



Jigawa State Government

**MINISTRY OF EDUCATION
SCIENCE AND TECHNOLOGY
DUTSE,
JIGAWA STATE**

**2024 - 2026 MTSS
Rollover Document**

August, 2023

Table of Contents

Table of Contents.....	2
Foreword.....	4
Acknowledgements.....	5
Table of Acronyms	6
Executive Summary.....	9
Section One: Introduction.....	11
1.1 Background	11
1.2 Summary of the Rapid MTSS Rollover Process	11
1.3 Role of the SPT and Membership	11
Section Two: Sector Strategy and Policy in the Medium Term	12
2.1 Overview of Sector’s Institutional Structure.....	13
2.2 Sector’s Institutional Mandate	15
2.3 Links between Sector Mandate and CDF II	19
2.4 Sector Objectives, Programme, and Outcome deliverables	Error! Bookmark not defined.
Section Three: Rapid Projects Assessment and Prioritisation	Error! Bookmark not defined.
3.1 Description of Projects Assessment and Prioritisation	21
3.2 Output of the Projects Assessment and Prioritisation.....	21
3.3 Observations and Suggestions for Improvement	22
Section Four: Rapid Projects Costing	22
4.1 Description of Projects Costing Process.....	22
4.2 Specification of Budget Ceiling and Fitting of Projects into Indicative Budget Ceiling	22
4.3 Output of the Projects Costing Process	23
4.4 Observations and Suggestions for Improvement	23
Section Five: Rapid Projects KPIs	24
5.1 Description of the Projects Results Framework.....	24
5.2 Output of the Projects Costing Process	24
5.3 Observations and Suggestions for Improvement	24
Section Six: Conclusion	24
6.1 What Went Well with the Rapid MTSS Rollover Process.....	24
6.2 What Did Not Go So Well with the Rapid MTSS Rollover Process.....	24
6.3 Key Lessons from the Process and Their Implications for Our Sector/MDA	24

Table 1: Snapshot of sector’s programmes, strategies and outcome deliverables **Error! Bookmark not defined.**

Appendix 1: Results of Projects Assessment and Prioritisation Template	26
Appendix 2: Results of the Projects Costing Template	27
Appendix 3: Results of the Projects KPIs Template	28
Appendix 4: Executive Summary Sheet of the Rapid MTSS Rollover Template	29

Foreword

For the past years Jigawa State Government has demonstrated unprecedented commitment in resuscitating the State Education Sector, of recent is the pro-poor policy initiatives that are aimed at providing unfettered access to quality education for all citizens of the state, improved planning and financial management. The policy environment for education service delivery is also undergoing major reforms.

In order to sustain the current Government’s initiatives into coherent development path, the Ministry of Education, Science and Technology built on 10-year Education Sector Plan (ESP), 3-year Operational Plans and Comprehensive Development Framework feeding the Medium Term Sector Strategy (MTSS) with technical support from key education partners (UNICEF/DFID, ESSPIN, SPERC, PERL-ARC and PLANE). MTSS is a three-year rolling plan to ensure that the goals, objectives, and targets set out in the policy documents are translated into activities to be carried out in 3 preceding years which in turn will be feeding the annual budget for execution. This marked a serious departure from the traditional incremental budgeting systems to activity-based budgeting.

MTSS for the year 2024-2026 has been supported by PLANE with the 2-Ministries and their agencies. This development is line with the emergence of His Excellency’s Development Agenda for Greater Jigawa 2023, “Investing in People” Education Blueprint initiated by this new administration under the leadership of the two Commissioners of Basic and Higher Education, Science & Technology which lays emphasis on education system that works for all . I therefore wish to extend our sincere appreciation to His Excellency the Governor, Malam Umar Namadi FCA, for sustaining the transformation of education in the state.

May God continue to bless Jigawa State.

Dr. Isa Yusuf Chamo
Honourable Commissioner,
Ministry for Higher Education, Science and Technology

Acknowledgement

All Praise be to Allah, the Beneficent the Most Merciful, we thank Him for sparing our lives and for granting us a good count of health to have come up with this document.

My special gratitude and appreciation goes to representatives of the agencies under the 2 sister Ministries, who despite their tight schedules, worked tirelessly towards a successful completion of this document. Our sincere appreciation also goes to PLANE for financing the process and giving technical support especially the capacity building workshop to the staff of the Sector who actively contributed in coming up with this important document. I would further wish to register my sincere appreciation to the Planning, Research and Statistics Departments of our MDAs, CSOs and the relevant partners for the successful co-ordination and contributions in the roll over process of the 2024 - 2026 MTSS. I finally want to use this opportunity to thank the Ministry of Budget and Economic Planning for their contribution in the course of budget process.

Finally, I hope this document will continue to serve as a useful planning & budgeting tool for effective budget implementation in the sector.

