Learners Performance Learners performance in the National Assessment of Learning Achievement in Basic Education in Nigeria (NALABE 2017)

Grade	JSS3 Mean Score (%)	
Gender	Male	Female
English Multiple Choice Test	58.93	59.15
English Essay Test	58.16	58.77
Mathematics Multiple Choice Test	57.65	60.68
Mathematics Essay Test	59.08	60.17
Basic Science & Tech Multiple Choice Test	59.89	61.98
Basic Science & Tech Essay Test	59.92	59.7
Social Studies Multiple Choice Test	59.22	59.91
Social Studies Essay Test	61.62	61.2

Source: Summarised from UBEC National Assessment of Learning Achievement in Basic Education in Nigeria (NALABE 2017)

The National Assessment of Learning Achievement for Basic Education in Nigeria conducted in 2017, shows that female learners in Junior Secondary School in Edo State slightly do better than male learners with an aggregate average of 0.9.

2.5.6 Basic Education Curriculum

Basic education service delivery is expected to provide quality learning output and improved impact to meet societal needs. To achieve this, the state is implementing the 9 – year basic education curriculum of the National Educational Research and Development Council (NERDC). Most of the curriculum materials were supplied by both the State and UBEC to ensure effective curriculum delivery. The state complements UBECs efforts in teacher development through specialized and in-service training for teachers.

In addition, since 19th April 2018 to date, the Edo State government has trained and retrained over 11,432 teachers, SBMC, and Education managers in areas such as applying technology in lesson delivery, electronic school record keeping, school management and leadership and the recruitment of 3,000 EdoStar teachers into the basic education to cover the teachers gap in schools. The state has over the years been providing direct support to address systemic challenges bedeviling the basic education sub-sector in the state. This is being done through funding of procurement of teaching and learning materials using current and reviewed curriculum and training and retraining of teachers on methodology and other pedagogical skills aimed to enhance their capacity to deliver.

2.6. School Infrastructure

Since the inception of this administration especially in the period under review there has been tremendous improvement in infrastructure provision for educational institutions at all levels, both in quantity and quality with the comprehensive reconstructions and renovation of primary schools, provision of teacher's and learner's furniture, potable water and toilets as well as other facilities such as sporting fields and appropriate recreation equipment, education playground and lots more. These are evenly distributed across the three Senatorial Districts in the State. Despite the improvement enumerated above there are still visible gaps to be filled in all parts of the State.

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

From table 2.6.2.1, the data below shows, the situation of classrooms in Basic Education schools in Edo State requires serious attention. This cannot be addressed without paying attention to renovation, construction, and reconstruction of existing or new classrooms. The present status of the availability of good classrooms is 5,709 which represent 46% of the total available classrooms in the state, while 54% are partially or completely in bad condition. The proportion of classroom to pupil ratio is 1:25 in ECCDE, Primary 1:76 and JSS is 1:210. The significance of this gradual deterioration of the condition of classrooms signifies the absence of school maintenance culture. This is not surprising since most of the schools are either being managed with or without operational monthly or termly costs.

Table 2.6.1: Number of Classrooms, Condition of classrooms and Classrooms Learner's Ratios by Level

Category	No. of Classrooms	Number of Enrolment	Good	% Good	% Bad	pupil's/ classroom ratios	Pupil's/good classroom ratios
ECCDE	2,594	63,991	1,348	52	48	1:25	1:48
Primary Schools	8,948	294,378	3,894	44	56	1:33	1:76
Junior Secondary	889	97,794	467	53	47	1:110	1:210
Total Classrooms	12,431	456,163	5,709	46	54	1:37	1:80

Source: NPA 2022

2.6.2 Availability of Furniture for Learners and Teachers

Table 2.6.2. Availability of Furniture to Learners and Teachers						
Level	Number of Enrolment	Number of Teachers	Learner's Furniture	Furniture Pupils Ratio	Teachers Furniture	Furniture Teachers Ratio
ECCDE	63,991	2,047	16,623	1:9	680	1:3
Primary Schools	294,378	7,376	88,009	1:4	6,179	1:2
Junior Secondary	97,794	3,547	26,279	1:4	1,234	1:3
TOTAL	456,163	12,970	130,911	1:4	8,093	1.6

Source: NPA 2022

From table 2.6.2, the data above shows, the situation in furniture in Basic Education schools in Edo State requires serious attention. This cannot be addressed without paying attention to the supply of pupils, students, and teacher furniture. The present status of the availability of learner's furniture in ECCDE, primary, nomadic, Junior Secondary Schools and teachers had a total furniture inventory of 139,004, where 35% of this furniture are in good condition while 65% are partially or completely in bad condition. The proportion of furniture to pupil ratio is 1:4, while that of teachers is 1:6. The significance of this gradual deterioration of the condition of teachers, pupils and students' furniture

signifies the absence of school maintenance culture. This is not surprising since most of the schools are either being managed with or without operational monthly or termly costs.

2.6.3 School Safety (fencing, security guards, etc)

From table 2.6.3 above shows that the number of facilities provided as shown above is quite inadequate. Despite the obvious importance of school fencing and security guards for effective teaching and learning in a safe and secured environment, the number and percentage of schools covered indicate 29% of school fence and 21% of security guards in basic education, is far less than the desired level of attention that should be given to their provision. The negligible number and percentage of schools with access to school safety means a lot in our environment that is prone to various security challenges.

Table 2.6.3 School Safety (fencing, security guards, etc)					
Level	Number of Schools	Number of School Fence	Number of Security gate	% of School Fence	% of Security gates
Primary Schools	1,011	322	208	32	21
Junior Secondary	305	54	54	18	18
TOTAL	1,316	376	262	29	70

Source: NPA 2022

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

Improved school hygiene and sanitation inculcates hygiene practices in learners, and it also ensures a healthy and safe learning environment as well as curtails the outbreak and spread of diseases. The basic requirement is potable water supply, latrines, and a clean school environment. This can impact positively in learner social behaviour and increases school enrolment, retention, and attendance especially for the girl-child. Across all levels in the State, most of the primary and junior schools have low health facilities, clinics, and water access. However, the percentage of access to toilets is significantly better in primary school than junior secondary school.

Table 2.6.4: School Health and Hygiene

Level	Number of Schools	Number of Schools with Toilets	Number of School with Water	Number of Schools with Health Facility	Number of School with Sick Bays
Primary Schools	1,011	560 (55%)	210 (21%)	220 (22%)	18 (2%)
Junior Secondary	305	122 (40%)	51 (17%)	56 (19%)	12 (4%)
TOTAL	1,316	682	261	276	30

Source: NPA 2022.

From table 2.6.4 above, despite the obvious importance of school health and hygiene for effective teaching and learning in a safe and secured environment, the number and percentage of schools covered indicate, that 55%, 21%, 2% and 4% are the available number of toilets, water facility, health facility and clinics are far less than the desired level of attention that should be given to their provision. The negligible number and percentage of schools with access to school health and hygiene means a lot in our environment that is prone to various health challenges. Further improvements should be focused on addressing the disparities across the school level. One area future effort may address is improving the toilets, drinking water, and establishing sick bay or school clinics across the school levels.

2.6.5 Other facilities (sources of power, libraries, playgrounds and equipment, laboratories, workshops, etc.)

All these facilities although not critical but experience have shown that the impact on learners is of earnest benefit. In schools that have them, they seem to have improved enrolment and improved learner's outcome and it enhances the capacity of the teacher to perform more than where they are not available.

The data indicates that the number of facilities provided across all levels is quite inadequate. Despite the obvious importance of water, electricity, and lighting for effective teaching and learning in a safe and secured environment, the number and percentage of schools covered showed far less than the desired level of attention that should be given to their provision.

Table 2.6.5: Other Facilities

Level	Number of Schools	Number of Schools with source of power	Number of schools with Playground	Number of Schools with library	Number of Schools with laboratory
Primary Schools	1,011	215 (21%)	678 (68%)	56 (6%)	9 (0.9%)
Junior Secondary	305	56(18%)	238(78%)	58 (19%)	47 (15%)
Total	1,316	271	916	114	56

Source: NPA 2022

Table 2.6.5 above shows that the number and percentage of schools have inadequate facilities of source of power, low percentage of school libraries and laboratories, which affect the teaching and learning environment.

2.7 System Strengthening and Efficiency

The size of Edo State Basic Education is positioned to grow to meet the goals of international conventions like the Sustainable Development Goals (SDG), national education priorities and the State's education development agenda. The system charged with managing the sector must be strong, proactive, dynamic, and resilient enough to meet the expectations of the key players and stakeholders in the sector. Such a system must develop and showcase organizational agility, competence, and renewal capacity in the key areas of planning and management, data and evidence generation, goal setting and performance delivery, and disaster mitigation.

In the last seven years, the planning processes of the Universal Basic Education Board have undergone positive changes including increased capacity development for planning officers/field officers, school managers and development of strategic and operational (action) plans. Edo State Basic Education Sector Transformation (Edo BEST 2.0) concisely explained in the introduction is now the flagship of the State's planning commitment for the sector. This State Medium Term Basic Education Strategic Plan (SMTBESP) is a further consolidation of the planning process specifically focused on aligning the State's basic education plans to national priorities while addressing our local peculiarities.

The State Education Management Information System (SEMIS) is being institutionalized with the Annual School Census serving as its main feeder activity. The initial operational challenges that confronted the conduct of the activity have now been transcended. The Board's Headquarter has a functional system like the EMIS infrastructure. And though none of the LGEAs has a functional EMIS office, the Board working through the medium of Edo BEST 2.0 achieves that soon. Some computers with peripherals and printers were procured and distributed in anticipation of this future direction.

The system is short on timely collection of operational data and evidence. The processes of collection, transmission, dissemination and utilization of data and evidence for improving credible decision making and responsive goal driven school operation are weak. The reporting system is poor, requiring it to be properly defined and implemented to ease communication at all levels and in all directions.

2.7.1 Education Management Information System

The importance of accurate and timely data dissemination in education planning cannot be overstated. Therefore, it's imperative to leverage Information and Communication Technology (ICT) to enhance the information and data gathering process across all levels of education governance, including the Federal Ministry of Education (FME), Universal Basic Education Commission (UBEC), State Universal Basic Education Boards (SUBEBs), and Local Government Areas (LGAs). Presently there is an EMIS/Statistical Officers Unit in Edo SUBEB while EMIS desk Officers are in all the 18 LGA's, however, there are only three (3) personnel at the Head quarter.

Consequent to the gains initiated by the Edo State Basic Education Sector Transformation (EdoBEST), 99% of our basic school's data are currently being collected using technology. This includes pupils/students, teachers, principals, SBMC, lesson completion and examination data etc. The state has also embarked on the development of a robust EMIS with a central database established in Edo State data Centre to warehouse all Basic education data.

Currently, we rely on the existing technology for data collection, but lack an internal backup server that will run as an alternative database. We also lack devices for field officers in the 18 LGA and SUBEB headquarter. For sustainability and effective data management, there's a pressing need to broaden and enhance planning and management capabilities through institutional training, capacity building, and engaging all education stakeholders at the SUBEB, LGA, and school levels. Continuous

capacity development of best practices in education management is essential for efficient information dissemination.

Challenges such as power supply shortages and school insecurity have historically hindered these efforts, highlighting the importance of addressing these issues to ensure effective education management and data dissemination. We also don't have gadgets for field officers who gather supplementary data at the LGA level.

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

The conduct of continuous Quality Assurance by UBEC, SUBEB and LGEA's is made possible by the provisions of transportation means such as Hilux and motor bikes. However, the department is yet to be trained on the processes of continuous quality assurance exercise. It is in view of the afore mentioned that the department of Quality Assurance Edo State SUBEB is embarking on School Continuous Quality Assurance Evaluation.

The Department carried out its Continuous Quality Assurance on all LGEAs on a regular and continuous basis. The activities last for weeks and schools are monitored and evaluated on a termly basis. The main objectives of continuous Quality Assurance are to monitor and evaluate the effectiveness and performance of schools with set standards in line with global best practice.

Table 2.7.2 Quality Assurance Programmes

Programmes	Components	Target	Frequency
Resumption monitoring	Two weeks	347 primary and junior secondary schools	Termly
Routine monitoring	Ten weeks	320 primary and 100 juniors secondary schools	Termly
Whole school evaluation	Three weeks	144 primary and junior schools	Termly

Follow up	One week	282 primary and junior secondary schools	Termly
Tracking lesson completion rate	1 st to last week	864 primary schools	Continuous
Examination	One week	846 selected for examination, 272,252 learners were present and 8,712 teachers turned up.	Termly

Assuring quality Basic Education is imperative to improve enrolment internal efficiency and learner'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. The State acquired one Hilux and 45 motor bikes for the 18 LGEAs to enhance their activities. There is however still a lot to be done to inform human capacity development for more efficient service delivery in the Basic Education Sub-sector.

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

The role of community and civil society in driving the process of ensuring that basic education is effectively and fully implemented in the State is also a key strategy of the Edo SUBEB to ensure stakeholders are fully involved in the process. Considering the enormity of the demand of Basic Education management ranging from financing to security of life and school facilities, it is obvious that school management and governance should not be left for the government alone. In Edo State, there are School Based Management Committees (SBMC) that ensure that the community is involved in school management as well as other corporate organizations, individuals and IDPs. The setting up of SMBC in all schools was done to ensure that there is community participation and collaboration towards school management and enrolment of learners.

The introduction of various school development programmes during the period was targeted at ensuring that there is greater involvement and engagement of parents, traditional leaders, and community leaders. The interface of community leaders and SBMC has consolidated the effective management and maintenance of the school system. NGOs have also contributed to promoting the overall attainment of the UBE goals in the State. The Edo SUBEB collaboration with other development partners has further promoted the effective implementation of basic education in

the State. While there is a need to explore new ways of partnering with international Development Partners (IDPs) in the State, the process of building a systematic structure for providing functional and basic education is a collaborative effort of all stakeholders. The Board is also driving for more assistance to other corporate entities and philanthropists in the form of routine advocacy.

2.8 Cross Cutting Issues

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

- i. Revamping of government's effort to increase rate of enrolment gradually but consistently so as to achieve significant reduction of out-of-school children, reduce gender parity index increase retention, completion rate and transition rate and reduce repetition and drop-out-out rate at various level of basic education sub-sector.
- ii. Improving the level of equity in educational provision by investing in school infrastructure and other facilities 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 system using appropriate methodology and technology.
- iii. The need to improve scope and quality of planning and management through institutional training, capacity building, involvement of stakeholders in basic education sub-sector and constant development of basic education sub-sector management global best practices including educational management information system.
- iv. 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.
- v. Addressing the challenge of learners' teacher's ratio, instructional materials and redistribution of teachers to both urban and rural areas.
- vi. Consistently increasing educational quality, outcomes and achievement through 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 Gender and Basic Education

Gender-based violence is violence directed against a person because of that person's gender or

violence that affects persons of a particular gender disproportionately. Violence against women is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in

- physical harm,
- sexual harm,
- psychological,
- or economic harm
- or suffering to women.

It can include violence against women, domestic violence against women, men or children living in the same domestic unit. Although women and girls are the main victims of GBV, it also causes severe harm to families and communities.

Boys and Girls must feel welcome in a safe and secure learning environment, governments, schools. Teachers and learners all have a part to play in ensuring that schools are free for violence and discrimination and provide a gender sensitive good quality education. To achieve this, government. Can develop non-discriminatory curricula, facilitate teacher education, and make sure sanitation facilities are adequate. Schools are responsible for addressing school-related violence and providing comprehensive health education. Teachers should follow professional norms regarding appropriate disciplinary practices and provide unbiased instruction. And learners must behave in a non-violent, inclusive way.

School-related violence is a pervasive issue in Edo State. Violence can be physical, psychological, or sexual; it can occur on school grounds, in transit or in cyberspace; and it may include bullying, corporal punishment, verbal and emotional abuse, intimidation, sexual harassment and assault, gang activity and the presence of weapons among students. It is often perpetrated because of gender norms and stereotypes and enforced by unequal power dynamics.

While most teachers in Edo State are caring professionals who put the best interest of their learners first, some abuse their position of power.

Edo State have passed legislation on violence in educational institutions. The 2013 Anti-Bullying Act in the Nigeria requires all schools to adopt policies to prevent and address acts of bullying. It explicitly refers to gender-based bullying, which is described as any act that humiliates or excludes a person based on perceived or actual sexual orientation and gender identity. Edo

State 88% of schools had adopted child protection or anti-bullying policies. The high rate highlighted adequate of communication and a high monitoring framework.

The Department of Social Mobilization responded by issuing a memorandum to clarify submission requirements and is working to build implementation. Teacher education and codes of conduct can help change teacher attitudes and behaviours.

Teacher codes of conduct can be effective in reducing school-related gender-based violence if they explicitly refer to violence and abuse and include clear breach reporting and enforcement protocols. Edo State Teachers Code of Ethics for General Education Schools and Kindergartens contains a section on teacher ethical norms, which specifies that teachers should protect student's health and well-being, including from sexual abuse, and should ensure equal participation without discrimination, including based on sex. Edo State has a range of penalties for breach of professional conduct, including suspension and interdiction. Teachers convicted of sexual offences against students are deregistered. However, even when they exist, these codes are not always successfully disseminated.

The implementation of Edo State Code of Conduct on Prevention of School-Related Gender-Based Violence in Schools has been patchy. Some school staff reportedly lacked commitment to or a sense of ownership of the code. Students are also responsible for ensuring their behaviour does not impinge on others' right to education. Schools are increasingly implementing prevention-oriented models to teach students acceptable strategies for interacting with their peers. These models set clear guidelines for students and define consistent instruction, record-keeping and follow-up procedures for teachers and other adults, such as administrative and custodial staff, playground supervisors, cafeteria workers and parent and community volunteers.

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

The Edo State government in collaboration with EdoSUBEB, SMoE and other agencies in the state are working hard to achieve gender parity index in education, specially in the basic education sub-sector. Current data shows tremendous progress, currently there is a slight difference between the male and female learners in primary education likewise in junior secondary school. To ensure this gap

is closed EdoBEST 2.0 programme is flagged up to close such gaps with new initiatives, activities, and programmes.

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

Gender Parity Index (GPI) In ECCDE	0.977
Gender Parity Index (GPI) In Primary Education	0.997
Gender Parity Index (GPI) In JS Education	1.258

Source: NPA 2022

The data in table 2.8.1.1 indicates that there is a slight difference in gender parity across all levels. This shows that in pre-primary and primary level, the proportion of boys to Girl's pupils is very close but at junior secondary level there are more girls in school than boys. There is need to encourage boy-child enrolment into Junior Secondary schools. The introduction of policies to encourage TVET will help in this regard.

2.8.1.2 Gross and Net Enrolments/Rates by Gender by Level

The data of table 2.8.1.2 below, indicates that male enrolment is slightly higher compared to female enrolment in primary school. However, female enrolment is slightly higher than male enrolment in junior secondary school. A scrutiny of the NER in the Junior Secondary School indicates that there is need for advocacy for improved boy-child enrolment.

Table 2.8.1.2: Gross Enrolment and Net Enrolment/Rates by Gender

AGE GROUP	POPULATION	GROSS ENROLMENT	NET ENROLMENT	GER	NER	GPI
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	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
ECCDE	207958	206821	414779	61854	60428	122282	46869	45100	91969	29.7	29.2	29.5	22.5	21.8	22.2	0.977
Primary	356159	354789	710948	239175	240850	480025	219417	222036	441453	67.2	67.9	67.5	61.6	62.6	62.1	0.997
JSS	174121	173411	347532	73052	89268	162320	49464	60384	109848	42.0	51.5	46.7	28.4	34.8	31.6	1.258

Source: NPA 2022

2.8.1.3 Gender Distribution of Teachers by Level

The table 2.8.1.3 below shows the current distribution of teachers by gender. The analysis below indicates that there are 2,047 teachers in ECCDE level, out of these none are male while 100% are female teachers. This gives a ratio of 0:1. In the primary level, there are 7,376 teachers of which 24% are males while 76% are females. This gives a ratio of about 1:3. While in Junior Secondary Schools, there are 3,547 teachers, out of which 61% are female while 39% are male. This gives a male to female ratio of about 1:4. Across the board, there are more female teachers than male teachers. Effort should be made to bridge the gap, especially in ECCDE and Primary level.

Table 2.8.1.3: Gender Distribution of Teachers by level

Level	Indicator	Number of Teachers	Percentage (%)	Total
ECCDE	Male	0	0	2,047
	Female	2,047	100	
Primary	Male	1,737	24	7,376
	Female	5,639	76	
JSS	Male	1,378	39	3,547
	Female	2,169	61	

Source: NPA 2022

2.8.1.4 Gender Distribution of SUBEB and LGEA Staff

Table 2.8.1.4, shows that there are a slight number of female (51%) staff than the male (49%) staff both at the SUBEB and at the LGEA.

Table 2.8.1.4 Gender Distribution of SUBEB and LGEA staff

category	Indicator	Staff	Percentage (%)	Total
SUBEB	Male	120	49	246
	Female	126	51	
LGEA	Male	243	49	500
	Female	257	51	

Source: NPA 2022

2.8.2 Special Needs and Inclusive Education

In terms of special education, non-traditional schools (Special Needs schools; Nomadic schools; Migrant Fishermen/Farmers Schools; Islamiyya Schools; and Tsangaya/Almajiri schools) are classified as such. Thus, all these types of schools serve students with learning difficulties, remedial education, and students with or without special needs. The Edo State offers accommodations for those with disabilities and special needs.

Table 2.8.2 illustrates the various special needs, and the total number of enrolled pupils/students is 4,298, a modest rise from the previous NPA in 2018, which had 4008 pupils/students. Sensitization and advocacy for special needs schooling are particularly needed in the state.

Table 2.8.2: Special Needs and Inclusive Education

Special Needs Education	Enrolment
Enrolment in Migrant Fishermen/Farmers Pre-Primary schools	198
Enrolment in special Needs Pre-Primary Schools	87
Enrolment in special Needs Primary schools	344
Enrolment in Primary Fisher-Folks/Migrants Schools	1,879

Enrolment in ECCDE Nomadic Schools	123
Enrolment in Primary Nomadic Schools	1,345
Enrolment in Special Needs Schools	322

Source: NPA 2022

2.8.3 Education in Emergencies (IDPs etc)

This part looked at access to education for internally displaced children in IDP camps, namely Home for the Needy, Uhogue Camp in Ovia North East LGA. The camp houses about 3,000 IDPs, including children, adults, women, widows, and students from various ethnic groups in the country. Access to quality education in IDP camps would aid in the integration of IDPs into the local/host community, as well as psychological support, potentially reducing children's exposure to social vices and bad practices such as armed robbery, prostitution, early child marriage, and recruitment into armed groups. Over 200 children are enrolled in basic education in an IDP camp in Edo State, which has six classrooms and four teachers.

As a result, it was suggested, among other things, that the government provide all teaching and learning resources, such as uniforms, shoes, and other school supplies, to the children in the ID camps. Teachers in IDP camps should be appropriately motivated by providing equitable and consistent remuneration to ensure retention. In addition, teachers in IDP camps should have access to regular training and workshops. The government should implement free lunch programmes for school children in IDP camps. This will encourage them to attend school.

Edo State is one of the states that enjoyed relative peace either from internal or external aggression or any natural disaster that has disrupted the learning but there are cases of seasonal flooding of coastal towns and settlements along riverbanks/tributaries. There are equally some communal clashes that have impacted negatively on basic education as people are displaced from their habitation to IDP Camps which are temporary in nature and lack basic amenities.

They are mainly big schools that have buildings that are underutilised and expanse of land to erect temporary structure. Although this may be economical for immediate response to disasters but there is need to identify the basic amenities required to make the place more conducive for continuous learning during this period, such the delay in mobilisation during emergency and restoration of school used as camp during this period etc. This could have been given a timely respond if funding for the exercise in affected school are domiciled in SUBEB, but this may be quite challenging since the responsibility fall within the purview of Delta State Emergency Relief Agency.

2.9. 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 with policies that will handle issues relating to out-of-school children, children with special need, ECCDE and Junior Secondary Education.
- b. QUALITY:** This area focuses on quality and relevance, infrastructure, and other priority areas of the document. It has a long role to play in achievement as well as the provision of good learning environment for learners at all levels in the Sub-sector.
- c. SYSTEM STRENGTHENING:** This focuses on planning, management, and efficient utilization of resources in all areas of the document.

See the table below on the key issues from the diagnosis.

Policy Objectives	Key Findings	Priority Issues
Access, Equity, and Inclusiveness	<p>Some number of school aged population is still out of school. From NPA 2018 the state OOSC is 140,798 with a proportion of 4:35 of boys to girls.</p> <p>The completion rate of ECCDE is 25.2% While JSS is 44.21%, with a drop-out rate of 1.9 and 3.5 in Primary and JSS respectively.</p> <p>Low enrolment in ECCDE Centre and JSS schools</p> <p>Inadequate support structure for the provision of professional special needs teachers.</p> <p>Limited number of ECCDE Centres</p> <p>Gender imbalance in ECCDE, Primary and JSS Schools</p>	<p>Addressing issues of Out of Schools children.</p> <p>Advocacy on enrolment driven in communities, villages and hard to enrich areas.</p>

<p>Quality and Efficiency</p>	<p>Poor classroom ratio which stands as 1:48 in ECCDE, 1:76, in Primary school and 1:210 in JSS schools.</p> <p>Poor core subject's textbook ratio which stands as 1:5 for ECCDE, 1:3 for primary school and 0 ratio for JSS schools.</p> <p>Leaners furniture ratio which stands as 1:7 for ECCDE, 1:8 for primary and 1:22 for JSS schools.</p> <p>Facilities like water, sanitation, electricity, and other facilities are in short supply and unable to meets the needs of the school system.</p> <p>Inadequate libraries for learning in schools.</p> <p>Some number of children has been displaced in some part of Edo North like Owan East, Owan West and Etsako Central and in Edo South and Central.</p>	<p>Capacity building for teachers and education managers</p> <p>Provision of adequate and relevant teaching and learning materials.</p> <p>Recruitment of qualified teachers.</p> <p>Institutionalize early grade reading and numeracy activities in the state.</p> <p>Construction and renovation of schools and additional classrooms.</p> <p>Provision of school furniture for both Primary and JSS schools.</p> <p>Intervention in emergency</p>
<p>System Strengthening and Efficiency</p>	<p>Inadequate facilities in the 18 LGEAs EMIS centres.</p> <p>Capacity gap of the EMIS personnel at LGEA level.</p> <p>80% primary schools in the state have School Based Management Committee structures (SBMC) out of which 74% are functional (based on the 17 functionally criteria)</p> <p>SBMCs only contributed a negligible 10 % of the total</p>	<p>Upgrading of LGEAs EMIS</p> <p>Capacity building for LGEAs EMIS/Statistical Officers personnels</p> <p>Encourage community participations.</p> <p>Strengthening administrative processes of the basic education subsector.</p>

	<p>resources required for school improvement.</p> <p>The need to develop a performance management system driven by measurable KPIs that incorporates all staff from schools, the LGEAs and Board driven by measurable KPIs.</p> <p>Poor monitoring of schools for quality assurance.</p> <p>Inadequate of an off-site teacher development and training plan that is more relevant to identified needs and runs on a continuous and consistent schedule.</p>	<p>Mobilization of resources from federal, state and LGAs to meet the funding needs of basic education sub-sector.</p> <p>Mobilization of parents and community to support basic education programs.</p>
Sustainable Funding	<p>Inadequate funds are made available for effective implementation of some Basic Education sub-sector policies.</p> <p>Delay in the release of funds for projects/programmes/activities implementation.</p> <p>Poor utilization of basic education sub-sector funds.</p>	<p>Increase the matching grand by 35%.</p> <p>Increase 2% CRF to 4 %.</p> <p>Quick release of funds by both the federal and state government.</p> <p>Increase the budgetary local of basic education sub- sector by 25% of the state total budget</p>

CHAPTER THREE

3.0 The Strategic Programme

3.1 Priority Programmes

The contents of this document are consistent with the former Education for All (EFA) goals, which are now Sustainable Development Goals (SDGs), the Federal Ministerial Strategic Plan (MSP), the Edo State Education Sector Plan, and the State Development Plan (SDP), all of which influenced the development of the State Medium-Term Basic Education Strategic Plan (SMTBESP). The issues raised in the analysis in Chapter 2 of Subsections 2.7, 2.8 and 2.9 must be addressed if the Basic Education sub-sector is to achieve its intended purpose and meet the requirements of the Universal Basic Education Act (2004). The policy objectives and programme are mentioned below:

Table 3.1 Policy goals and Programme areas

Policy goals	Programme areas.
I. Improve equitable access to and participation in education at Basic Education	Access, Equity, and Inclusiveness
II. Improve Quality & Efficiency	Curriculum and Assessment Teacher Recruitment Teacher Professional Development (TPD) Monitoring Learning Assessment (MLA) Quality and relevant teaching and learning Provision of instructional materials Professionalizing of teachers' force
III. Improved level of Infrastructure	Provision of infrastructure and furniture
IV. Improved System Efficiency	Leadership and Accountability BEMIS and Statistics Strategic Planning and Implementation Research and Publication Monitoring and Evaluation
V. Improved Sustainable Funding	Source for financing the education sector

This chapter covers each policy goal and presents objectives (intermediate outcomes), opportunities, strategic, and targets within each programme area that are intended to address specific components of each policy goal.

3.1.1 Access, Equity, and Inclusiveness

To improve equal access to and engagement in Basic Education, the State Ministry of Education and SUBEB will ensure universal access to high-quality early childhood development, as well as increased involvement at the ECCDE level. In terms of compulsory education, while most primary school-aged children attend school (Target: NER 90%), with equal access and participation for males and females (Target: GPI: 1), repetition rates in Primary 2.8 are relatively high and should be reduced to 0%, as well as to 1% in other grades. More importantly, 78.9 % transition rate from primary to secondary school for both genders need to be achieved. Pupils/Students' attendance will be recorded throughout all grades. As a result, basic education retention needs to be enhanced. With the implementation of EdoBEST 2.0, the state is doing all possible to ensure that the issue of low enrollment in both Primary and JSS is minimized to a bare minimum while also eliminating class repetition. The issue of gender imbalance in enrollment will be addressed in both Primary and JSS.

The key priority areas derived from the analysis of chapter 2 are listed as follows:

- i. Low Enrolment in ECCDE centres
- ii. Middle Enrolment in Primary schools
- iii. Gender imbalance in Primary Enrolment
- iv. Out-of-school children in primary schools

Table 3.1.1: Policy Goal No. 1: Programme areas. Objectives and Implementation Strategies

Programme Areas	Objectives	Strategies
Access, Equity and Inclusiveness	Increase access to ECCDE	Establishment of new ECCDE sections in more public primary schools across the state.
	Increase Access to basic education in areas with difficult terrain	Establishment of more schools in riverine areas, hard to reach and remote areas.
	To reduce the number of out-of-school children	Carry out sensitization campaigns in these difficult areas. Procurement and distribution of play items as a form of attracting children to school. Re-establishment of the defunct Edu- marshal.

		<p>Training of SBMC Members on Community Sensitization on Girl Child Education</p> <p>Procurement and distribution of Learning materials to pupils and Self-esteem packs to girls</p>
	Reduce gender in enrolment	Encourage more boy child to enrol in schools.
	To increase level of inclusiveness	<p>Carry out research to figure out groups that possibly may have been left out of the educational system. Establishment of more Special Need schools.</p> <p>Expansion and improvement/ refurbishment of Special Schools</p> <p>Research will be conducted to identify vulnerable groups that may not be adequately served by the education system.</p> <p>To increase transition flow from primary to junior secondary schools</p>

3.1.2 Quality and Efficiency

It is vital to focus on enhancing learning outcomes for all. Inadequate learning outcomes are linked to a variety of variables that jeopardize the quality and relevance of the educational system. This includes:

- i) The national curriculum and learning assessment system are outdated.
- ii) Demand, supply, and management issues with teachers
- iii) Restrictions on teaching and learning, such as inadequate student support services, a lack of differentiated instruction, a lack of ICT as a valuable pedagogical instrument, and a lack of policies regarding the norms of quality and safety for educational institutions.

With these primary limitations in mind, the SMOE and SUBEB will strive to implement the solutions that

have been developed within each programme area, with the goal of achieving better and more equal learning outcomes for all. There is the 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 include:

- i. Insufficient classroom for effective learning
- ii. Inadequate seats for learners in public schools
- iii. Poor portable drinkable water in most schools.
- iv. Inadequate and poor Toilet facilities in most schools
- v. Inadequate instructional materials for effective learning
- vi. Insecure learning environment in schools
- vii. Poor monitoring/supervision of schools for Quality Assurance
- viii. Inadequate Libraries for learning in schools

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

Table 3.1.3: Policy Goal No. 2: Programme areas. Objectives and Implementation Strategies

Programme Areas	Objectives	Strategies
Provision of infrastructure and furniture	To create conducive environment for effective teaching and Learning.	Provide adequate classrooms for effective learning.
		Make portable drinking water available.
		Make VIP toilets available for effective learning
		Construct more block wall fence in schools.
Curriculum and Assessment	To create conducive environment for effective teaching and Learning	<p>Procurement and distribution of ECCDE, Primary and Junior Secondary School Curriculum</p> <p>Training of HTs/PCs and Teachers on the Management of Curriculum Implementation</p> <p>Conduct of learning assessment</p>

		Formative assessment and Classroom management
Teacher Recruitment	To recruit more qualify teachers to improve leaner outcomes	Recruitment/deployment of teachers with teaching qualification for pre- primary, primary and junior secondary schools Engagements of temporary teachers NCE/B.Ed. holders (contract, N- Power, S-power, casual, etc.) to teach at primary & JSS for a period of 2 or more years
Professionalizing the teaching force	To increase the percentage of qualified teachers in both primary and JSS levels and improved gender parity in the teaching force	Facilitation of the professional Accreditation of teachers by TRCN Continuous teachers professional training, education managers and school leaders In-service Teachers training
Quality and Relevant Teaching and Learning	Make more resource materials available to schools.	Procure/distribute instructional materials to schools.
	To strengthen the operational effectiveness of environment and context in teaching and learning is taking place to improve leaners outcomes	Training of education managers, ECCDE care givers, Head teachers and teachers on school management Provide relevant opportunities for ICT and skills development with well-supplied ICT facilities. Promote science, mathematics, and technical education in basic schools.

		<p>Improve capacity of teachers in schools to apply pedagogical best practices (for both Primary & JSS)</p> <p>Capacity development of Quality Assurance officers on monitoring and mentoring teachers</p> <p>Procurement and distribution of Learning materials to pupils at schools</p> <p>Procurement and Distribution of Textbooks, Workbooks and Learning Resources for Effective Teaching of Literacy and Numeracy for Non-Formal Centre</p>
	Monitor Schools to ensure Quality and relevance in teaching.	Carry out routine monitoring of school teachers across the state.
	Provide library facilities for the enhancement of learning.	Build more libraries in schools.

3.1.3 System Strengthening and Efficiency

To create a teaching and learning-friendly environment for the delivery of Basic Education, it is necessary to provide adequate classrooms, restrooms, safe water sources, and recreational facilities. This is supposedly done to reduce classroom congestion and achieve a good student-to-teacher ratio of 40:1 in primary schools and 45:1 in junior secondary schools. Additionally, it aims to institutionalize the practice of government and school-based management committees building, renovating, and rehabilitating restrooms and water points in elementary and junior secondary schools.

Table 3.1.3: Policy goal 3: Programme Area, Objectives and Strategies

Programme Areas	Objectives	Strategies
Provision of infrastructure and furniture	Provision of the optimal environment for effective teaching and	<ul style="list-style-type: none"> • Construction of additional Classrooms with Office and Store for Primary Schools • Construction of additional Classrooms for Junior Secondary schools.
	learning through additional and	<ul style="list-style-type: none"> • Construction, renovation, and rehabilitation of Primary & Junior sec. schools.
	rehabilitation of appropriate physical	<ul style="list-style-type: none"> • Construction of a Blocks of 2 and 4 Cubicles VIP Toilets for Primary Schools
	infrastructure	<ul style="list-style-type: none"> • Provision of pupil's & teachers' furniture to Primary and junior secondary Schools
		<ul style="list-style-type: none"> • Provision of water points (Boreholes and Overhead Tanks) to Primary & Junior sec. Schools.
		<ul style="list-style-type: none"> • School Electrification Programme for Primary & Junior sec. schools.
		<ul style="list-style-type: none"> • Construction and Furnishing school libraries, multipurpose and computer laboratories in Primary & Junior sec. schools.
		<ul style="list-style-type: none"> • Construction of vocational centres

3.1.4 Improved System Strengthening and Efficiency

Within the designated education subsectors, effective implementation of all strategies and interventions is contingent upon the presence of educational leadership and administration. The

design, structure, and effectiveness of the system are under the purview of education management in the SMTBESP. Enhancing governance, planning, and management is essential to achieving the desired improvements in education provision outlined under the Policy Goals. To improve effectiveness and efficiency across the sector, especially at the Ministry and SUBEB level, the following are needed:

- i. An improved organisational structure to enhance performance.
- ii. A strong strategic emphasis that includes improved policy coordination, education planning, and evidence-based decision making
- iii. Regularly assessing and evaluating the amount of money, time, and material resources being used in the basic education sub-sector. To increase system efficacy and efficiency, the SMoE and SUBEB have proposed measures under three programme areas.