Dr. Lawan Yunusa Danzomo
Honourable Commissioner
Ministry for Basic Education

Table of Acronyms

Acronym	Definition
AESPR	Annual Education Sector Performance Review
A&E	Access and Equity
AME	Agency for Mass Education
ANE	Agency for Nomadic Education
ARC	Accountable Responsive and Capable Government
BUR	Budget Utilization Rate
C&KM	Communications and Knowledge Management
CDF	Comprehensive Development Framework
CSO	Civil Society Organization
DFID	Department for International Development
DG	Director General
DPRS	Director Planning Research and Statistics
ECCDE	Early Child Care Development Education
EFA	Education for All
ELIP	Exceptional Leadership and Integrity Promotion
EMIS	Education Management Information System
EPSSM	Education Planning Strategy Simulation Model
EQ	Education Quality
ESA	Education Sector Analysis
ESL	English as a Second Language
ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme in Nigeria
ETF	Education Trust Fund
FTDS	Female Teacher Development Scheme
FGN	Federal Government of Nigeria
FIS	Federal Inspectorate Services
FWG	Finance Working Group
HQ	Headquarters
ICT	Information and Communication Technology
IDG	International Development Goal
IEB	Islamic Education Bureau
IQTE	Islamiyya, Qur’anic and Tsangaya Education

Rapid 2024 – 2026 MTSS Rollover Report

JEP	Jigawa Education Partners
JSS	Junior Secondary School
JSSB	Jigawa State Scholarships Board
KPI	Key Performance Indicators
LGA	Local Government Area
LGEA	Local Government Education Authority
M&E	Monitoring and Evaluation
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goals
MLG	Ministry of Local Government
MoBE	Ministry of Basic Education
MoHEST	Ministry of Higher Education, Science and Technology
MoV	Means of Verification
MTSS	Medium Term Sector Strategy
NBTE	National Board for Technical Education
NCCE	National Commission for Colleges of Education
NECO	National Examinations Council
NGO	Non-Governmental Organization
NPE	National Policy on Education
NUJ	Nigeria Union of Journalists
NUT	Nigeria Union of Teachers
OOS	Out of School
OVI	Objectively Verifiable Indicators
PERL	Partnership to Engage Reform and Learn
P&M	Planning and Management
PPP	Public-Private Partnership
PTA	Parent-Teachers Association
QMR	Quarterly Monitoring Reports
PWG	Planning Working Group
SAME	State Agency for Mass Education
SANE	State Agency for Nomadic Education
SBMC	School-Based Management Committee
SDG	Sustainable Development Goals
SDOs	Sector Desk Officers
SEEDS	State Economic Empowerment Development Strategy

Rapid 2024 – 2026 MTSS Rollover Report

SEIMU	State Educational Inspectorate and Monitoring Unit
SESOP	State Education Sector Operational Plan
SLB	State Library Board
SSCE	Senior Secondary Certificate Examination
SSG	Secretary to the State Government
SSS	Senior Secondary School
SUBEB	State Universal Basic Education Board
STEB	Science & Technical Education Board
TIs	Tertiary Institutions
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children’s Education Fund
VAT	Value Added Tax

Executive Summary

Education is foremost among the critical components of Human Capital Development and Socioeconomic Empowerment Factor, attainment of national and global goals in education requires propound attention and therefore remains paramount objective of the state; to empower people through continuous access to qualitative and functional education, pave ways for the them to become productive and contribute positively to the socio-economic development of the state and build stronger system that works for all.

The key strategies involve; Free and compulsory basic education to eligible children, free education for girls at all levels, emphasis on science and technology, integration of local Qur’anic schools through IQTE integration, provision of support to private and community schools, elimination of gender disparity and recruitment of more teachers Under J-power initiative, community and stakeholder involvement, teacher training), and provision of instructional materials and infrastructure, improving learning quality in tertiary institutions through selective intervention i.e. Agric. extension, science and technology, curriculum development, monitoring and evaluation, teacher training,(Cluster training of Teachers), expansion of basic literacy and continuing education classes, establishment of linkages between state manpower needs and output of the tertiary institutions, Reducing the Number of Out-of School Children Through Creation of Girl child Centre and Almajiri School Under Better Education Service Delivery for all (BESDA), Improving literacy and System Strengthening and capacity development of EMIS.

Development of Teacher Recruitment, Deployment and Replacement Policy (TRDRP) policy, which has been approved by the State Executive Council, is another tangible achievement that will enable the Ministry to fill the Teacher Gap when fully implemented.

Another Concerted effort is the Development Draft Policy on Girl Child Education (GCE), with Support of Partnership to Engage Reform and Learn (PERL), with aim of improving Enrolment, Retention, transition and completion of Girls in Schools, in addition to reduction in Gender Parity.