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

- i. Capacity building of staff and provision of relevant equipment of EMIS Unit.
- ii. Routine monitoring/evaluation of projects and staffs.
- iii. Recruitment of more teachers.
- iv. Reduction in the number of unqualified teachers in Basic Education Centres.
- v. Capacity building of School Managers in modern methods of school and human resource management.

Table 3.1.4: Policy Goal No. 3: Programme areas. Objectives and Implementation Strategies

Priority Areas	Objectives	Strategies
EMIS	<p>Build capacity of staffs in the Unit.</p> <p>Provision of relevant equipment for the EMIS Unit.</p>	<p>Build the capacity of EMIS staffs both at Headquarter and LEAs.</p> <p>Equip/standardize the EMIS Units both the Headquarter and at LEAs.</p> <p>Upgrade of EMIS units at SUBEB and some</p> <p>Conduct of ASC and publication of state statistics digest and dissemination of reports</p>

Public Schools	Effective monitoring/evaluation of projects/staff	Regularly monitor/evaluate all projects and staffs.
Monitoring & Evaluation	To keep track of progress made in the implementation of activities and adjustment of plan.	<p>Production of Monitoring and Evaluation Instruments, Utilization, Report Writing and Analyses</p> <p>Monitoring and Evaluation Visitations</p> <p>Conducting Annual Stakeholder Review of the performance and challenges confronting the Education Sector</p> <p>Development, Review, Dissemination, Implementation and Utilisation of the MTBESP</p>
System Strengthening	Increase Teacher to learner Ratio in basic education centres across the state	Encourage the state government to recruit more teachers in both primary and secondary schools
Leadership and Accountability	Eliminate the problem of unqualified teachers in public basic schools across the state	Make soft loans available for unqualified teachers to upgrade to the qualified cadre.
	Effective leadership and strong accountability mechanisms to are necessary to sustain transparent and efficient education administration	<p>Training of Education Managers on Best Practices in Educational Planning and Management</p> <p>Training of SBMC members on their Roles and Responsibilities, development of Whole School Improvement Plan and monitoring of teaching and learning in schools.</p>
	Make education managers more effective in their duties	Train Education managers in modern methods of educational management and planning.

3.1.5 Sustainable Funding

A steady growth in funds allocation, releases, and effective use by all parties involved and operators of the Basic Education delivery system is the aim of the sustainable funding of education plan.

The objective of the sustainable funding of education programme 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 are the challenges experienced in the Sub-sector i.e

- i. Inadequate funds are made available for effective implementation of some Basic Education policies.
- ii. Delay in the release of funds for Basic Education project/programme implementation.
- iii. Difficulties in the accessing funds for Basic Education.
- iv. Poor utilization of education funds in some establishments.

Table 3.1.5: Policy Goal No. 4: Programme areas. Sustainable Funding

Priority Areas	Objectives	Strategies
Basic Education funding providers	Make more funds available for Basic Education programmes.	Advocacy visits to State government to seek for the increase of Budgetary.
	Timely release of education funds.	Advocacy visits to State government to seek for timely release of budgetary allocations to basic education in the state.
	Effectively utilize basic education funds.	Training of Education Managers on the importance of effective fund utilization.

SOURCE: State Ministry of Economic Planning and Budget

3.2 SMTBESP Results Framework

SMTBESP results framework contains the policies, objectives, strategies, outputs and outcomes of the programmes

Table 3.2: Result Framework

Policy / Policy Objectives	Strategies	Indicators	Outcomes			
				Baseline (2023)	Target (2027)	Means of Verification (MoV)
POLICY GOAL 1: ACCESS, EQUITY, AND INCLUSIVENESS						
Increase access to ECCDE.	Establishment of new ECCDE Centre in Primary Schools across the State.	Number of Primary schools with ECCDE centres	25% of new centres established	721 ECCDE Centres	150 newly ECCDE centres established 60%-70% of children aged 3-5 have access to ECCDE	NPA 2018, 2022 & 2027
				GER – 29.5%		
				NER – 22.2%		
				GPI—0.977		
Reduce out-of-school children	All round sensitization of the State Government on the need to re-introduce units like the former Edu Marshals	Number of new entrants into P1	10,000 children now in school	(PRIMARY)NIR – 95%	Increased NIR	NPA 2018, 2022 & 2027
				GER – 67.5%		
	NER – 62.1%	Improved enrolment, attendance rate and Completion rate of leaners				
	GPI – 0.997					
	Mapping of all locations with Out-of-school children			e.g.School feeding, CT		
The introduction of School feeding programme to public primary schools.	Number of SBMC trained on roles and responsibilities,	25% to show that out of school has reduced				

	Elimination of all forms of Examination fees from public schools.	fundmanagement & utilization. Number of schoolsfeeding increased Number of out-of-school children reduced.				
Reduce gender imbalance in public schools	Encourage more boy child to enroll in schools by provision of boys sporting facilities as attraction.		8,000 Boy child now in school	143,328	152,428	NPA 2018, 2022 & 2027
Increase Access to basic Education in the Hard-to reach Areas, Riverine and Remote communities	Establishment of new PrimarySchools in Hard-to reach Areas, Riverine and Remote communities. Conversion of Primary SchoolsDemonstration Primary Schools	Number of newly established schools Increase in leaners enrolment in basic education	25% increase in leaners enrolment termly	1,011 primary school	25% newly established schools in hard to reach and remote community	NPA 2018, 2022 & 2027
POLICY GOAL 2: QUALITY AND EFFICIENCY						
	Construction of blocks of new classrooms in public ECCDE and Primary Schools.	Availability of new and conducive learning classrooms	Public schools made conducive for learning	9,295	10,222	NPA 2018, 2022 & 2027
	Construction of blocks of new class rooms in public Primary schools	Availability of new and conducive learning classrooms	Public schools made conducive for learning			NPA 2018, 2022 & 2027

Provision of a conducive learning environment through continuous renovation and construction of the required infrastructures.	Renovation of dilapidated blocks of classrooms in Primary Schools	No. of usable classrooms available	Public schools made conducive for learning	7,456	10,222	NPA 2018, 2022 & 2027
	Construction of blocks of new classrooms in public JSS schools	No. of usable classrooms available	Public schools made conducive for learning	3,118	3,500	NPA 2018, 2022 & 2027
	Renovation of dilapidated blocks of classrooms in JSS classes					
	Construction of blocks of Four (4) units VIP Toilets in public schools	Increase in no. of VIP toilets available to learners.	Increased enrolment because of more VIP toilets in schools	3,791	3,951	NPA 2018, 2022 & 2027
To create conducive environment for effective	Construction/distribution of Pupils Dual Desk	No. of available Pupils Dual Desk	Conducive learning environment	95,889	130,500	NPA 2018, 2022 & 2027
	Construction/distribution of ECCDE pupil's furniture	No. of available ECCDE furniture	Conducive learning environment	2,322	2,722	NPA 2018, 2022 & 2027
	Construction of Solar Powered Boreholes/Hand Pumps in public schools across the state	Increase in no. of Schools with portable drinking water	Public schools made conducive for learning	45	500	NPA 2018, 2022 & 2027
	Construction of Library Facilities	No. of schools with library increased	Learning performance improved	5	100	NPA 2018, 2022 & 2027
	Renovation of dilapidated block wall fence in public schools to enhance security	No. of Secured schools available	Schools more secured	498	1,011	NPA 2018, 2022 & 2027

teaching and learning.	Construction of Block wall fence in public schools across the state to enhance security in schools	No. of Secured schools available				
	Procurement/supply of resource materials for ECCDE classes	Number of resource materials procured & distributed to ECCDE classes	Pupils/Students learning performance improve	10,708	15,708	NPA 2018, 2022 & 2027
To create conducive environment for effective teaching and learning	Procurement/supply of resource materials for Primary schools	Number of resource materials procured & distributed to Primary classes	Pupils/Students Learning performance improve	68,518	256,518	NPA 2018, 2022 & 2027
	Procurement/supply of resource materials for JSS schools		Pupils/Students Learning performance improve	41,933	123,933	NPA 2018, 2022 & 2027
Improve the efficiency level of knowledge impartation in public schools	Train Head teachers and Principals on modern curriculum utilization	No. of Trained teachers	1,300 School managers trained	1,200	1,342	NPA 2018, 2022 & 2027
Provision of the optimal environment for effective teaching and learning through addition and rehabilitation of appropriate physical infrastructure	Construction of additional Classrooms with Office and Store for Primary Schools	Number of new/ additional classroom constructed.		Pupil/classroom ratio:In basic education – ECCDE 1:48 Primary 1:76 JSS 1:210	45% improvement of learners to classroom ratio, furniture's and learners desks	NPA 2018, 2022 & 2027
	Construction of additional Classrooms for Primary & Junior secondary schools.	Number of usable classrooms available by sector		Pupils' usable classroom ratio in basic education – 125		
	Renovation and rehabilitation of Primary & Junior Secondary schools.	Number of usable toilets by type, user, and sector Number of furniture		% of good classroom ratio in basic education ECCDE 56%		

	<p>Construction of a Block of 2 and 4 Cubicles VIP Toilets for Primary Schools</p> <p>Provision of pupil's and teachers' furniture to Primary and junior secondary Schools</p> <p>Provision of water points (Boreholes and Overhead Tanks) to Primary & Junior sec. Schools.</p> <p>School Electrification Programme to Primary & Junior sec. schools. Construction and Furnishingschool libraries, multipurpose.</p>	<p>available in school</p> <p>Percentage of schools with source of portable water</p>		<p>Primary 61% JSS 52. %</p> <p>Pupils' furniture ratio:</p> <ul style="list-style-type: none"> - ECD – 1:5 - PRY – 1:7 - JSS – 1:8 <p>Percentage of schools with toilets:</p> <ul style="list-style-type: none"> - PRY – 45% - JSS – 35% 		
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Improve the efficiency level of knowledge impartation in public schools	Carry out cluster support mechanism for primary school teachers/caregivers	No. of Trained teachers/caregivers	More primary school teachers enhanced	1,235	800	NPA 2018, 2022 & 2027
Improve the efficiency level of knowledge impartation in public schools	Train Jolly Phonic teachers on effective teaching techniques	No. of Jolly phonic Teachers trained	1200 Jolly phonics teachers trained on modern methods	1,200	1,200	NPA 2018, 2022 & 2027
To recruitment of teachers	Recruitment/deployment of teachers with teaching qualification for primary and junior secondary schools	Number of teachers by qualification and level recruited	Leaners performance improved		3,000	NPA 2018, 2022 & 2027
POLICY GOAL 3: SYSTEM MANAGEMENT EFFICIENCY						
Enhance Data management and communication amongst education data stakeholders in the state	Build capacity of EMIS staff at Headquarters and LEAs	No. of Training carried out for staff at the Department.	Better Education Data available.	0	50	NPA 2018, 2022 & 2027

To enhance educational data effectiveness and reliability	Carry out regular maintenance of EMIS unit	No. of Equipment made available to EMIS Unit.	Better Education Data available	0	1	NPA 2018, 2022 & 2027
Train Quality Assurance staff for efficiency	Build capacity of Quality Assurance staff at Headquarters and LEAs	No. of Quality Assurance Staff trained	Quality Assurance Staffs knowledge enhanced	345	200	NPA 2018, 2022 & 2027
To enhance educational standard	Carry out routine monitoring/evaluation of all awarded projects	No. of projects executed	All projects are executed to specifications	All executed projects monitored/evaluated	Standard projects delivered	NPA 2018, 2022 & 2027
Improve the efficiency level of managing education in the state	Recruit more teachers at the primary and JSS levels	No. of Teachers recruited at all levels	Improved Teacher/Pupil Ratio	More teachers recruited	Teacher/Pupil Ratio improved	NPA 2018, 2022 & 2027
Improve the efficiency level of managing education in the state	Upgrade unqualified teachers to become qualified	Unqualified no. of teachers upgraded to the status of qualified	More qualified teachers	2,747	1,947	NPA 2018, 2022 & 2027
Improve the efficiency level of managing education in the state	Build capacity of all Education Managers at	No. of Educational Managers trained	Qualified and better education managers	0	1,000	NPA 2018, 2022 & 2027
POLICY GOAL 4: SUSTAINABLE FUNDING						
Make more funds available for Basic Education programmes	Advocacy visit to State Government and Legislatures for the increase of Budgetary Allocation and Fund Release	Amount of fund	More funds available	0	Better learning environment made available	NPA 2018, 2022 & 2027

Timely release of education funds	Advocacy visits to State government to seek for timely release of budgetary allocations to basic education in the state	Fund Available	Timely release of fund	0	Basic Education funds released on time	NPA 2018, 2022 & 2027
Judicious and effective utilization of basic education fund	Carry out sensitization and capacity building for Education Managers and all account and financing department staff	Level of effectiveness	Effectiveness achieved	0	Basic Education funds effectively utilized	NPA 2018, 2022 & 2027
Capacity building of Finance and Accounting Officers on Computerized Accounting System	Build capacity of 120 Finance and Accounting Officers on Computerized Accounting System	Advanced Knowledge in computerized accounting	E-Accounting and Finance Management	0	Basic Education funds effectively utilized	NPA 2018, 2022 & 2027

3.3.1 Costed Priority Programmes Plan Policy Goal 1: Access, Equity, and Inclusiveness

The implementation of the activities in this framework are targeted at eliminating out of school children phenomenon through sustained enrolment initiative as well as increasing survival, completion, and transition rates, while maintaining greater commitment to remove the negative impact of social inequities on school participation by all school age children. The policy objectives are to increase and generate interest in attending school by all school age children, expand schools to accommodate increase in enrolment of children especially the vulnerable children and create the enabling conditions for achieving 100% retention, transition, and completion rates. The sum of **₦ 616,000,000.00** would be required for the four-year period broken down into **₦125,250,000**, **₦126,250,000**, **₦ 132,250,000.00** and **₦232,250,000.00** required for 2024, 2025, 2026 and 2027 respectively.

Table 3.3.1.: Access, Equity, and Inclusiveness

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDING	RESPONSIBILITY
					2024	2025	2026	2027	2024	2025	2026	2027			
1	Conduct community profiling of out of school children in the State	18 LGEAs profiling of out of school children	Reduced the number of out of school	Activity Documentation and Report	25%	25%	25%	25%	30	30	30	30	120	UBEC/E DOSUBEB	SM
2	Development of Integrated Multi-media Communication Strategies for Addressing and Eliminating the Out of School Phenomenon	Availability and Utilization of Out of School Children Targeted Multi-Media 2Communication for the 18 LGEAs	Availability and Utilization of Out of School Children Targeted Multi-Media Communication	Evidence of Availability and Usage	4	4	5	5	10	10	15	15	50	UBEC/E DOSUBEB	SM
3	Conduct of Advocacy meetings with Various CSOs and Associations of Vulnerable Persons.	Ten Advocacy and Engagement Meeting with Key CSOs and Associations	Reduced the number of out of school children and increase school enrolment by all level	Numbers of Meeting Carried Out and Documented	10	10	10	10	10	10	10	10	40	UBEC/E DOSUBEB	SM

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDING	RESPONSIBILITY
					2024	2025	2026	2027	2024	2025	2026	2027			
		of Vulnerable Persons													
4	Conducting Advocacy meetings with Traditional, Religious and Community stakeholders	Advocacy Meetings Conducted and Documented in 54 Communities	Reduced the number of out of school children and increase school enrolment by all level	Number of Communities Meeting Carried Out and Documented	54	54	54	54	10	10	10	10	40	UBEC/E DOSUBEB	SM
5	Focused Group Discussions on Enrolment Challenges and Improvement	Focused Group Discussions Carried Out in all LGEAs	Reduced the number of out of school children and increase school enrolment by all level	Number of Focused Group Discussions Conducted and LGEAs covered	18	18	18	18	5	5	5	5	20	UBEC/E DOSUBEB	SM
6	Community Based Town Hall Meetings on Education, Enrolment and Society	Town Hall Meetings Carried Out in the Three Senatorial District	Reduced the number of out of school children and increase school enrolment by all level	Number of Town Hall Meetings Carried Out and Minutes of Meetings	3	3	3	3	3.5	3.5	3.5	3.5	14	UBEC/E DOSUBEB	SM
7	Provision of sets of School Supplies for target school age nomadic children and vulnerable children	10,000 Nomadic Children and vulnerable children provided with a set of School Supplies	Reduced the number of out of school children and increase school enrolment by all level	Number of Nomadic Children Provided a Set of School Supplies	10,000	10,000	10,000	10,000	10	11	12	12	45	UBEC/E DOSUBEB	SM
8	Constructive Engagement with Junior Secondary School Age Children on the Value of Technical and Vocational Education	JSS Engagement Activities Carried Out in 18 LGEAs	Technical and Vocational Education and Training	Number of Engagement Activities Carried Out and LGEAs Covered	1,000	1,000	1,000	1,000	3	3	3	3	12	UBEC/E DOSUBEB	SM
9	Printing and Distribution of Publicity and Campaign Materials for Increasing	Over 50,000 Production and Distribution of Publicity	Production and Distribution of Publicity Materials to 18 LGEAs	Number of Materials Produced and LGEAs Covered	50,000	50,000	50,000	50,000	10	10	10	10	40	UBEC/E DOSUBEB	SM

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDING	RESPONSIBILITY
					2024	2025	2026	2027	2024	2025	2026	2027			
	Enrolment Across the levels of Basic Education	Materials to 18 LGEAs													
10	Capacity building of guidance and counsellors for child protection	1,000 teachers and education managers are trained on child protection	Enhanced educational experiences. Improved social-emotional support for learners	Number of teachers and education managers are trained	1,000	1,000	1,000	1,000	33.75	33.75	33.75	33.75	135	UBEC/E DOSUBEB	SM
TOTAL									125.25	126.25	132.25	23.25	616	UBEC/E DOSUBEB	EDSG

3.3.2 Costed Priority Programmes Plan Policy Goal 2: Quality and Efficiency

Implementation of the activities in this framework is to achieve improvements in the adequacy and quality of physical infrastructure and facilities, teacher supply, availability of core curriculum materials, school statutory records, instructional materials, and above all quality assurance practices and outcomes. The objective of this programme is to identify and address all dimensions of Basic Education quality and relevance to provide qualitative and functional education of direct relevance to the communities and lives of the pupils/students. The focus is to provide adequate and quality education managers, teachers, and other personnel; introduce and scale up the provision of digital assets to facilitate teaching and learning in an educational context that has adequate provision of textbooks, learning resources, and other inputs and consumables. The sum of **N 34,202,000,000.00** would be required for the four-year period broken down into **N6,854,000,000.**

Table 3.3.2: Quality and Efficiency

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDING	RESPONSIBILITY
					2024	2025	2026	2027	2024	2025	2026	2027			
1	Procurement of health equipment and reequipments for school sickbays	1320 sickbays set up	sickbays set up	School level access to first aids	335	335	335	335	4	6	8	10	28	UBEC/E DOSUBEB	SSS

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDING	RESPONSIBILITY
					2024	2025	2026	2027	2024	2025	2026	2027			
2	procurement of modern sporting equipment to ECCDE, Primary and Junior Secondary Schools	216 procurement of sporting equipment football, football posts, nets, Basketball, Basketball nest, high jump, table tennis boards etc.	procurement of sporting equipment football, football posts, nets, Basketball, Basketball nest, high jump, table tennis boards etc.	Schools with modern sporting equipment procured	72	72	72	72	7	9	11	13	40	UBEC/E DOSUBEB	SSS/PPP/PRS
3	Furnishing and equipping of SUBEB Departmental Offices (PRS, Audit, Academic Planning, Supplies, Public Relations, Social Mobilization, Sports, and Finance and Accounts	Eight SUBEB Departments Furnished and Equipped	SUBEB Departments Furnished and Equipped	Number of Departments Furnished and Equipped	-	50	50	-	-	50	50	-	100	UBEC/E DOSUBEB	PRS
4	Construction of Blocks of Three (3) Classrooms (Office/Store) and Two (2) Compartment VIP Toilets for ECCDE	200 Sets of Blocks of 3 Classrooms/2 Compartments VIP Toilets completed for ECCDE	Sets of Blocks of 3 Classrooms/2 Compartment Toilets completed for ECCDE	Sets of Blocks of 3 Classrooms and Two Compartments VIP Toilets Constructed	50	50	50	50	353	388	427	458	1,626	UBEC/E DOSUBEB	PRS/PPP
5	Construction of Blocks of Three (3) Classrooms (Office/Store) and Two (2) Compartment VIP Toilets for Primary Schools	444 sets of (Blocks of 3 Classrooms and 2 Compartments of VIP Toilets for Primary Schools Constructed	sets of (Blocks of 3 Classrooms and 2 Compartments of VIP Toilets for Primary Schools Constructed	Sets of Blocks of 3 Classrooms and 2 Compartments VIP Toilets Constructed	111	111	111	111	2,308,	2,539	2,793,	3,000,	10,640	UBEC/E DOSUBEB	PRS/PPP
6	Construction of Blocks of Three (3) Classrooms (Office/Store) and Two (2)	172 Sets of Blocks of Three (3) Classrooms (Office/Store)	Sets of Blocks of Three (3) Classrooms (Office/Store)	Sets of Blocks of 3 Classrooms and 2 Compartments	43	43	43	43	1,082	1,356	1,567	2,000	6,005	UBEC/E DOSUBEB	PRS/PPP

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDING	RESPONSIBILITY
					2024	2025	2026	2027	2024	2025	2026	2027			
	Compartment VIP Toilets for Junior Secondary Schools	and Two (2) Compartment †	and Two (2) Compartment	† VIP Toilets Constructed											
7	Construction of Blocks of Three (3) Classrooms (Office/Store) and Two (2) Compartment VIP Toilets for Nomadic Schools and Special schools	2 sets of a Block of Three (3) Classrooms (Office/Store) and Two (2) Compartment † VIP Toilet Constructed for Nomadic Schools and special Schools	Construction of Blocks of Three (3) Classrooms (Office/Store) and Two (2) Compartment VIP Toilets for	Sets of Blocks of 3 Classrooms and 2 Compartment † VIP Toilets Constructed	5	5	5	5	102	120	150	170	542	UBEC/E DOSUBE B	PRS/PPP/SM
8	Construction of Block Perimeter Fencing of Urban and Rural Primary and Junior Secondary Schools	Perimeter Block Fencing Constructed for 240 Urban and Rural Junior Secondary Schools	Perimeter Block Fencing Constructed for Urban and Rural Primary and Junior Secondary Schools	Number of Urban and Rural Junior Secondary provided with Block Perimeter Fencing	80	80	80	80	1,040	1,144	1,256	1,273	4,713	UBEC/E DOSUBE B	PRS/PPP
9	Renovation/rehabilitation of Urban and Rural Primary Schools and Junior Secondary Schools	120 Urban and Rural Primary Schools Renovated/R rehabilitated	Urban and Rural Primary Schools and Junior Secondary Schools Renovated/Rehabilitated	Number of Urban/Rural Primary Schools and Junior Secondary Schools Renovated/R rehabilitated	40	40	40	40	2,000	2,050	2,100	2,150	6,300	UBEC/E DOSUBE B	PRS/PPP
10	Provision of Pupils Furniture for Urban and Rural ECCDE Classes	4,000 Units of Pupils Furniture provided for Urban and Rural ECCDE Classes	Units of Pupils Furniture provided for Urban and Rural ECCDE Classes	Units of Pupils' Furniture provided for Urban and Rural ECCDE Classrooms	1,000	1,000	1,000	1,000	100	120	130	150	500	UBEC/E DOSUBE B	PRS/PPP
11	Provision of Pupils Furniture for Urban and Rural Primary Schools	26,000 Pupils Furniture provided for Urban and	Pupils Furniture provided for Urban and Rural Primary Schools	Units of Pupils' Furniture provided for	6,500	6,500	6,500	6,500	650	680	700	720	2,750	UBEC/E DOSUBE B	PRS/PPP

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDING	RESPONSIBILITY
					2024	2025	2026	2027	2024	2025	2026	2027			
		Rural Primary Schools		Urban and Rural Primary Schools											
12	Provision of Pupils Furniture for Urban and Rural Junior Secondary Schools	10,000 Pupils Furniture provided for Urban and Rural Junior Secondary Schools	Pupils Furniture provided for Urban and Rural Junior Secondary Schools	Units of Pupils' Furniture provided for Urban and Rural Junior Secondary Schools	2,500	2,500	2,500	2,500	250	270	300	320	1,140	UBEC/E DOSUBEB	PRS/PPP
13	Provision of Pupils Furniture for Nomadic Schools and special schools	560 Pupils Furniture provided for Nomadic Schools	0Pupils Furniture provided for Nomadic Schools	Units of Pupils' Furniture provided for Nomadic Schools	140	140	140	140	140	180	220	250	590	UBEC/E DOSUBEB	PRS/PPP
14	Provision of a set of Teachers Desks and Chairs for ECCDE Classes	400 Units of Teacher Desk/Chairs provided for ECCDE Classes	Units of Teacher Desk/Chairs provided for ECCDE Classes	Units of Teacher Desk/Chairs provided for ECCDE Classes	100	100	100	100	10	12	15	20	47	UBEC/E DOSUBEB	PRS/PPP
15	Provision of a set of Teachers Desks and Chairs for Primary Schools	2,600 Units of Teacher Desk/Chairs provided for Primary Schools	Units of Teacher Desk/Chairs provided for Primary Schools	Units of Teacher Desk/Chairs provided for Primary Schools	650	650	650	650	65	80	85	90	320	UBEC/E DOSUBEB	PRS/PPP
16	Provision of a set of Teachers Desks and Chairs for Junior Secondary Schools	1,000 Units of Teacher Desk/Chairs provided for Junior Secondary Schools	Units of Teacher Desk/Chairs provided for Junior Secondary Schools	Units of Teacher Desk/Chairs provided for Junior Sec. Schools	100	300	300	300	10	30	35	40	115	UBEC/E DOSUBEB	PRS/PPP
17	Provision of a set of Teachers Desks and Chairs for Nomadic Schools and Special Schools	80 Units of Teacher Desk/Chairs provided for Nomadic Schools	Units of Teacher Desk/Chairs provided for Nomadic Schools	Units of Teacher Desk and Chairs for Nomadic Schools	20	20	20	20	2	2.5	3	3.5	11	UBEC/E DOSUBEB	PRS/PPP

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDING	RESPONSIBILITY
					2024	2025	2026	2027	2024	2025	2026	2027			
18	Capacity Development of Head teachers, Principals and Teachers of ECCDE, Primary, Junior Secondary, Special Schools, and Nomadic Schools (Urban and Rural) - ICT, Pedagogy and Administration	10,227 Basic Education Managers and Teachers Trained on ICT, Pedagogy and Administration	Basic Education Managers and Teachers Trained on ICT, Pedagogy and Administration	Number of Basic Education Managers and Teachers Trained on ICT, Pedagogy and Administration	2557	2557	2557	2557	78	90	100	120	388	UBEC/E DOSUBEB	HR
19	Procurement of Core Curriculum Materials for ECCDE Classes	40,000 Core Curriculum Materials Procured and Distributed to ECCDE Classes	Core Curriculum Materials Procured and Distributed to ECCDE Classes	Number of Core Curriculum Materials Procured and Distributed to ECCDE Classes	10,000	10,000	10,000	10,000	24	26	28	30	108	UBEC/E DOSUBEB	SSS
20	Procurement of Core Curriculum Materials for Primary Schools	160,000 Core Curriculum Materials Procured and Distributed to Primary Schools	Core Curriculum Materials Procured and Distributed to Primary Schools	Number of Core Curriculum Materials Procured and Distributed to Primary Schools	40,000	40,000	40,000	40,000	135	138	140	142	552	UBEC/E DOSUBEB	SSS
21	Procurement of Core Curriculum Materials for Junior Secondary Schools	40,000 Core Curriculum Materials Procured and Distributed to Junior Secondary Schools	Core Curriculum Materials Procured and Distributed to Junior Secondary Schools	Number of Core Curriculum Materials Procured and Distributed to Junior Secondary Schools	10,000	10,000	10,000	10,000	40	42	46	48	178	UBEC/E DOSUBEB	SSS
22	Procurement of Core Curriculum Materials for	4,000 Core Curriculum Materials Procured	Core Curriculum Materials Procured and Distributed to	Number of Core Curriculum Materials	2,000	2,000	2,000	2,000	10	12	14	16	52	UBEC/E DOSUBEB	SSS

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDING	RESPONSIBILITY
					2024	2025	2026	2027	2024	2025	2026	2027			
	Nomadic Schools and special schools	and Distributed to Nomadic Schools and special schools	Nomadic Schools and special schools	Procured and Distributed to Nomadic Schools and special schoolsProcurement and Development of Early Reading and Numeracy Materials											
23	Instructional Materials for ECCDE Classes	40,000 Core Instructional Materials Procured and Distributed to ECCDE Classes	Core Instructional Materials Procured and Distributed to ECCDE Classes	Instructional Materials Procured and Distributed to ECCDE Classes	10,000	10,000	10,001	10,000	40	42	46	48	176	UBEC/E DOSUBEB	SSS
24	Instructional Materials for Primary Schools	40,000 Core Instructional Materials Procured and Distributed to Primary Schools	Core Instructional Materials Procured and Distributed to Primary Schools	Number of Core Instructional Materials Procured and Distributed to Primary Schools	10,000	5,000	10,000	10,000	100	102	104	106	412	UBEC/E DOSUBEB	SSS
25	Instructional Materials for Junior Secondary Schools	14,000 Core Instructional Materials Procured and Distributed to Junior Secondary Schools	Core Instructional Materials Procured and Distributed to Junior Secondary Schools	Number of Core Instructional Materials Procured and Distributed to Junior Secondary Schools	3,000	3,000	3,000	3,000	30	32	34	36	132	UBEC/E DOSUBEB	SSS
26	Instructional Materials for Nomadic Schools and special schools	2000 Core Instructional Materials Procured	Core Instructional Materials Procured and	Number of Core Instructional Materials	3,000	3,000	3,000	3,000	5	8	10	12	36	UBEC/E DOSUBEB	SSS

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDIN G	RESPONSIBILIT Y
					2024	2025	2026	2027	2024	2025	2026	2027			
		and Distributed to Nomadic Schools	Distributed to Nomadic Schools and special schools	Procured and Distributed to Nomadic Schools and special schools											
27	Procurement and Development of Early Reading and Numeracy Materials	16,000 sets of Early Reading and Numeracy Materials Procured and Distributed to ECCDE and Junior Primary Schools	Sets of Early Reading and Numeracy Materials Procured and Distributed to ECCDE and Junior Primary Schools	Sets of Early Reading and Numeracy Procured and Distributed	4,000	4,000	4,000	4,000	40	42	44	46	172	UBEC/E DOSUBEB	SSS
28	Early Reading and Numeracy Materials, Training and Development	4,000 Teachers Trained and retrained on Early Reading and Numeracy Teaching	Teachers Trained and retrained on Early Reading and Numeracy Teaching	Number of Teachers and Education Managers Trained and retrained on the Teaching of Early Reading and Numeracy	1,000	1,000	1,000	1,000	80	82	84	86	332	UBEC/E DOSUBEB	HR
29	Conduct of CQA for 9 weeks to visit schools by UBEC, SUBEB and LGEAs for evaluation of 144 schools	432 schools evaluated in three teams	schools evaluated in three teams	To ensure efficiency and effectiveness running of the program and activities	432	432	432	432	130	132	134	136	532	UBEC/E DOSUBEB	QA
30	Quality Assurance Processes Enhancement for Basic Education	3,200 Quality Assurance Officers, Basic Education Managers and Teachers Trained	Quality Assurance Officers, Basic Education Managers and Teachers Trained	Number of Quality Assurance Officers, Basic Education Managers	800	800	800	800	80	82	84	86	332	UBEC/E DOSUBEB	QA

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDIN G	RESPONSIBILT Y
					2024	2025	2026	2027	2024	2025	2026	2027			
				and Teachers Trained											
31	Monitoring of Learning Achievement on the Impact of Edo-BEST 2.0	Conduct of System Wide Learning Assessment	Conduct of System Wide Learning Assess	System Wide Learning Assessment Conducted with Written Report	-	-	1	-	-	-	100	-	100	UBEC/EDOSUBEB	SSS/PRS/QA
32	Development of Playgrounds for ECCDE Classes	Playgrounds Developed for 288 ECCDE Sections and Primary Schools	Playgrounds Developed for ECCDE Sections and Primary Schools	Number of Playgrounds Developed	72	72	72	72	212	214	216	218	860	UBEC/EDOSUBEB	PPP/PRS
33	Development of Library Services for Basic Education	12 LGEAs Provided Library Services	LGEAs Provided Library Services	Number of LGEAs Provided with Library Services	3	3	3	3	6	8	10	12	36	UBEC/EDOSUBEB	SSS/PRS
34	Training of school Agricultural officers, procurement of farm equipment and seedlings for school farms	1340 schools farm programmes established	Schools farm programmes and activities established	Improved agricultural practices for pupils/students.	335	335	335	335	29	31	33	35	128	UBEC/EDOSUBEB	SSS
TOTAL									6,854	10,119	8,284	894	34,202	UBEC/EDOSUBEB	EDSG

3.3.3 Costed Priority Programmes Plan Policy Goal 3: System Strengthening and Efficiency

The focus is to institutionalize the execution of the Annual School Census, streamline and strengthen data collection, develop functional Education Management Information System infrastructure at the head office and Local Government Education Authorities, strengthen Monitoring and Evaluation, increase digital capacity, and develop a Basic Education sector with strong stakeholder engagement and collaboration. The goals of this theme area's policies are to improve the planning procedures by utilizing up-to-date data and ensuring that the sector is well-managed. In this instance, key platforms for accomplishing the policy goals are the Education Management Information System (EMIS), the Annual School Census, and thorough Monitoring and Evaluation (M & E). The sum of **₦1,760,000,000.00** would be required for the four-year period broken down into **₦ 649,000,000.00**, **₦ 357,500,000.00**, **₦ 369,000,000.00**, and **₦ 385,000,000.00** required for 2024, 2025, 2026 and 2027 respectively.