With Support of Foreign Common Development Office (FCDO) via Jigawa State Mutual Accountability Frame Work (JIMAF), the Sector collaborates with Development Partners for improved Service delivery, The Partnership for Learning for All in Nigeria (PLANE) is aimed at improving learning outcome at the Basic Level especially the foundational skills. The Programme also focuses on Collecting accurate, reliable, credible and time bound data for proper planning and decision making, PLANE also involve all inclusive education delivery system through incorporating the Non state actors.

The Establishment of Audio Visual Studio at the MOEST HQ, and the adoption /Launching of Nigeria Learning Passport (NLP) is another strategy for alleviating Learning poverty during emergent issues Such as COVID-19, Flood etc. This will enable the learners to continue with normal lesson at home without any obstacle, through E-Learning.

The main rationale behind selecting the projects within this document was to create more conducive working environment for sustainable high-quality education assurance practices, enhance teachers’ effectiveness and provide opportunities to learners at all levels of education. This and other reasons informed the need by the education sector to develop and adopt the Medium-Term Sector Strategy (MTSS) for the 2024 to 2026 fiscal years.

In planning the MTSS, the sector had extensive consultations with key stakeholders and policy makers to ensure consolidation of various inputs into the plan. The budget ceiling for the ministry was shared between the MDAs based MTSS goals, project priority and on-going activities. High-level policy documents in education both from Federal and State were reviewed, internalized, compressed and integrated into the medium-term plan. Also, detailed analysis of historical budget performance was undertaken, which provides the basis for projecting future performances.

The education sector has set for itself five goals, which were derived from the State and sector's high-level policy documents such as CDF II and SESOP. The goals cover all components of education delivery (Basic Education, IQTE, Post Basic, Higher Education and Planning & Management). Overall, the sector has reviewed the 27 targets to 15 to be achieved over the three-year period. The targets require carrying-out numerous activities that will cost N27.6bn, 69.3bn and 73.8bn in 2024, 2025 and 2026 capital expenditures respectively.

Funding and total implementation of the plan contained in this report will go a long way in achieving education targets in the national and state high level policy documents.

Section One: Introduction

The Jigawa State Ministry of Education Science and Technology was among the pioneer sets of MDAs actively introduced to sector plan in 2008, and the first MTSS IN 2009.

The current rollover process is one among the many since the inception of the process, however procedures have brought changes in the mode of planning and management, progress in project management and execution, extinction of abandoned projects.

1.1 Background

The history and process of the MTSS in the sector could be traced back to the year 2007, the Ministry of Education Science and Technology (MoEST) developed the ten-year education sector plan (ESP) in order to sustain Government's initiatives into coherent development path. The sector developed a ten-year Education Sector Plan (ESP) in 2008 in collaboration with UNICEF and also its first-ever Medium-Term Sector Strategy (MTSS) in 2009, also with technical support from the Education Sector Support Programme in Nigeria (ESSPIN). The MTSS is a three-year rollover plan, subject to annual review which ensures that the objectives, goals and targets set out in the ESP are effectively attained.

The Current administration has splited the Ministry into two namely; Ministry of Basic Education which is mandated to oversee MDAs (SUBEB, ANE, AME, SLB) providing basic education services (Pre-Primary, Primary and JSS) and Ministry of Higher Education, Science and Technology which is mandated to oversee MDAs (IEB, STEB, JSSB, SEIMU and TIs) providing Senior Secondary Education and State owned Tertiary Institutions in the state.

1.2 Summary of the Rapid MTSS Rollover Process

A Technical rollover process was supported by the PLANE and Ministry of Budget and Economic Planning. In the first stage of envelope sharing at the ministerial level took two days under the chairmanship of the two (2) Permanent Secretaries based on the accepted sharing formulae.

The composition of Sector Planning Team (SPT) include; Heads of Departments and Agencies and their Directors of PRS, Heads of Tertiary Institutions and their Bursars and SDOs from Ministry of Budget and Economic Planning, active CSOs and other stakeholders.

PLANE supported the rollover process by organizing a 2-day orientation training with representations drawn from all MDAs and CSOs under education Sector at Tahir Guest Palace Kano.

1.3 Role of the State SPT

The Sector Planning Team (SPT) is vested with the responsibility of driving the process of preparing education sector strategic plan, review of MTSS, QMR, AESPR to track sector budget performance. The team is saddled with the development and review of education goals, policies, strategies, budget preparation and resource mobilization.

Section Two: Sector Strategy and Policy in the Medium Term

The mandates of all the MDAs in Education sector have been reviewed to ensure proper alignment and non-duplication of functions. The review helped MDAs to be sure of their specific expected outputs that contribute to the sector performance. The institutional and organizational review of education Strategic Plan of the Ministry of Education covering year 2019-2028.

A State wide basic Education that ensures literacy, numeracy and life skills at the basic education level and post basic enable the state to advance in science, technology, vocational skills and other areas of manpower development.

Mission Statement:

The Ministries of Education (Basic and Higher) undertake to equip Jigawa State citizens with the relevant and necessary knowledge, skills attitudes and values that would enable them to pursue education and vocational training towards the development of communities, State and the Nation in general.

The overall key impact result is to improve socio-economic and quality of lives of Jigawa Citizenry with the impact Indicators of Poverty rate, Absolute poverty rate, Life expectancy rate by sex, Human development index (State-level), Literacy rate by sex and State GDP.

The outcome Key Result Areas (KRAs) for Jigawa state Education sector includes:

- Increased primary school gross enrolment rate;
- Reduced primary school pupil-teacher ratio;
- Improved quality of primary education;
- Increased girl-child primary school gross enrolment rate;
- Increased girl child basic education completion rate;
- Increased junior secondary school gross enrolment rate;
- Increased senior secondary school gross enrolment rate;
- Increased quality of senior secondary education;
- Increased senior secondary school retention rate;
- Increased enrolment into technical schools;
- Increased quality of technical education;
- Increased enrolment into science schools;
- Improved quality of science education;
- Increased tertiary school gross enrolment rate;
- Increased quality of tertiary education;
- Increased early child care gross enrolment rate; and
- Increased literacy rate.

2.1 Overview of Sector’s Institutional Structure

The State Ministries of Basic and Higher Education, Science and Technology have primary responsibilities of initiating educational policies, plans and their implementation. The Ministries are also saddled with the additional responsibilities of controlling, funding and managing of all public schools and overseeing the conduct of private schools to ensure compliance with quality and laid down policies and regulations. They supervise and monitor all parastatals and agencies under their jurisdiction. The linkages between the ministries and their parastatals are best portrayed on the organograms.

Organizational chart of Jigawa State Education Sector

Figure 1: Ministry of Higher Education, Science and Technology

The organizational structure shows the Honourable Commissioner as the Head of the organization. All the rest of the MDAs are to report to the Commissioner who takes final decision on all matters. The Commissioner is the only person that represents the sector at the State executive council (ExCo.) meetings.