Table 3.3.3: System Strengthening and Efficiency

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDING	RESPONSIBILITY
					2024	2025	2026	2027	2024	2025	2026	2027			
1	Recruitment of teachers and education managers	5,500 recruited teachers and education managers	Filled the teachers and education managers gaps	Number of teachers and education managers recruited	2,500	1000	1000	1000	50	52	54	56	212	UBEC/E DOSUBEB	HR
2	Conducting Annual School Census	Annual 2024,2025, 2026 & 2927 School Census Executed	Annual School Census Executed	Annual School Census Conducted	1	1	1	1	50	50	50	50	200	UBEC/E DOSUBEB	PRS
3	Procurement of Computers for EMIS Operations at the Headquarters and LGEA Offices	160 Sets of Computers for the SUBEB HQ and 18 LGEAS (SUBEB HQ= 6 Sets; Each LGEA = 2 Sets)	Sets of Computers for the SUBEB HQ and 18 LGEAS (SUBEB HQ= 6 Sets; Each LGEA = 2 Sets)	Number of sets of computers procured and distributed to SUBEB HQ and LGEAs	40	40	40	40	8	10	12	14	44	UBEC/E DOSUBEB	PRS
4	Capacity development for State and LGEA Level EMIS Officers	252 State and LGEA EMIS Officers trained	State and LGEA EMIS Officers trained	Number of EMIS Personnel Trained at the SUBEB HQ/LGEAs	63	63	63	63	7	8	9	10	34	UBEC/E DOSUBEB	PRS
5	Updating of Basic Education Strategic Plans	The 2024 – 2027 MTBESP	MTBESP updated to 2028-2032	2024 – 2027 MTBESP updated to	-	-	-	1	-	-	-	7	7	UBEC/E DOSUBEB	PRS

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDIN G	RESPONSIBILIT Y
					2024	2025	2026	2027	2024	2025	2026	2027			
		updated to 2028-2032		2028- 2032 MTBESP											
6	Conducting Annual Basic Education Performance Review on 2024 – 2027 MTBESP	2024-2027 Annual Basic Education Sector Performance Review on MTBESP Carried Out	Annual Basic Education Sector Performance Review on MTBESP Carried Out	The Report of the AESPR Conducted Every Year	2024 MTBESP Performance Review Carried Out	2025 MTBESP Performance Review Carried Out	2026 MTBESP Performance Review Carried Out	2027 MTBESP Performance Review Carried Out	3	3.5	4	4.5	15	UBEC/E DOSUBEB	PRS
7	Conduct of Basic Education Action Research and Development	Basic Education Action Research and Development Carried Out	Basic Education Research and Development Carried Out	Reports and documentation of Action Research and Development Activities Carried Out Every Year	Basic Education Research and Development Carried Out	Basic Education Research and Development Carried Out	Basic Education Research and Development Carried Out	Basic Education Research and Development Carried Out	5	5.5	6	6.5	23	UBEC/E DOSUBEB	PRS

S/ N	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS	ANNUAL OUTPUT TARGETS				COST ('000,000') in Millions				TOTAL COST	SOURCE OF FUNDIN G	RESPONSIBILIT Y
					2024	2025	2026	2027	2024	2025	2026	2027			
8	Digitization of Content Delivery in Basic Education through the distribution to and deployment of Tablets by Teachers under EDO BEST 2.0 Programme	5,500 Teachers Trained and Provided with Tablets	Teachers Trained and Provided with Tablets	Number of Teachers Trained and Provided with Tablets	2,500	1,000	1,000	1,000	500	200	200	200	1,100	UBEC/EDOSUBEB	PRS/SSS/HR/QA
9	Procurement of Computers and ICT Equipment for Effective Teaching and Learning	40 Smart schools Equipped with ICT Hard and Software for Teaching and Learning	Smart schools Equipped with ICT Hard and Software for Teaching and Learning	Number of smart Schools Equipped and Number of Computers Hard and Software Procured and Distributed	10	101	10	10	22	24	26	28	100	UBEC/EDOSUBEB	PRS/SSS
10	Capacity building for Accounts and Finance department in Head quarter and LGEAs	45 Accounts and Finance personal are trained on the modern accounting software	Accounts and Finance personal are trained on the modern accounting software	Number of accounts and finance personal trained	-	45	45	45	4	4.5	5	5.5	19	UBEC/EDOSUBEB	A/F
11	Workshop training for SUBEB headquarters staff	Workshop training for 90 SUBEB headquarters staff	SUBEB staff trained at the workshop	Number of SUBEB staff trained at the workshop	-	90	-	90	-	-	3	3.5	6.5	UBEC/EDOSUBEB	PRS/HR
TOTAL									649	357	369	385	1,760	UBEC/EDOSUBEB	EDSG

3.3.4 Costed Priority Programmes Plan Policy Goal 4: Sustainable Funding

A steady growth in funds allocation, releases, and effective use by all parties involved and operators of the Basic Education delivery system is the aim of the sustainable funding of education plans. The policy's main goal is to inspire the government to commit to the development of basics in the state, as well as the goodwill of donors and other stakeholders including the private sector, civil society, communities, and individuals, to each contribute their fair share.

POLICY OBJECTIVE 4: SUSTAINABLE FUNDING **Table 3.3.4**

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Make more funds available for Basic Education programmes	Request for increase in Basic Education allocation by 5% each year	Increase in Allocation to Basic Education	1	1	1	1	1000	1000	1000	1000	4,000,000	UBEC/DTSG	UBEC/SUBEB
Ensure timely release of education funds	Advocacy visits to State government to seek for timely release of budgetary allocations to basic education in the state	Allocation to Basic Education release on time	1	1	1	1	1000000	1000	1000	1000	4,000,000	UBEC/DTSG	UBEC/SUBEB
Constitution of a viable School Based Management Committee	Create a viable School Based Management Committee constituted	Functional School Based Management Committee in place	1	1	1	1	500000	500	500	500	2,000,000	UBEC/DTSG	UBEC/SUBEB
Capacity building of 120 Finance and Accounting Officers on Computerized Accounting System	Train 120 Finance and Accounting Officers on Computerized Accounting System		30	30	30	30	5000000	5000	5000	5000	20,000,000	UBEC/DTSG	UBEC/SUBEB
TOTAL											30,000,000		

CHAPTER FOUR

4.0 BASIC EDUCATION FINANCING

Basic Education is funded by different stakeholders. The main source of funding is Edo State Government with the Federal Government representing the second major source of funding of Basic Education through the Universal Basic Education Commission (UBEC). Local Governments bear the burden of handling personnel and related costs. Other stakeholders funding the provision of Basic Education include International Development Partners (IDPs), Private Sector entities pursuing their Corporate Social Responsibility mandates, the Civil Society, Communities, and Individuals.

The Federal Government provides funding support to all State Governments and FCT Administration to encourage and enable them to invest to meet the country's overall Basic Education goals especially in pursuance of global obligations and national development goals. This intervention which is based on a matching grant system had been available to all States and the FCT for a very long time. It has considerably helped States/FCT stopped the deterioration, stabilised, and set the Basic Education sub sector on a path of recovery. Edo State had been a beneficiary of this federal intervention up till the first to four quarter of 2021. This has left it with a substantial amount of un-accessed fund for the development of its Basic Education.

Generally, outside the UBEC managed federal intervention, the financing of Basic Education in all States, inclusive of Edo State is a predominantly a state affair. In Edo State, the funding available to the Total Education Sector in relation to the Total State Budget has been decreasing from 2022 to 2024 though in comparison the budget allocation to Basic Education in relation to the Total Education budget has been increasing for the three years. Table 4.0 below gives the prevailing funding situation in the last three years.

Table 2.01: Sources of Funding for Basic Education, 2022-2024

SOURCE OF FUNDING	2022	2023	2024	TOTAL
State Budget	222,570,000,000.00	321,400,000,000.00	325,300,000,000.00	869,270,000,000.00
% To State Budget	13%	12.2%	10.0%	8.1%
% To Basic Education Budget	21%	22.3%	43%	26.6%

Source: Edo State Ministry of Budget and Economic Planning

The per cent growth for the Basic Education as a total of education sector allocation grew from 21% in 2022 through 22.3% in 2023 to a high 43% in 2024. This affirms the prevailing support that has been given EdoBEST 2.0 by the government. If this per cent growth rate is complemented by a

significant increase in the total budgetary allocation to education, the achievement of the objectives of EdoBEST 2.0 will be sustainably realised. Government shall look at this possibility in the shortest foreseeable future. Indeed, one immediate option under consideration is the possibility of using the State's Paris Loan Refund to boost funding for the subsector.

Data from the Ministry of Finance have indicated a firm commitment of the government to strictly keep to its budgetary obligation by releasing 100 per cent what has been budgeted for education as a whole and Basic Education as its key component. This is more pertinent with the government committing itself to make supplementary budgetary provisions for the last quarter of the year.

Other stakeholders have also invested in the development of Basic Education in the State. However, not many of the nation's key development partners, at the bilateral and multilateral levels, are active in the State in the last three years except the World Bank. In recent time, the World Bank is constructively engaged with the State in some designated areas including education where the target was to improve the quality of education in the state with emphasis on enhancing access to technical and vocational education especially for the girl child and stakeholder participation in improving teacher attendance using the School Based Management Committees (SBMCs). The State will begin and firm up the documentation and tracking of these interventions to help determine their levels of contributions and impact.

As negligible as the above may appear in comparison to the demands and current resources being expended, it promises to be a good source of support that government would work on in its efforts to expand and extent the funding basket for the development of Basic Education. It is a challenge being addressed by EdoBEST 2.0 which is working to create a robust context for non-state actors to up their contributions to the development of Basic Education in the State.

4.1 Introduction

The primary obstacle to basic education has been inadequate funding, as the amount of money allocated for educational programmes has been decreasing. Since 2019, the financial allocation to the education sector has fluctuated between 12% and 20%, when the UNESCO benchmark of 26% is suggested. The global severe reduction in oil prices is the reason why it sometimes drops to as low as 10%, even though the industry was not intentionally disregarded. Therefore, the education sector needs to look for alternate funding sources to meet its endless demands, which include anything from hiring teachers to maintaining and developing infrastructure.

Nonetheless, Edo State has allocated a sizeable portion of its budget to education, coming closer to the UNESCO global recommendation. In 2024, the State earmarked ₦32.2billion, which represent 10% of the whole budget (₦325.3billion), for education.

4.2 State Basic Education Expenditure by level of education 2021 – 2024

LEVEL OF EDUCATION	YEAR				TOTAL
	2021	2022	2023	2024	
	AMOUNT	AMOUNT	AMOUNT	AMOUNT	
	(₦)	(₦)	(₦)	(₦)	
Basic Education (ECCDE, Pre-Primary, Primary and JSS)	6,072,727,273.00	6,079,328,824.00	12,981,000,000.00	12,300,000,000.00	37,433,056,097.00
Post Primary Education	1000,000.00	215,080,000.00	4,369,320,241.56	22,600,000,000.00	27,199,400,241.56
Technical and vocational Education	500,000,000.00	700,000,000.00	2,050,000,000.00	5,525,000,000.00	8,775,000,000.00
TOTAL	6,587,727,273.00	6,994,408,824.00	19,400,320,241.56	40,425,000,000.00	73,407,456,338.56

Source: Edo State Ministry of Budget and Economic Planning

From the Table 4.2 and chart above we can see that there has been a significant increase in public education allocation in 2024 fiscal year as against 2021 and 2022. However, when compared with actual budgetary release of funds, the State has always found it difficult to release funds to match up with capital provisions in the budget as most of the funds released are for recurrent expenditures towards overheads and personnel cost. This has accounted for the limited infrastructural development expected to have been achieved with prompt release of funds under the capital budget allocation.

Edo State Education Budget Funding Structure

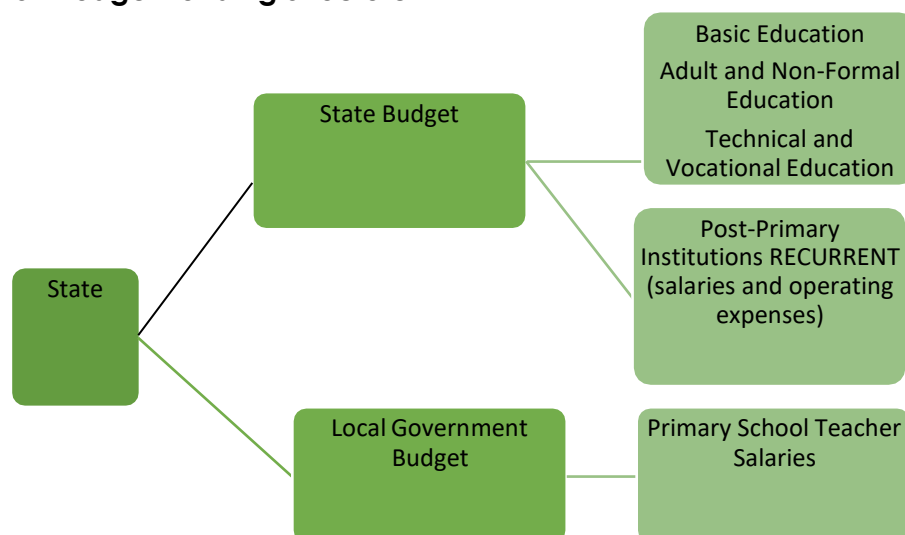


Fig. 4.2: Source: Edo State Ministry of Budget and Economic Planning

4.3 State Basic Education Expenditure from All sources

The budget for running Basic Education in Edo State is derived from both State budget for Basic Education, Matching grants from both state and UBEC and allocation from the Federal Government for the payment of teachers' salaries. These are combined to make sure that the Basic Education in the state is effectively managed.

Table 4.3 COUNTERPART FUND AND MATCHING GRANT

SOURCES	COUNTERPART FUND AND MATCHING GRANT				
	2021	2022	2023	2024	TOTAL
	AMOUNT	AMOUNT	AMOUNT	AMOUNT	
	(₦)	(₦)	(₦)	(₦)	
FG-UBEC	946,833,201.13	NA	NA	NA	946,833,201.13
STATE GOVERNMENT	946,833,201.13	1,204,452,353.76	1,395,784,959.14	1,775,321,292.23	5,322,391,806.26
TOTAL	1,893,666,402.26	1,204,452,353.76	1,395,784,959.14	1,775,321,292.23	6,269,225,007.39

Source: EdoSUBEB

Since the inception of His Excellency, Godwin Nogheghase Obaseki has Edo State has been able as match her counterpart funds from the Universal Basic Education Commission (UBEC) as shown in the table above 4.3.

4.4. State Basic Education Public Recurrent and Development Expenditure

Table 4.2: Edo State Basic Education Recurrent and Development Expenditure

Category	YEAR							2024 Capital Expenditure	Total
	2022 Recurrent Expenditure	2022 Capital Expenditure	Total	2023 Recurrent Expenditure	2023 Capital Expenditure	Total	2024 Recurrent Expenditure		
Basic Education (ECCDE, Pre-Primary)	9,454,361,420	2,460,000,000.00	11,914,361,420	3,233,800,000.00	1,395,784,959.14	4,629,584,959.14	1,740,000,000.00	2,335,321,292.23	4,075,321,292.23
Post Primary Education	994,183,660	164,400,000.00	1,158,583,660	4,399,320,241.56	400,000,000.00	4,799,320,241.56	7,500,000,000.00	7,600,000,000.00	15,100,000,000.00
Technical and	415,283,058.24	700,000,000.00	1,115,283,058.24	550,000,000.00	1,500,000,000.00	2,050,000,000.00	1,700,000,000	925,000,000	2,625,000,000
TOTAL	10,863,828,138	3,324,400,000.00	14,188,228,138	8,183,120,242	3,295,784,959.14	11,478,905,201	10,940,000,000.00	10,860,321,292.23	21,800,321,292.23

Source: Edo State Ministry of Budget and Economic Planning

To effectively run Basic Education in the State, Post Primary and TVET the Edo State Government under His Excellency, Godwin Nogheghase Obaseki has expended the sum of ₦21,800,321,292.23 on recurrent and capital expenditures between the year 2022 and quarter of 2024, using the available resources.

Figure1: Edo Total Capital and Recurrent Expenditure-Actual

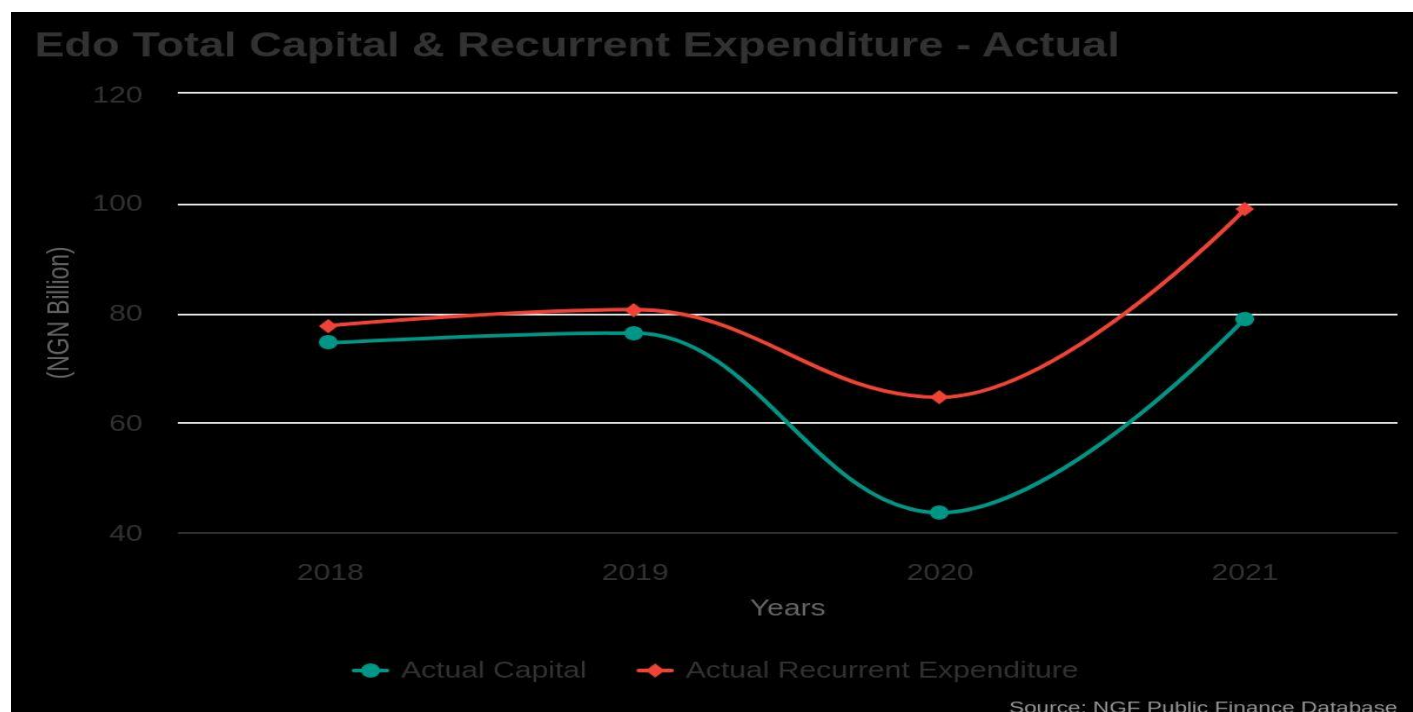
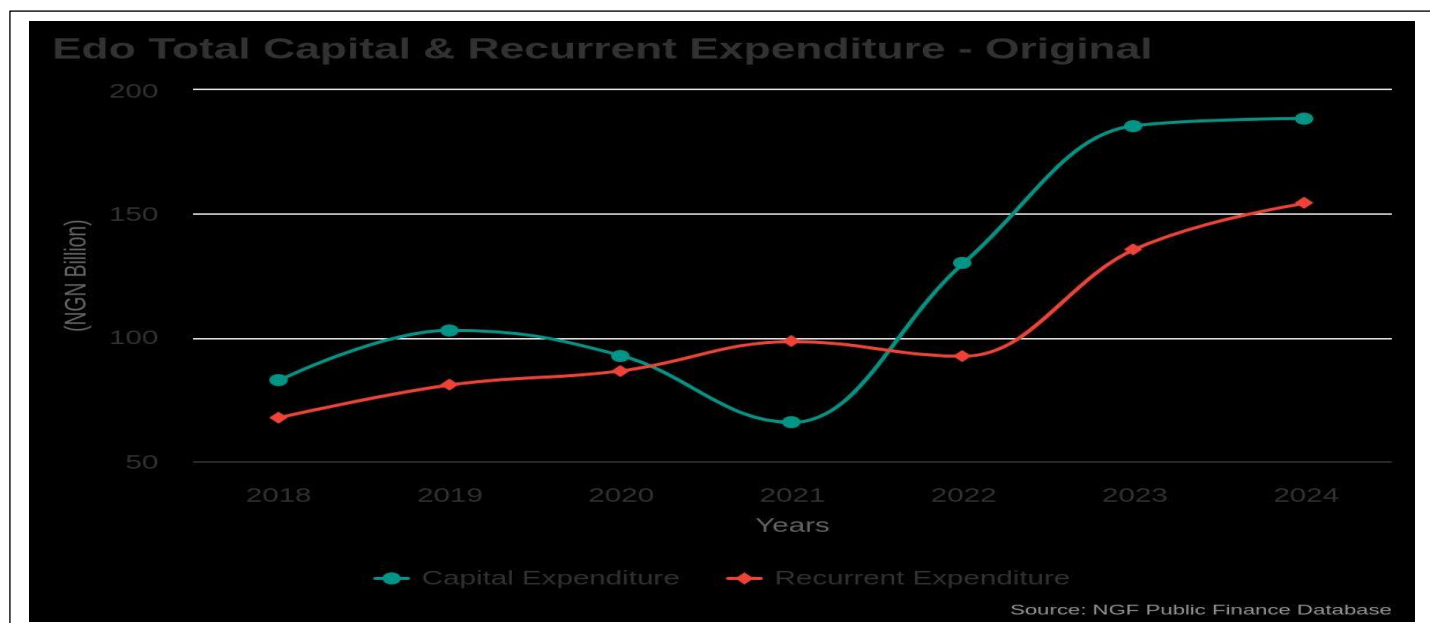