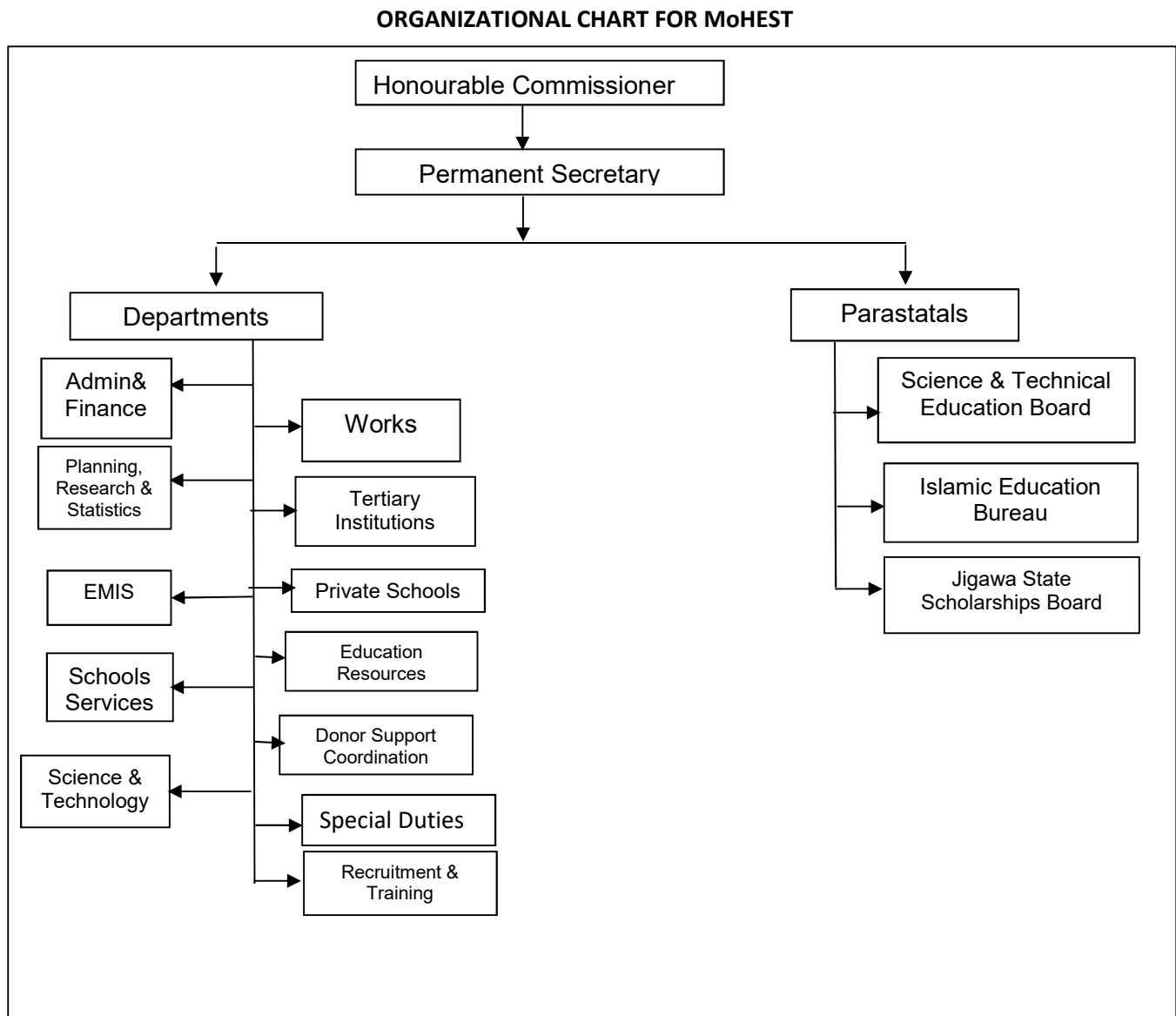
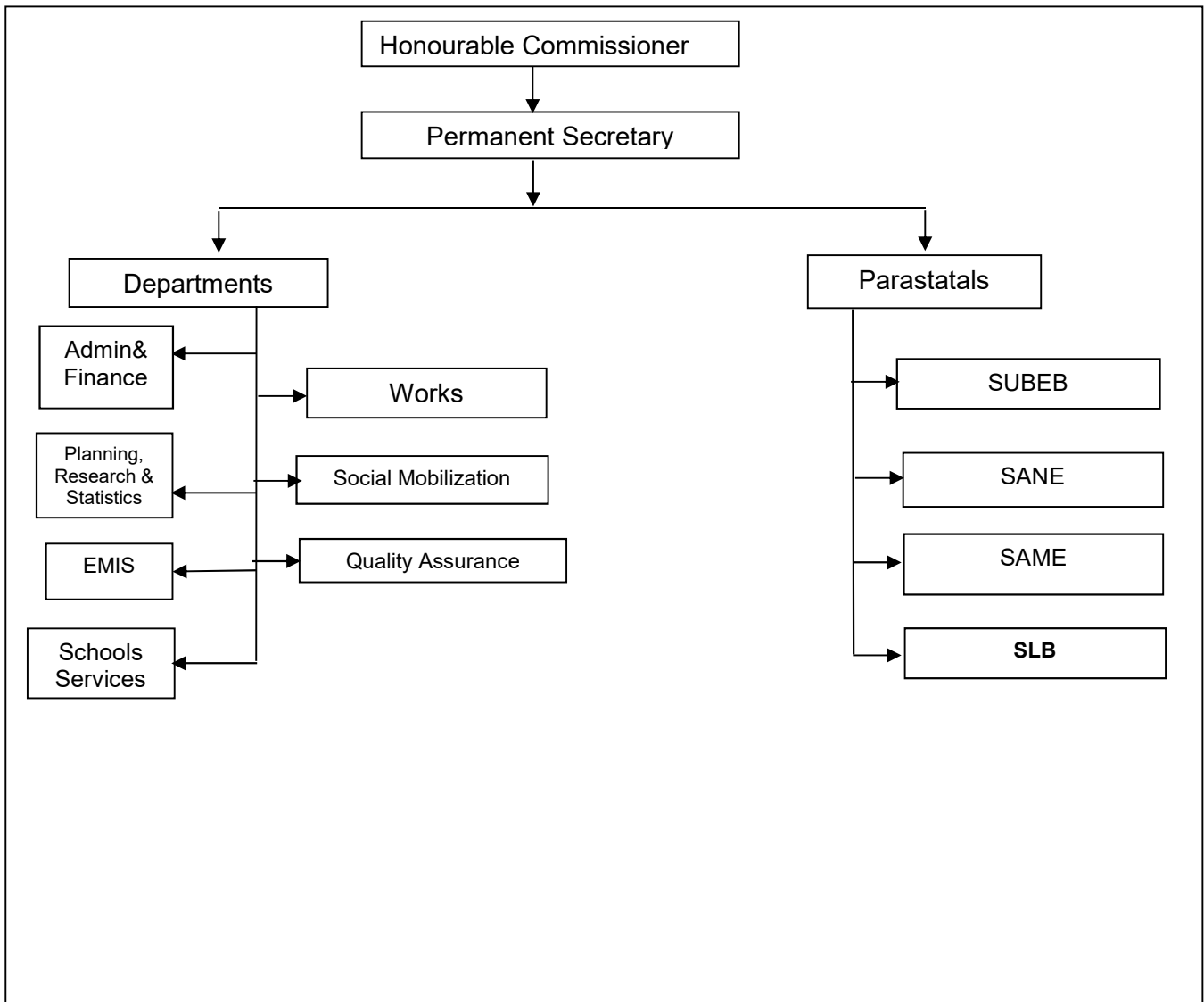


Figure 2: Ministry of Basic Education

ORGANIZATIONAL CHART FOR MoBE



Other activities that cross-cut with other sectors are health matters under school health policy, water and sensitization, road constructions, land compensation matters, ICT policy and sport policy, Ministry of Women Affairs.