Figure2: Edo Total Capital and Recurrent Expenditure-Original



Figures 1 and 2 above illustrate how the Edo State Government, led by His Excellency Godwin Nogheghase Obaseki, has increased capital and recurrent spending in the state's education sector by 15.6% and the basic education sub-sector by 21%. The state's basic, post-basic, tertiary education sectors continue to receive funding from the government as part of its ongoing commitment to implementing the EdoBEST plan and other educational development programmes.

4.5 Basic Education Recurrent Expenditure

To effectively run Basic Education in the State for the three years in review, The Edo State Government under His Excellency Godwin Nogheghase Obaseki has expended the sum of ₦28,113,392,916.96 on Teachers and LGEA Staff Salaries. This is graphically broken down in the table below:

Table 4.3.1: Basic Education Recurrent Expenditure (Teachers and LGEAstaff Salaries)

EDO STATE BASIC EDUCATION RECURENT EXPENDIITURE (Teachers and LGEA Staff Salaries 2021-2024)				
Category	YEAR			TOTAL
	2021	2022	2023	
Teachers' Salaries	8,509,350,038.16	9,264,361,420.32	8,944,183,659.72	26,717,895,118.20
LGEA Staff Salaries	414,683,058.24	495,466,902.48	485,347,838.04	1,395,497,798.76
Total	8,924,033,096.40	9,759,828,322.80	9,429,531,497.76	28,113,392,916.96

Source: **Edo State Ministry of Budget and Economic Planning 2022-2024**

4.7 Cost and Financial Implication of the Plan

The following considerations guides the costing procedure of this plan.

- The lowest reasonable unit costs for acceptable quality of the relevant items in the immediate market environment.
- Procurement quantities determined by reasonable level of demand by the sector guided by economy of scale.
- The standard costing procedure as recommended by UBEC.
- Consideration for maintenance and depreciation in respect of assets and facilities acquired in the past.
- 15% inflation rate for future cost projections

The summary of cost of implementing this 2024 to 2027 Medium Term Basic Education Sector Plan is **Thirty-Six billion, six hundred and eight million, naira (₦36,608,000,000.00)** only and the details are as listed below.

KEY PRIORITY AREAS	DISTRIBUTION ₦	% DISTRIBUTION
Access, Equity, and Inclusiveness	616,000,000.00	1.7
Quality and Efficiency	34,202,000,000.00	93.4
System Strengthening and Efficiency	1,760,000,000.00	4.8
Sustainable Funding	30,000,000.00	0.1
TOTAL	36,608,000,000.00	100.0

The total money needed to successfully implement this plan is expected to come from both state government budget and matching grants from Edo State and FG-UBEC.

4.7.1 Macroeconomics Assumptions and Cost Projection.

The estimated financial resources expected to be available for the Basic Education sub sector despite the current economic challenges projects that the GDP will continue to grow. The Internally Generated Revenue of the State will increase at an annual average of ₦ 7 billion Naira during the plan implementation period. The State expenditure on education as a percentage of total State expenditure is also projected to increase as well.

Table 4.7.1: Macroeconomic Outlook

Edo State Financial Indices	2020-2021	2021-2022	2022-2023
Overall State Revenues	125.2	127.5	129.0
Revenues from the Federation Account(Billion ₦)	54.5	55.0	55.5
Internally Generate Revenues (Billion ₦)	52.6	55.5	58.5
Federal Transfer as % of the FAACIGR as % of the total Revenues	0.8%	0.8%	0.8%
Overall State Expenditure (Billion ₦)On % of revenues	50.1%	52.2%	55.3%
Expenditure on Education (Billion ₦)	120.5	125.0	130.6
Recurrent expenditures (Billion ₦) Capital expenditures (Billion ₦)	110.6%	109.5%	108.4%
% recurrent	35.09	35.89	36.71
% Development	13.95	14.26	14.59
As a % of State Expenditure	4.04	4.13	4.23
	77.5%	77.5%	77.5%
	22.5%	22.5%	22.5%
	39.6%	39.7%	39.7%

Source: Edo State 2021-2024 Financial Simulation Model

This Medium-Term Basic Education Sector Plan for this period of four years is proposed base assumption on five of the pillars of EdoBEST 2.0 and MEGA agenda being wealth and job creation will be materialized and our high expectation on the industrial parks and free trade zones which culminates into huge investment by private sector thus the following macro- economic assumptions:

- i. Stable macro-economic fundamentals in Nigeria.
- ii. Global oil price recovery.
- iii. 10% annual growth rate in the state IGR; and
- iv. Increase Public-Private Partnership Initiatives.

All these will influence the expenditure of government on Education.

4.7.2 Financing the Plan.

This Plan may look ambitious in the face of the present economic challenge. However, with a projection of 10 percent growth in GDP and the state oil endowment being one of the lead actors in the oil sector as well as the commitment of the present Administration to good governance and the political will to implement the MEGA agenda the Plan can be reasonably funded from the States internally generated revenue which has been on the increase since the inception of this Government. It is also expected that the statutory allocation of the Federal Government will improve from 2% CRF to 4% very soon and that

contribution from private investors as well as International Development Partners.

4.7.3 Cost of Sub-Sector Plan.

<u>COST OF THE SUB-SECTOR PLAN</u>								
S/ N	KEY PRIORITY AREAS	COMPONENTS	ACTION BY	FUNDING SOURCE	COST			
					2024	2025	2026	2027
1	ACCESS, EQUITY AND INCLUSIVENESS	Out-of-school	SUBEB	UBEC/DTS G	10,000,000.00	10,000,000.00	10,000,000.00	10,000,000.00
		ECCDE centres	SUBEB	UBEC/DTS G	321,425,510.70	321,425,510.70	321,425,510.70	321,425,510.70
	SUB-TOTAL				331,425,510.70	331,425,510.70	331,425,510.70	331,425,510.70
2	QUALITY AND EFFICIENCY	Physical Infrastructure	SUBEB	UBEC/DTS G	3,595,912,412.25	3,680,912,412.25	3,725,912,412.25	3,749,912,412.25
		Resource Materials	SUBEB	UBEC/DTS G	25,000,000.00	29,500,000.00	33,000,000.00	37,500,000.00
		Capacity Building of School Managers	SUBEB	UBEC/DTS G	25,000,000.00	28,000,000.00	32,000,000.00	35,000,000.00
		Capacity Building of Jolly Phonics Teachers	SUBEB	UBEC/DTS G	9,500,000.00	10,000,000.00	11,500,000.00	12,000,000.00
		Capacity Building of Teachers and Care givers	SUBEB	UBEC/DTS G	16,000,000.00	18,000,000.00	20,000,000.00	22,000,000.00

	SUB-TOTAL				3,671,412,412.25	3,766,412,412.25	3,822,412,412.25	3,856,412,412.25
3	SYSTEM MANAGEMENT EFFICIENCY	Supervision/Monitoring of all UBEC/SUBEB projects going on around the State	SUBEB	UBEC/DTS G	1,000,000.00	2,000,000.00	3,000,000.00	3,000,000.00
		Routine Monitoring/Evaluation of all schools	SUBEB	UBEC/DTS G	40,000,000.00	44,000,000.00	47,000,000.00	52,000,000.00
		Teachers Recruitment (Primary School and Junior Secondary Teachers)	SUBEB	UBEC/DTS G	30,000,000.00	35,000,000.00	40,000,000.00	42,000,000.00
		Teachers Upgrade (Primary School)	SUBEB	UBEC/DTS G	6,000,000.00	6,000,000.00	6,000,000.00	6,000,000.00
		Quality Assurance	SUBEB	UBEC/DTS G	5,000,000.00	5,000,000.00	5,000,000.00	5,000,000.00
		Statistics/EMIS	SUBEB	UBEC/DTS G	7,760,000.00	7,760,000.00	7,760,000.00	7,760,000.00
	SUB-TOTAL				89,760,000.00	99,760,000.00	108,760,000.00	115,760,000.00
4	SUSTAINABLE FUNDING		SUBEB	UBEC/DTS G	7,500,000.00	7,500,000.00	7,500,000.00	7,500,000.00
					6,000,000.00	6,500,000.00	7,100,000.00	7,600,000.00

4.8 Risks and Mitigation Measures

The likelihood that a sector plan will provide the desired outcomes is significantly increased when it is able to foresee possible risks, account for them, and incorporate mitigation measures. The subsector of basic education has a significant social influence and frequently involves all societal strategies. It is also a major area of interest where the political class is always required to provide and maintain accountability. Because of this, a thorough risk identification, analysis, and management process is required to guarantee the sector strategy is implemented effectively. An increased degree of readiness to lessen the impact of potential risks to the Basic Education subsector will result from a thorough understanding of such dangers. The degree of impact is shown by the Probability Chart.

Table 4.8.1: Risks and mitigation measures

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

Table 4.8.2 Risks and Mitigation Measures

S/N	RISKS	PROBABILITY	IMPACT	MITIGATION MEASURES
1.	Released UBE Intervention Fund not being utilized for planned purpose.	2	2	<ul style="list-style-type: none"> ➤ Ensure appropriate disbursement mechanism and procedures for disbursement of funds are established and followed. ➤ ii. Ensure M& E Section tracks and monitors periodic releases and delivery of works and services.
2.	Slow or inconsistent releases of approved budgets/funds	2	2	Maintain appropriate follow up activities and submission of necessary requests as and when due.

3.	Possible Decrease in financial flows from Federal Allocation due inflation rate	3	3	<ul style="list-style-type: none"> ➤ Private partnership ➤ Create more ways to generate internal revenue. ➤ Government's commitment to increase budgetary allocation of Basic Education
4	Lack of community participation and ownership.	1	2	Increased Advocacy and counselling for parents and community leaders on the need for all children of school age to be in school.
6	Effect of COVID-19 and other unforeseen disasters	2	3	Improved emergency responsiveness.
7	Inadequate data management	1	2	Increased capacity building of EMIS Staff and LGEA Team

4.9. Risk Assessment and Mitigation

The viability of this sector plan is centred on a few significant risks that could compromise its ability to achieve the objectives and maintain its sustainability. As a result, potential risks, their degree of impact, and potential mitigation strategies have been examined and summarised in the table below to protect the significant resources invested in this plan:

Table 4.9: Risk and Mitigation Strategy.

Risk	Rank (high, medium, low)	Impact	Mitigation strategy
Insufficient funding	Medium to high	High	<ul style="list-style-type: none"> • Seek financial support from the private sector, nongovernmental entities, and developmental partners. • Renegotiate targets, activities, and timelines for implementation • Early request for approval of funds
Lack of buy-in	Medium to high	Medium	<ul style="list-style-type: none"> • High- and low-level advocacy to major stakeholders • Conduct widespread sensitization sessions and consultations on plan implementation

			<ul style="list-style-type: none"> • Deploy relevant communication strategy for various audiences
Limited data	Medium to high	High	Set up school base EMIS to enhance data management practices easy dissemination of information between school, LGEA, SUBEB and MoE levels
Political will	Medium	Medium	Involvement of all stake holders the implementation and monitoring of Plans as well as setting annual performance targets
Security risk	Low	Medium	Regular and continuous engagements with local leaders on the importance of education to development. Continuous contact with State Committee on dialogue and conflict resolutions. Direct involvement of local community actors during implementation.
Delay in project completion risk	Low	Medium	Strengthen project monitoring units to provide early on effective project monitoring. Invoke possible sanction for late project completion. Ensured that payment is for quality and standard job delivered.
Abandonment of Projects	Low	High	Strengthen project monitoring units to provide effective project monitoring/supervision.
High completion cost risk	Medium		Engage measures that reduce the unit cost of activities.

CHAPTER FIVE

5. Monitoring and Evaluation

5.1 Introduction

Monitoring and evaluation is a key component of strategic and operational plan implementation. It is an essential requirement necessary for tracking plan implementation in terms of progress towards achieving defined objectives and targets as well as a means of assessing overall performance, the challenges confronting plan implementation and ways of improving the process to focus and achieve the desired objectives. Thus, this section clearly presents the monitoring and evaluation framework adopted for this plan, the selection of appropriate data sources and generation of evidence for performance tracking and evaluating progress and how the results of M and E will be used to enhance the quality and outcomes of the implementation of this plan.

5.2 Monitoring and Evaluation Mechanisms

The Monitoring processes will allow for the Technological gathering and analysis of Basic Education data as well as the strengths and weaknesses in the implementation of this plan, while the evaluation processes will focus on the in-depth analysis of significant outcomes and, where these outcomes impact the plan. Hence effective monitoring and evaluation (M&E) of the MTBESP is necessary for SUBEB, MoE, and other key stakeholders to accurately measure progress toward policy goals and, where necessary, inform corrective measures to improve plan efficiency. The M&E plan implementation will take place at both the technical and policy levels.

5.2.1 Plan Progress Reporting

The Senior Management will be responsible for advising the Honourable Commissioner SMOE/Executive Chairman of the Board on policy decisions regarding plan implementation and acting on Education policy decisions. The Committee will be made up of the Permanent Secretary, Board Secretary, Directors from SMOE and SUBEB, and Finance Officers. This committee, which meets at least once a month, is chaired by the Honourable Commissioner at SMOE, Executive Chairman of SUBEB, or Permanent Secretary SMOE/Board Secretary.

5.2.2 Plan Implementation Progress Reviews

This committee will be saddled with the responsibility of monitoring and evaluating the plan implementation. In line with the State's context within which the Ministry of Education operates, this committee will be responsible specifically for leading the SMOE annual performance plan and reviewing progress on plan implementation quarterly. The committee will be chaired by the Director, Planning,

Research and Statistics or as directed by the Permanent Secretary/ Board Secretary or the Executive Chairman. Significantly, other Directors will be members of this committee. The committee will be responsible for cascading the SMoE annual performance plan into annual operational plans for the departments in their respective Units.

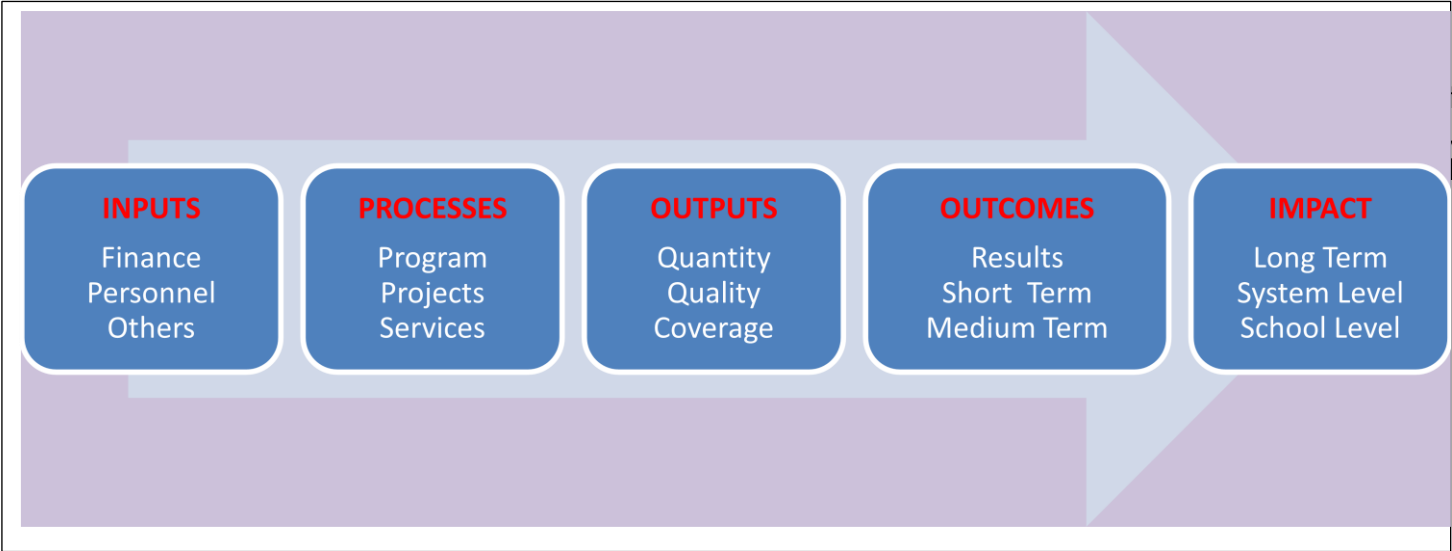
5.2.3 Surveys and Studies

The Core Planning Team will be responsible for ensuring that the required M&E activities take place at all levels. The team will lead the preparation of the SMoE/SUBEB annual performance operational plans and prepare strategic documents for all identified review processes to be held at specified intervals. As such, this team functions as the secretariat for the EMEC and will ensure that all periodic review processes are carried out. The Core Planning Team will also guide and build capacities of all Heads of departments/Units, Education Secretaries, agencies, and institutions in developing relevant annual departmental operational plans and school/institutional improvement plans that are in line with the SMoE/SUBEB annual performance operational plan. While the Education Advisory Board will not have direct responsibility for monitoring plan implementation, they may also, at the instance of the Honourable Commissioner/Executive Chairman, provide policy and implementation guidelines to the senior management committee and the Sector Plan Monitoring and Evaluation Committee.