2.2 Sector’s Institutional Mandate

Sector Purpose	To empower people through access to qualitative and functional education that enables them to be productive members of society
Names of Sector MDAs	MDA’s Mandates
Ministry of Higher Education, Science and Technology	<ul style="list-style-type: none"> • Provide access to quality education for citizens of Jigawa state • Ensure an environment that is conducive to teaching and learning in post basic schools and tertiary institutions by providing structures and teaching and learning materials • Provide qualified teachers • Develop policies and implement them • Coordinate Scientific & Technology Research • Ensure constant inspection and monitoring of schools for quality assurance; • Cater for staff & students welfare and maintain discipline
Ministry of Basic Education	<ul style="list-style-type: none"> • Provide access to quality basic education for citizens of Jigawa state • Ensure an environment that is conducive to teaching and learning in schools by providing structures and teaching and learning materials • Provide qualified teachers for basic education • Develop policies and implement them • Ensure constant inspection and monitoring of schools for quality assurance; • Cater for staff & learners welfare and maintain discipline
Agency for Mass Education	<ul style="list-style-type: none"> • Provide basic literacy to non literate adults in the state • Provide opportunity for school dropouts wishing to continue their education and also assist our young school leavers to remediate their school certificate examinations. • Provide literacy and skills for adult women in the state
Agency for Nomadic Education	<ul style="list-style-type: none"> • Establish, manage and monitor primary schools for nomads children in the state • Provide literacy classes for nomads • Liaising with National Commission for Nomad Education • Ensure wide geographical spread of nomadic educational activities and target in the state • Promote access to quality education among the nomads at all levels for the attainment of education for all (EFA) and Millennium Development Goals (MDG’s) to be more productive members of the society.
Jigawa State Library Board	<ul style="list-style-type: none"> • Establishing, controlling and maintenance of public library service in the state

	<ul style="list-style-type: none"> • Supervise and help to organize library services in all primary, ministries and departments of the government in the state • Promoting and enhancing educational research, cultural pursuit and literacy heritage in the state at all levels; • Inculcating reading habit at all levels • Disseminating information in form of books and reading materials at all levels and standard of the public • Maintaining and extending of a collection of books, periodicals, pamphlets, maps, magazines, musical records, films or sound recording as the board may consider appropriate for a library of high standard • Inspecting libraries and library services and making recommendations to and advising on library development or organization by any department or agency of the state including the local government councils • Establishing and maintaining branches of library services as the board may from time to time determine • Providing book depot- purchasing and selling books and other library materials
<p>Jigawa State Scholarship Board</p>	<ul style="list-style-type: none"> • To encourage Jigawa State indigenes to go for further studies • To ensure that Jigawa State quota is filled in institutions of higher learning • To ensure prompt payment of scholarship to Jigawa state indigenes pursuing undergraduate studies at tertiary institutions in Nigeria and for some specific Postgraduate studies overseas • Conduct interview annually to authenticate their Identity • It is charged with the responsibilities of awarding scholarship to deserving/qualified indigenes • Where desirable to bond a student who is awarded scholarship • Securing admission for remedial science programme in the university • To request prospectus and other relevant information within and outside Nigeria • To liaise with government establishment, philanthropists and other stake holders on matters relating to the award of scholarship • Monitoring of students’ academic progress, payment and conduct of interview • Review policies and advise government on new initiative programmes on the award of scholarship • Implementation of new government policies related to education

<p>Jigawa State Universal Basic Education Board (SUBEB)</p>	<ul style="list-style-type: none"> • Provide access, equity and quality basic education in the state • Ensure adaptation and implementation of the new national basic education curriculum • Monitor, appraise and evaluate the delivery of basic education in the state • Ensure an environment that is conducive to teaching and learning in schools by providing structures and teaching and learning materials
<p>Islamic Education Bureau</p>	<ul style="list-style-type: none"> • To formulate broad policies and advise the government on matters relating to Islamic and Arabic education and the moral teachings of Islamic injunctions in the state • To maintain existing public Islamiyya Quranic and Arabic schools, and to establish, maintain and control such new ones as the government may direct • To assume the management of any institution within the state where so directed by the Hon. Commissioner • To make such provision for conducting or assisting the conduct of research as it appears to the Bureau to be desirable for the purpose of improving Islamic and Arabic education within the State • To be responsible for Arabic and Islamic studies schools in the state at pre-primary, primary and post primary levels • To be responsible for the training and re-training of its staff • To handle recruitment, promotion, discipline, retirement, transfer and posting of staff, subject to the approval of the civil service commission • To organize or participate in the organization of courses, conferences, seminars (including Quranic recitation competitions) for the purpose of discussing questions relating to Islamic and Arabic Education • To plan and take measures of integrating Quranic and Islamic Education in the State with formal system • To furnish the Hon. Commissioner with such advice relating to Islamic Education within the State as he/she may require • To set up functional departments to supervise and run their day-to- day activities • To determine the scheme of service for all its employees • To aid, register Private Islamiyya Quranic and Arabic primary and secondary schools in the State, as the Bureau may determine • To perform such other functions as may be imposed upon it by this edict or under any law