5.3 Monitoring and Evaluation System

The M & E system is adopted for the purpose of tracking this plan. It was guided by the need to have a practical system that is realistic, easy to use, understand and be friendly to the technically unsophisticated. It is also adopted to enable the presence of a monitoring and evaluation context that can simultaneously track compliance, process quality and overall system performance. The graphic illustration of the M & E system is given below.

Figure 4.01: The Result Framework for Monitoring and Evaluation



The monitoring and evaluation system as above will cover the full continuum from inputs to impact looking at the overall achievements of the school system in the State. Under each of the components, the focus of emphasis has been highlighted to give the idea of what monitoring and evaluation will be targeting in its tracking and assessment of the SMTBESP implementation.

5.3.1 The Monitoring & Evaluation Framework

The main preoccupation of the monitoring and evaluation framework of this SMTBESP is to track performance based on the identified Key Performance Indicators which in chapter three have been organized in three categories aligned to the thematic areas of access, equity and inclusiveness, quality, and efficiency as well as system strengthening and efficiency. The evidence to be generated to verify their achievement will be collected using different data sources that include financial records, quality assurance reports, procurement information, inspection of physical infrastructure, assessment of learning achievement, teacher classroom observation and comments, and even comments by pupils and students.

The data collection instruments, depending on appropriateness, will include desk review of documents, focus group discussions, interviews, questionnaires, and checklists among others. Of course, the frequency of data collection from the different sources will depend on operational exigencies and the specific instrument of data collection used but will be planned to take place annually, termly or at the appropriate point of implementing a specific program, project, or service.

M&E FRAMEWORK

POLICY 1: ACCESS, EQUITY, AND INCLUSIVENESS

POLICY OBJECTIVE: Ensure equal access to high quality learning opportunities.

Table 5.3.1.: Access, Equity, and Inclusiveness

S/ N	ACTIVITIES	INDICATORS	BASEL INE	TARGET YEAR				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
1	Conduct community profiling of out of school children in the State	Activity Documentation and Report	56	25%	25%	25%	25%	Annually	ASC/NPA
2	Development of Integrated Multi-media Communication Strategies for Addressing and Eliminating the Out of School Phenomenon	Evidence of Availability and Usage	4	4	4	5	5	Annually	ASC/NPA
3	Conduct of Advocacy meetings with Various CSOs and Associations of Vulnerable Persons.	Numbers of Meeting Carried Out and Documented	5	10	10	10	10	Annually	ASC/NPA
4	Conducting Advocacy meetings with Traditional, Religious and Community stakeholders	Number of Communities Meeting Carried Out and Documented	30	54	54	54	54	Annually	ASC/NPA
5	Focused Group Discussions on Enrolment Challenges and Improvement	Number of Focused Group Discussions Conducted and LGEAs covered	20	18	18	18	18	Annually	ASC/NPA
6	Community Based Town Hall Meetings on Education, Enrolment and Society	Number of Town Hall Meetings Carried Out and Minutes of Meetings	5	3	3	3	3	Annually	ASC/NPA
7	Provision of sets of School Supplies for target school age nomadic children and vulnerable children	Number of Nomadic Children Provided a Set of School Supplies	5,000	10,000	10,000	10,000	10,000	Annually	ASC/NPA

S/ N	ACTIVITIES	INDICATORS	BASE INE	TARGET YEAR				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
8	Constructive Engagement with Junior Secondary School Age Children on the Value of Technical and Vocational Education	Number of Engagement Activities Carried Out and LGEAs Covered	500	1,000	1,000	1,000	1,000	Annually	ASC/NPA
9	Printing and Distribution of Publicity and Campaign Materials for Increasing Enrolment Across the levels of Basic Education	Number of Materials Produced and LGEAs Covered	40,000	50,000	50,000	50,000	50,000	Annually	ASC/NPA
10	Capacity building of guidance and counsellors for child protection	Number of teachers and education managers are trained	500	1,000	1,000	1,000	1,000	Annually	ASC/NPA

POLICY 2: QUALITY AND EFFICIENCY

POLICY OBJECTIVE: To ensure condition physical infrastructure, teacher professional development, instructional materials, early reading and numeracy, quality assurance, library services, sports, and recreation.

Table 5.3.2: Quality and Efficiency

S/N	ACTIVITIES	INDICATORS	BASELINE	TARGET YEAR				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
1	Procurement of health equipment and reequipments for school sickbays	School level access to first aids	0	335	335	335	335	Annually	ASC/NPA
2	procurement of modern sporting equipment to ECCDE, Primary and Junior Secondary Schools	Schools with modern sporting equipment procured	100	72	72	72	72	Annually	ASC/NPA
3	Furnishing and equipping of SUBEB Departmental Offices (PRS, Audit, Academic Planning, Supplies, Public Relations, Social Mobilization, Sports, and Finance and Accounts	Number of Departments Furnished and Equipped	40	-	50	50	-	Annually	ASC/NPA
4	Construction of Blocks of Three (3) Classrooms (Office/Store) and Two (2) Compartment VIP Toilets for ECCDE	Sets of Blocks of 3 Classrooms and Two Compartments VIP Toilets Constructed	34	50	50	50	50	Annually	ASC/NPA
5	Construction of Blocks of Three (3)	Sets of Blocks of 3 Classrooms	72	111	111	111	111	Annually	ASC/NPA

S/N	ACTIVITIES	INDICATORS	BASELINE	TARGET YEAR				FREQUENCY OF DATA	DATA SOURCE/MOV
			2023	2024	2025	2026	2027	COLLECTION	
	Classrooms (Office/Store) and Two (2) Compartment VIP Toilets for Primary Schools	and 2 Compartment VIP Toilets Constructed							
6	Construction of Blocks of Three (3) Classrooms (Office/Store) and Two (2) Compartment VIP Toilets for Junior Secondary Schools	Sets of Blocks of 3 Classrooms and 2 Compartment VIP Toilets Constructed	0	43	43	43	43	Annually	ASC/NPA
7	Construction of Blocks of Three (3) Classrooms (Office/Store) and Two (2) Compartment VIP Toilets for Nomadic Schools and Special schools	Sets of Blocks of 3 Classrooms and 2 Compartment VIP Toilets Constructed	0	5	5	5	5	Annually	ASC/NPA
8	Construction of Block Perimeter Fencing of Urban and Rural Primary and Junior Secondary Schools	Number of Urban and Rural Junior Secondary provided with Block Perimeter Fencing	30	80	80	80	80	Annually	ASC/NPA
9	Renovation/rehabilitation of Urban and Rural Primary Schools and Junior Secondary Schools	Number of Urban/Rural Primary Schools and Junior Secondary	56	40	40	40	40	Annually	ASC/NPA

S/N	ACTIVITIES	INDICATORS	BASELINE	TARGET YEAR				FREQUENCY OF DATA	DATA SOURCE/MOV
			2023	2024	2025	2026	2027	COLLECTION	
		Schools Renovated/Rehabilitated							
10	Provision of Pupils Furniture for Urban and Rural ECCDE Classes	Units of Pupils' Furniture provided for Urban and Rural ECCDE Classrooms	2,300	1,000	1,000	1,000	1,000	Annually	ASC/NPA
11	Provision of Pupils Furniture for Urban and Rural Primary Schools	Units of Pupils' Furniture provided for Urban and Rural Primary Schools	5,000	6,500	6,500	6,500	6,500	Annually	ASC/NPA
12	Provision of Pupils Furniture for Urban and Rural Junior Secondary Schools	Units of Pupils' Furniture provided for Urban and Rural Junior Secondary Schools	0	2,500	2,500	2,500	2,500	Annually	ASC/NPA
13	Provision of Pupils Furniture for Nomadic Schools and special schools	Units of Pupils' Furniture provided for Nomadic Schools	0	140	140	140	140	Annually	ASC/NPA
14	Provision of a set of Teachers Desks and Chairs for ECCDE Classes	Units of Teacher Desk/Chairs provided for ECCDE Classes	0	100	100	100	100	Annually	ASC/NPA

S/N	ACTIVITIES	INDICATORS	BASELINE	TARGET YEAR				FREQUENCY OF DATA	DATA SOURCE/MOV
			2023	2024	2025	2026	2027	COLLECTION	
15	Provision of a set of Teachers Desks and Chairs for Primary Schools	Units of Teacher Desk/Chairs provided for Primary Schools	0	650	650	650	650	Annually	ASC/NPA
16	Provision of a set of Teachers Desks and Chairs for Junior Secondary Schools	Units of Teacher Desk/Chairs provided for Junior Sec. Schools	0	100	300	300	300	Annually	ASC/NPA
17	Provision of a set of Teachers Desks and Chairs for Nomadic Schools and Special Schools	Units of Teacher Desk and Chairs for Nomadic Schools	0	20	20	20	20	Annually	ASC/NPA
18	Capacity Development of Head teachers, Principals and Teachers of ECCDE, Primary, Junior Secondary, Special Schools, and Nomadic Schools (Urban and Rural) - ICT, Pedagogy and Administration	Number of Basic Education Managers and Teachers Trained on ICT, Pedagogy and Administration	7,435	2557	2557	2557	2557	Annually	ASC/NPA
19	Procurement of Core Curriculum Materials for ECCDE Classes	Number of Core Curriculum Materials Procured and	3,000	10,000	10,000	10,000	10,000	Annually	ASC/NPA

S/N	ACTIVITIES	INDICATORS	BASELINE	TARGET YEAR				FREQUENCY OF DATA	DATA SOURCE/MOV
			2023	2024	2025	2026	2027	COLLECTION	
		Distributed to ECCDE Classes							
20	Procurement of Core Curriculum Materials for Primary Schools	Number of Core Curriculum Materials Procured and Distributed to Primary Schools	3,000	40,000	40,000	40,000	40,000	Annually	ASC/NPA
21	Procurement of Core Curriculum Materials for Junior Secondary Schools	Number of Core Curriculum Materials Procured and Distributed to Junior Secondary Schools	1,000	10,000	10,000	10,000	10,000	Annually	ASC/NPA
22	Procurement of Core Curriculum Materials for Nomadic Schools and special schools	Number of Core Curriculum Materials Procured and Distributed to Nomadic Schools and special schoolsProcurement and Development of Early	500	2,000	2,000	2,000	2,000	Annually	ASC/NPA

S/N	ACTIVITIES	INDICATORS	BASELINE	TARGET YEAR				FREQUENCY OF DATA	DATA SOURCE/MOV
			2023	2024	2025	2026	2027	COLLECTION	
		Reading and Numeracy Materials							
23	Instructional Materials for ECCDE Classes	Instructional Materials Procured and Distributed to ECCDE Classes	0	10,000	10,000	10,0001	10,000	Annually	ASC/NPA
24	Instructional Materials for Primary Schools	Number of Core Instructional Materials Procured and Distributed to Primary Schools	0	10,000	5,000	10,000	10,000	Annually	ASC/NPA
25	Instructional Materials for Junior Secondary Schools	Number of Core Instructional Materials Procured and Distributed to Junior Secondary Schools	0	3,000	3,000	3,000	3,000	Annually	ASC/NPA
26	Instructional Materials for Nomadic Schools and special schools	Number of Core Instructional Materials Procured and Distributed to Nomadic	0	3,000	3,000	3,000	3,000	Annually	ASC/NPA

S/N	ACTIVITIES	INDICATORS	BASELINE	TARGET YEAR				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
		Schools and special schools							
27	Procurement and Development of Early Reading and Numeracy Materials	Sets of Early Reading and Numeracy Procured and Distributed	0	4,000	4,000	4,000	4,000	Annually	ASC/NPA
28	Early Reading and Numeracy Materials, Training and Development	Number of Teachers and Education Managers Trained and retrained on the Teaching of Early Reading and Numeracy	0	1,000	1,000	1,000	1,000	Annually	ASC/NPA
29	Conduct of CQA for 9 weeks to visit schools by UBEC, SUBEB and LGEAs for evaluation of 144 schools	To ensure efficiency and effectiveness running of the program and activities	432	432	432	432	432	Annually	ASC/NPA
30	Quality Assurance Processes Enhancement for Basic Education	Number of Quality Assurance Officers, Basic Education Managers and	300	800	800	800	800	Annually	ASC/NPA

S/N	ACTIVITIES	INDICATORS	BASELINE	TARGET YEAR				FREQUENCY OF DATA	DATA SOURCE/MOV
			2023	2024	2025	2026	2027	COLLECTION	
		Teachers Trained							
31	Monitoring of Learning Achievement on the Impact of Edo-BEST 2.0	System Wide Learning Assessment Conducted with Written Report	1	-	-	1	-	Annually	ASC/NPA
32	Development of Playgrounds for ECCDE Classes	Number of Playgrounds Developed	30	72	72	72	72	Annually	ASC/NPA
33	Development of Library Services for Basic Education	Number of LGEAs Provided with Library Services	0	3	3	3	3	Annually	ASC/NPA
34	Training of school Agricultural officers, procurement of farm equipment and seedlings for school farms	Improved agricultural practices for pupils/students.	0	335	335	335	335	Annually	ASC/NPA

POLICY 3: STRENGTHENING SYSTEM AND EFFICIENCY

Policy Objective: The focus is to institutionalize the execution of the Annual School Census, streamline and strengthen data collection, develop functional Education Management Information System infrastructure at the head office and Local Government Education Authorities, strengthen Monitoring and Evaluation, increase digital capacity, and develop a Basic Education sector with strong stakeholder engagement and collaboration.

Table 5.3.3: System Strengthening and Efficiency

S/N	ACTIVITIES	INDICATORS	BASELIN E	ANNUAL OUTPUT TARGETS				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
1	Recruitment of teachers and education managers	Number of teachers and education managers recruited	3,000	2,500	1000	1000	1000	Annually	ASC/NPA
2	Conducting Annual School Census	Annual School Census Conducted	0	1	1	1	1	Annually	ASC/NPA
3	Procurement of Computers for EMIS Operations at the Headquarters and LGEA Offices	Number of sets of computers procured and distributed to SUBEB HQ and LGEAs	108	40	40	40	40	Annually	ASC/NPA

S/N	ACTIVITIES	INDICATORS	BASELINE	ANNUAL OUTPUT TARGETS				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
4	Capacity development for State and LGEA Level EMIS Officers	Number of EMIS Personnel Trained at the SUBEB HQ/LGEAs	0	63	63	63	63	Annually	ASC/NPA
5	Updating of Basic Education Strategic Plans	2024 – 2027 MTBESP updated to 2028- 2032 MTBESP	1	-	-	-	1	Annually	ASC/NPA
6	Conducting Annual Basic Education Performance Review on 2020 – 2023 MTBESP	The Report of the AESPR Conducted Every Year	1	2024 MTB ESP Performance Review Carried Out	2025MT BSP Perform ance Review Carried Out	2026 MTBES P Perform ance Review Carried Out	2027 MTBESP Perform ance Review Carried Out	Annually	ASC/NPA

S/N	ACTIVITIES	INDICATORS	BASELINE	ANNUAL OUTPUT TARGETS				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
7	Conduct of Basic Education Action Research and Development	Reports and documentation of Action Research and Development Activities Carried Out Every Year	0	Basic Education Research and Development Carried Out	Basic Education Research and Development Carried Out	Basic Education Research and Development Carried Out	Basic Education Research and Development Carried Out	Annually	ASC/NPA
8	Digitization of Content Delivery in Basic Education through the distribution to and deployment of Tablets by Teachers under EDO BEST 2.0 Programme	Number of Teachers Trained and Provided with Tablets	1,288	2,500	1,000	1,000	1,000	Annually	ASC/NPA

S/N	ACTIVITIES	INDICATORS	BASELIN E	ANNUAL OUTPUT TARGETS				FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
9	Procurement of Computers and ICT Equipment for Effective Teaching and Learning	Number of smart Schools Equipped and Number of Computers Hard and Software Procured and Distributed	2	10	10		10	Annually	ASC/NPA
10	Capacity building for Accounts and Finance department in Head quarter and LGEAs	Number of accounts and finance personal trained	12	-	45	45	45	Annually	ASC/NPA
11	Workshop training for SUBEB headquarters staff	Number of SUBEB staff trained at the workshop	3	-	90	-	90	Annually	ASC/NPA

POLICY 4: SUSTAINABLE FUNDING

Policy Objective: To ensure sustainable funding and allocation of resources of basic education with various stakeholders.

ACTIVITIES	OUTPUTS	OUTPUT INDICATORS					OUTCOMES	OUTCOME INDICATORS					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
		B/LINE (2023)	2024	2025	2026	2027		B/LINE (2023)	2024	2025	2026	2027		
Make more funds available for Basic Education programmes	Increase Basic Education allocation by 5% each year	Nil	1	1	1	1	Allocation to Basic education increased	Nil	+5%	+5%	+5%	+5%	Annually	State Ministry of Economic planning/SUBEB
Ensure timely release of education funds	Advocacy visits to State government to seek for timely release of budgetary allocations to basic education in the state	Nil	1	1	1	1	Allocation to basic education released on time	Nil	2	2	2	2		

Judicious and effective utilization of basic education fund	Carry out sensitization and capacity building for Education Managers and all account and financing department staff	Nil	1	1	1	1	Basic Education fund is effectively utilized	Nil	1	1	1	1	Annually	SMOE/SUBEB
Constitution of a viable School Based Management Committee	Viable School Based Management Committee constituted	Nil	1	1	1	1	School Based Management Committee is fundamental sustainable funding	Nil	1.0 %	1.0%	1.0%	1.0%	Annually	Quality Assurance Report

5.4 ESP Key Performance Indicators (KPIs)

An adequate indication of performance level will be provided by the Key Performance Indicators (KPIs) for the effective service delivery under the ESP using standard indicators that are measurable and consistent. Periodically, these indicators will be examined in comparison to predetermined parameters and results. They will also be examined considering the available resources.