<p>Science & Technical Schools Board</p>	<ul style="list-style-type: none"> • Promotion of Science and Technical Education at post primary school level • Provision of vocational education for the training of artisans and craftsmen • Establish, manage and control science secondary schools, technical colleges and vocational centers • Select and admit students into its schools and maintain discipline • Recruit, promote and discipline its staff • Provide equipment, materials, furniture and other properties required for the purpose of the Board • Preparation and submission to the governor of an annual report on the administration and activities of the board
<p>State Education Inspectorate and Monitoring Unit (SEIMU)</p>	<ul style="list-style-type: none"> • Pedagogical support to teachers to enhance their capability • Capacity support to school administrators to improve their managerial skills • Ensuring that inputs into the education sector are properly utilized and coordinated to yield the desired results • Production and dissemination of periodic reports based on inspectors’ findings to ensure that schools are accountable to government and to the general public • Collection and collation of data on education sector for effective monitoring, evaluation and improvement of the system • Report observations to the executive governor for appropriate directives to affected agencies • Monitor special events or activities in schools such as the conduct of WAEC and NECO examinations
<p>Dutse Model International School</p>	<ul style="list-style-type: none"> • The school, shall be a teaching body and subject to the provision of this law shall have the following powers: • To provide in its statutes the rules and conditions under which children may be admitted as pupils of the school • To provide primary, pre-primary and secondary education for the pupils • To establish such units of teaching and learning as the purposes may require • To do all such other acts and things incidental to the foregoing powers as may advance the objects of the schools • Subject to the provisions of this law and of any statutes the powers conferred on the school by subsection 1 of this section shall be exercised on behalf of the school by the board of management

<p>Jigawa State College of Remedial and advanced Studies ,Babura(JICORAS)</p>	<p>The functions of the Colleges shall be:-</p> <ul style="list-style-type: none"> • to provide pre-degree and remedial courses in science, social science and humanities; • to prepare students for Basic University entry requirements and to groom remedial students for Senior Secondary Certificate Examination, SSCE (WAEC/NECO); • to offer such courses in academic and professional fields as may be approved by the council; • to promote through teaching, research and other means the advancement of knowledge in the State; • to conduct and monitor examinations for the courses provided at the College in conjunction with the relevant regulatory bodies; • to take such steps or undertake any activity as may, from time to time, be deemed expedient for such purposes appropriate for the College.
---	--

2.3 Links between Sector’s Mandate and CDF

Comprehensive Development Framework (CDF)

1. The state’s CDF covers four broad areas. These are human capital development, critical infrastructure for pro-poor economic growth, economic empowerment, and governance/institutional reforms. These are summarized below as:
 - (i) A Social Charter Component or the “irreducible minimum” that seeks to improve the “Human Development Index rating” of the State. These include:
 - Education – with special emphasis on basic and vocational education
 - Health – with special emphasis on primary healthcare and the provision of basic and comprehensive emergency obstetric healthcare
 - Portable water supply and sanitation services
 - (ii) Economic empowerment and poverty reduction programmes including among others:
 - Skills acquisition and entrepreneurship development
 - Establishment of Economic Empowerment Trust Fund
 - Development of cooperatives
 - Access to micro-credit
 - Provision of social safety nets
 - Targeted youth and women empowerment programmes

(iii) Pro-Poor Economic Growth Components: This is the pursuit of policies and programmes that will facilitate economic growth and provide a climate that will be conducive for investment through:

- Infrastructure development (roads, ICT and power supply including alternative energy development)
- Agriculture and food security
- Promotion of small and medium scale enterprises development, including solid minerals development
- Jigawa State Talakawa/Economic Summit
- Jigawa State Endless Opportunities

(iv) Reform programmes that Centre on:

- Public financial management, including fiscal responsibility and public procurement
- Public service reforms
- Other governance and service delivery reform programmes; and
- Societal reorientation and resuscitation of positive value systems

2. The paramount objective of education in Jigawa State is to empower people through continuous access to qualitative and functional education that enables them to be productive members of the society in order to positively contribute to the socio-economic development of the state. The following define the primary and secondary objectives of education in the State.