Table 5.4: ESP Performance Indicators.

S/N	Sub-sector/ Thematic areas	What to Monitor and Evaluate	Key Performance Indicators(KPIs)	Collaborating MDAs/ Stakeholders
1	Access, Equity, and inclusiveness	Enrolment (Boys and Girls) School Infrastructure and Environment, including Water & Sanitation School Supplies Staff, HTs and Teachers' Professional Development and Performance Pupils Learning Achievement CCT Activities of SBMC	GER GPI PCR PQTR MLA Scores Completion Rates Transition Rates % of beneficiaries % of schools with functional SBMC and SDPs	MoE SUBEB LGEAs SBMCs NUT ESSPIN CBOs
2	Quality and relevance.	Enrolment (Male and Female) Facilities and Instructional Materials in schools/Learning Centres Training and performance of Quality Evaluators Students' Academic Performance and Learning Achievement of Learners Performance in Public internal and external Exams. Internal quality Control Staff Professional Development and Performance Employment of Teachers Deployment of Teachers Introduce Rural allowance	Literacy rates Completion rates Public Examination Scores Graduation rates Percentage of first- and second-class degrees awarded. Number of additional teachers employed. % increase as rural allowance Number of teachers redeployed	MoE AML LGAs CBOs
3	Infrastructure and facilities.	Equipment, facilities, learning resources School infrastructure and Environment Playground. Procurement Documents and Distribution Records	Improved Capacity	Primary schools Tech and Voc Schools Science Schools JSS Schools Literacy Centers

4	System Efficiency	Policy development and Implementation Manpower Development and Training Management Practices and Procedures Funds Release and Budget Implementation Working facilities and environment in MDAs Workforce Planning, Performance Establishment plan Staff Welfare Availability and Use of Annual Implementation and Quarterly Work-Plans The number of Education Managers, Officers and Teachers trained	% of staff trained on planning, administration, and financial management. % of MDAs' Depts. Divisions and Units that have and use Annual and Quarterly plans derived from MTSS % and timeliness of budget releases and utilization. % of MTSS targets achieved %. of implementation of succession plan	MoE All Education MDAs
5	Funding and Resource Management	Budget Tracking Availability of Quarterly Report Evidence of Releases Evidence of actual Payment	% of UBEC funds assessed % of Education budget % of Quarterly releases Utilization Rates	

This plan would run for four years, 2024 – 2027. Within this period, the following targets in the table below are set to be achieved. The targets are expressed in terms of Key Performance Indicators (KPIs) showing where the State is now and where it planned to be in the four years of the pendency of this plan. Where the KPI for the current and the planned targets are the same, it reflects the satisfaction of the State in respect of the current performance and its commitment to sustain such an achievement. Note that the KPIs are expressed in numbers, percentage or ratios depending on applicability and fitness. Some of the Key Performance Indicators were derived from the 2022 National Personnel Audits (NPA), Multiple Indicator Cluster Survey (MICS, National Survey Finding Report) of October 2022 but most of them came from data supplied by Edo State Universal Basic Education Board (EdoSUBEB) and Universal Basic Education Commission (UBEC).

SMTBESP 2024-2027 Key Performance Indicators

Indicator Name	Unit of Measurement	B/LINE (2023)	Target 2024	Target 2025	Target 2026	Target 2027	Data Source/Means of verification	Responsibility for Data Collection
	Access, Equity, and Inclusiveness							
Pre-Primary Gross Enrolment Rate Total	%	29.5	30	35	40	45	ASC/NPA/SUBEB	SMoE/EdoSUBEB
Pre-Primary Gross Enrolment Rate Boys	%	29.7	30	35	40	45	ASC/NPA/SUBEB	SMoE/EdoSUBEB
Pre-Primary Gross Enrolment Rate Girls	%	29.2	30	35	40	45	ASC/NPA/SUBEB	SMoE/EdoSUBEB
Primary Gross Enrolment Rate Total	%	67.5	70	75	80	85	ASC/NPA/SUBEB	SMoE/EdoSUBEB
Primary Gross Enrolment Rate Boys	%	67.2	70	75	80	85	ASC/NPA/SUBEB	SMoE/EdoSUBEB
Primary Gross Enrolment Rate Girls	%	67.9	70	75	80	85	ASC/NPA/SUBEB	SMoE/EdoSUBEB
JSS Gross Enrolment Rate Total	%	46.7	50	55	60	65	ASC/NPA/SUBEB	SMoE/EdoSUBEB
JSS Gross Enrolment Rate Boys	%	42.0	50	55	60	65	ASC/NPA/SUBEB	SMoE/EdoSUBEB
JSS Gross Enrolment Rate Girls	%	51.7	50	55	60	65	ASC/NPA/SUBEB	SMoE/EdoSUBEB
Primary Gross Intake Rate Total	%	51.5	60	65	70	75	ASC/NPA/SUBEB	SMoE/EdoSUBEB
Primary Gross Intake Rate Boys	%	48.2	60	65	70	75	ASC/NPA/SUBEB	SMoE/EdoSUBEB
Primary Gross Intake Rate Girls	%	54.8	60	65	70	75	ASC/NPA/SUBEB	SMoE/EdoSUBEB
Primary 1 Repetition Rate Total	%	4.56	3.0	2.5	2.0	1.5	ASC/NPA/SUBEB	SMoE/EdoSUBEB
Primary 1/ Primary 2 Retention Rate Total	%	3.44	3.0	2.5	2.0	1.5	ASC/NPA/SUBEB	SMoE/EdoSUBEB
Primary 2/ Primary 3 Retention Rate Total	%	2.79	2.5	2.0	1.5	1.0	ASC/NPA/SUBEB	SMoE/EdoSUBEB
Primary 3/ Primary 4 Retention Rate Total	%	3.56	3.0	2.5	2.0	1.5	ASC/NPA/SUBEB	SMoE/EdoSUBEB
Primary 4/ Primary 5 Retention Rate Total	%	2.99	2.5	2.0	1.5	1.0	ASC/NPA/SUBEB	SMoE/EdoSUBEB

Primary 5/ Primary 6 Retention Rate Total	%	3.66	3.0	2.5	2.0	1.5	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Primary to JSS Transition Rate Total	%	76.1	78	80	82	85	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Primary to JSS Transition Rate Boys	%	62.8	65	70	75	80	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Primary to JSS Transition Rate Girls	%	89.6	90	92	93	95	ASC/NPA/S UBEB	SMoE/EdoSUBEB
JSS 1/JSS2 Retention Rate Total	%	4.67	3.0	2.5	2.0	1.5	ASC/NPA/S UBEB	SMoE/EdoSUBEB
JSS 2/JSS3 Retention Rate Total	%	3.45	2.5	2.0	1.5	1.0	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Primary Education Completion Rate Total	%	95.37	96	97	98	100	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Primary Education Completion Rate Boys	%	95.55	96	97	98	100	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Primary Education Completion Rate Girls	%	95.18	96	97	98	100	ASC/NPA/S UBEB	SMoE/EdoSUBEB
GPI Pre-Primary	Ratio	0.977	0.98	0.99	1.0	1.0	ASC/NPA/S UBEB	SMoE/EdoSUBEB
GPI Primary	Ratio	0.997	0.98	0.99	1.0	1.0	ASC/NPA/S UBEB	SMoE/EdoSUBEB
GPI JSS	Ratio	1.258	1.2	1.01	1.01	1.0	ASC/NPA/S UBEB	SMoE/EdoSUBEB
JS Education Completion Rate Total	%	44.21	50	55	60	65	ASC/NPA/S UBEB	SMoE/EdoSUBEB
JS Education Completion Rate Boys	%	41.06	50	55	60	65	ASC/NPA/S UBEB	SMoE/EdoSUBEB
JS Education Completion Rate Girls	%	47.37	50	55	60	65	ASC/NPA/S UBEB	SMoE/EdoSUBEB
	Quality and Efficiency							
Pre-Primary Pupil / Classroom	Ratio	1:25	1:25	1:25	1:25	1:25	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Primary Pupil / Classroom	Ratio	1:33	1:30	1:28	1:25	1:25	ASC/NPA/S UBEB	SMoE/EdoSUBEB
JSS Pupil / Classroom	Ratio	1:110	1:70	1:65	1:60	1:55	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Pre-Primary Pupil / Teacher	Ratio	1:31	1:28	1:29	1:25	1:25	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Pre-Primary Pupil / Teacher Urban	Ratio	1:56	1:50	1:45	1:40	1:35	ASC/NPA/S UBEB	SMoE/EdoSUBEB

Pre-Primary Pupil / Teacher Rural	Ratio	1:63	1:50	1:45	1:40	1:35	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Primary Pupil / Teacher	Ratio	1:40	1:35	1:30	1:30	1:30	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Primary Pupil / Teacher Urban	Ratio	1:59	1:50	1:45	1:40	1:35	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Primary Pupil / Teacher Rural	Ratio	1:73	1:50	1:45	1:40	1:35	ASC/NPA/S UBEB	SMoE/EdoSUBEB
JSS Student / Teacher	Ratio	1:28					ASC/NPA/S UBEB	SMoE/EdoSUBEB
JSS Student / Teacher Urban	Ratio	1:56	1:50	1:45	1:40	1:40	ASC/NPA/S UBEB	SMoE/EdoSUBEB
JSS Student / Teacher Rural	Ratio	1:65	1:50	1:45	1:40	1:40	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of qualified teachers Pre-primary	%	1:52	1:50	1:45	1:40	1:40	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of qualified teachers Primary	%	1:43	1:40	1:35	1:30	1:30	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of qualified teachers JSS	%	1:53	1:50	1:45	1:40	1:40	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of Primary learners that have access to textbooks-English	%	4:1	3:1	2:1	1:1	1:1	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of Primary learners that have access to textbooks-Mathematics	%	3:1	2:1	1:1	1:1	1:1	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of Primary learners that have access to textbooks-Basic Science and Technology	%	4:1	3:1	2:1	1:1	1:1	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of Primary learners that have access to textbooks-Social Studies	%	4:1	3:1	2:1	1:1	1:1	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of JS students that have access to textbooks-English	%	8:1	6:1	5:1	4:1	3:1	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of JS students	%	8:1	6:1	5:1	4:1	3:1	ASC/NPA/S	SMoE/EdoSUBEB

that have access to textbooks-Mathematics							UBEB	
Proportion of JS students that have access to textbooks-Basic Science and Technology	%	10:1	8:1	6:1	5:1	4:1	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of JS students that have access to textbooks-Social Studies	%	12:1	10:1	8:1	6:1	5:1	ASC/NPA/S UBEB	SMoE/EdoSUBEB
MLA P2 Literacy Mean score	%	57.86	60	65	70	75	ASC/NPA/S UBEB	SMoE/EdoSUBEB
MLA P2 Numeracy Mean score	%	57.89	60	65	70	75	ASC/NPA/S UBEB	SMoE/EdoSUBEB
MLA P4 Literacy Mean score	%	60.65	60	65	70	75	ASC/NPA/S UBEB	SMoE/EdoSUBEB
MLA P4 Numeracy Mean score	%	59.50	60	65	70	75	ASC/NPA/S UBEB	SMoE/EdoSUBEB
MLA P5 or 6 Literacy Mean score	%	58.50	60	65	70	75	ASC/NPA/S UBEB	SMoE/EdoSUBEB
MLA P5 or P6 Numeracy Mean score	%	60.56	65	70	75	80	ASC/NPA/S UBEB	SMoE/EdoSUBEB
BECE Pass rate (6 credits including English and Mathematics)	%	75.9	78	80	85	90	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of Primary schools with access to Good Water source	%	21	35	40	45	50	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of JSS with access to good Water source	%	17	35	40	45	50	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Pupil/Toilet Primary Ratio	Ratio	1:339	1:300	1:250	1:200	1:150	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Pupil/Toilet JSS Ratio	Ratio	1:172	1:170	1:165	1:160	1:1550	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of Schools with separate toilets for Boys and Girls Primary	%	1:567	1:339	1:300	1:250	1:200	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of Schools with separate toilets for Boys and Girls JSS	%	1:235	1:200	1:150	1:100	1:75	ASC/NPA/S UBEB	SMoE/EdoSUBEB

Primary Schools with Library Primary	%	17	35	40	45	50	ASC/NPA/S UBEB	SMoE/EdoSUBEB
JS Schools with Library JSS	%	19	35	40	45	50	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of Schools with Access to ICT facilities Primary	%	17	35	40	45	50	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of Schools with Access to ICT facilities JSS	%	19	35	40	45	50	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of Schools with Access to Power Primary	%	21	35	40	45	50	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of Schools with Access to Power JSS	%	18	35	40	45	50	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of schools with fencing Primary	%	32	35	40	45	50	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of schools with fencing JSS	%	18	35	40	45	50	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of Primary learners that have access to furniture (chair/table/desk)	%	30	40	45	50	55	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of JS students that have access to furniture (chair/table/desk)	%	27	40	45	50	55	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of JS schools That have to Laboratories	%	36	40	45	50	55	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Strengthening System Management and Efficiency								
Proportion of schools with functional SBMCs - Primary	%	75	80	85	90	95	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of schools with functional SBMCs - JSS	%	49	55	60	70	75	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Learning assessment system in place with provision for regular	Yes/No	Yes	Yes	Yes	Yes	Yes	ASC/NPA/S UBEB	SMoE/EdoSUBEB

implementation								
Teacher Deployment Policy & Management Information System in place	Yes/No	Yes	Yes	Yes	Yes	Yes	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Education Management Information System available	Yes/No	Yes	Yes	Yes	Yes	Yes	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Education Management Information System functional	Yes/No	Yes	Yes	Yes	Yes	Yes	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Availability of Inclusive Education Policy	Yes/No	Yes	Yes	Yes	Yes	Yes	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Inclusive Education Policy in use	Yes/No	Yes	Yes	Yes	Yes	Yes	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Emergency response mechanisms in place	Yes/No	Yes	Yes	Yes	Yes	Yes	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Sustainable Funding								
Education as Share of State Expenditure	%	10	12	14	15	20	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Basic Education budget as share of State Education budget	%	21	22	24	25	26	ASC/NPA/S UBEB	SMoE/EdoSUBEB
Proportion of Basic Education Budget released	%	13	14	15	20	22	ASC/NPA/S UBEB	SMoE/EdoSUBEB
UBE-IF Matching grant accessed and up to date (2019)	Yes/No	Yes	Yes	Yes	Yes	Yes	ASC/NPA/S UBEB	SMoE/EdoSUBEB

CHAPTER SIX

6.0 Plan Implementation Arrangement

The implementation plan facilitates the execution of a plan, idea, model, design, specification, standard, algorithm, or policy by presenting clear implementation steps that one needs to follow. Thus, an implementation plan is the documented steps you need to take to successfully achieve your implementation pursuits. Implementation of our strategic plans will support Edo SUBEB to successfully carry out what is in the plan.

6.1 State Basic Education Governance Structure

The Basic Education Structure has been drawn in line with provision of Edo State Universal Basic Education law 2005 which was an adaptation of the UBEC act 2004. The Law provides for a Board headed by an Executive Chairman, Board Secretary, and three Board Members on full time basis and representatives of relevant agencies and interest groups on part-time basis which include: Ministry of Education, Mass Education Board, three Local Government Chairmen representing three Senatorial Zone, PTA, NUT and Women group. Edo SUBEB has since then been responsible for the implementation of the Basic Education in Edo State. This includes the Early Childhood care and Education, the nine years of formal education, skill acquisition programmes and education of special groups such as nomads and migrants, girl child and women, street children and disabled groups.

Edo State Universal Basic Education Board is responsible for:

- Formulation and implementation of policies and strategies in line with the National Council on Education for effective management of universal basic education in the State.
- Management of basic education schools
- Disbursement of matching grants from the commission to Edo State Universal Basic Education Board

6.2 Basic Education Steering Committee

The Basic Education Steering Committee (BESC) has the following members whose role is to provide supervision and advice on the development of the SMTBESP:

- | | |
|---|----------|
| • Honorable Commissioner of Education | Chairman |
| • Executive Chairman SUBEB | Member |
| • Accountant General | Member |
| • Permanent Secretary Ministry of Education | Member |
| • Board Members | Member |
| • Board Secretary SUBEB | Member |
| • DFA SUBEB | Member |

- Director PRS SUBEB (Result Area 3/Focal Person) Secretary

6.3 **State Basic Education Technical Committee**

The State Basic Education Technical Committee (SBETC) has the following members whose role is to monitor and evaluate the progress as indicated in the development of the SMTBESP:

Executive Chairman SUBEB	-	Chairman
Board Members	-	Member
Board Secretary	-	Member
Director PRS (Lead Result Area 3/Focal Person)-		Secretary
Director Finance and Accounts	-	Member
Director Project and Physical Planning	-	Member
Auditor	-	Member
SBMC Chairman	-	Member
Chairman ESes Forum	-	Member

6.4 **LGA Education Technical Committee**

The Local Education Technical Committee (LGETC) has the following members whose role is to ensure the implementation of the activities as indicated in the development of the SMTBESP.

Local Government Chairman	-	Chairman
Education Secretary	-	Secretary
Representative Traditional Ruler	-	Member
Chairman SBMC	-	Member
Chairman NUT	-	Member
PRS Officer	-	Member

Social Mobilization Officer	-	Member
AOPSHION Chairman	-	Member
Quality Assurance Officer	-	Member

REFERENCES:

Edo State Medium Term Basic Education Plan (2017-2019)

Edo State Medium Term Basic Education Plan (2021-2023)

National Personnel Audit (NPA 2018)

National Population Commission (NpopC 2018)

National Personnel Audit (NPA 2022)

National Assessment of Learning Achievement in Basic Education(NALABE 2017)

Google Maps (2021, October 15) <https://www.google.com.au/maps>