3. **Primary objectives are as follow:**

- To entrench a modern and vibrant educational delivery system that contributes to the production of high quality manpower in the state
- To provide quality education as the surest and fastest way to human capital formation, a prerequisite for sustainable human development.
- To bring Jigawa State to the forefront of scientific and technological development in Nigeria's march to joining the 20 topmost economies in the world 2027
- To embark on targeted intervention towards elimination of rural/urban and gender disparities in the provision of basic education. This would involve introducing measures in form of incentive programs aimed at improving enrolment ratio and regular school attendance particularly for girls in rural communities.

4. **Secondary objectives are as follows:**

- Continuous improvement in accessibility to qualitative basic education for all children of school-going age through Increased Gross Enrolment Ratio (GER) at all levels of Education, from 95% in 2021 (Primary) to 150% by 2026 and from 34% in 2021 to 65% (JSS) by 2026, and from 27% in 2021 to 60% by 2026 (SSS)

- Increased primary school GER for Nomadic education from 12% in 2021 to 34% by 2026; 0.2% in 2021 to 10% in JSS and 5% to 7% for children with special needs
- Ensuring that the learning needs of young people and adults are met by **increasing literacy rates** of the adult population from 66% in 2021 to 80% by 2026. A special target group in this respect will include rural farmers, trainees in women development and skill acquisition centers and school dropouts as identified in recently concluded Out of Schools Survey.
- Improve the overall quality of basic education through sustained improvement in key education quality indicators. In particular, this will **include improving pupil-qualified teacher ratio** from 94:1 in 2021 to 40:1 by 2026 for primary and maintain the PTR at 35:1 in JSS by 2026; and from 48:1 SSS to 35:1 by 2026 for SSS schools
- Maintain gender parity on enrolment in pre-primary, primary, JSS and SSS schools at 1.04, 1.08 and 0.97 by 2026
- increased Transition rate into JSS by 35% from the current 43.5% by 2026; and Senior secondary schools by 25% from the current 74.4% by 2026 (with more emphasis on girls)
- Increased Proportion of female teachers from 19% in 2021 to 35% by 2026
- Reduce the proportion of Out of school children from 43.9% In 2021 to 13.9% by 2026
- Reduce the proportion of Out of school adults from 52.5% In 2021 to 20% by 2026

The education sector in Jigawa state works closely with the state CDF and the Change Agenda in sustaining human development and socio-economic empowerment of the citizenry.

3.1 Description of Projects Assessment and Prioritization

Education Sector being the largest Sector with 19 MDAs has profiled over Three Hundred projects on the project assessment template, the projects so far identified ranges from construction of Educational structures, renovations and renewal of structures, procurement of instructional materials, scale up of existing programmes ,training, Decongestant, establishment of effective schools, procurement and deployment of e-learning facilities.

All these projects were ranked based on Project's Contribution to State Development Plan Objectives priority using the project assessment template. Selection of Prioritized activities was done by sorting the projects from highest to lowest scoring.

3.2 Output of the Projects Assessment and Prioritization

For Output assessment of projects assessment and prioritization kindly refer to Appendix I for details

3.3 Observations and Suggestions for Improvement

Observations

-
-

Suggestions

-
-

Section Four: Rapid Projects Costing

The Projects that were not implemented or executed in the previous year (2023) MTSS were rolled-over and costed before insertion of new projects based on priority. Though the ministries and their Parastatals have outlined the number of projects based on the available budget ceilings.

These Projects were prioritized for the achievement of the sector policy as enshrined in the Comprehensive framework CDF.

4.1 Description of Projects Costing Process

The projects were costed by estimating the total amount each project will cost, the cumulative total releases to-date for on-going projects and amount required to complete the project was also estimated thus given the cumulative capital budget requirement for the years under review (2024-2026).

Projects that are funded from non State Budget such as UBEC-IF, TetFund and other sources were similarly costed.

4.2 Specification of Budget Ceiling and Fitting of Projects into Indicative Budget Ceiling

The Sector envelope is shared based on the existing formula (%) adopted by the Ministry, and according to each goal, after which MDAs prioritized and costed their projects on costing template.

The table below shows Sector envelope allocation by MDAs:

EDUCATION SECTOR ENVELOPE ALLOCATION BY GOALS AND AGENCIES 2024-2026 MTSS				
27,600,000,000.00				
GOAL	1.0	BASIC EDUCATION	% BY AGENCY	ALLOCATION (N)
	1.1	MINISTRY OF BASIC EDU.	10.00%	2,760,000,000.00
	1.2	SUBEB	15.00%	4,140,000,000.00
	1.3	ANE	2.70%	745,200,000.00

Rapid 2024 – 2026 MTSS Rollover Report

1.4	AME		1.30%	358,800,000.00
1.5	LIBRARY		0.20%	55,200,000.00
1.6	BAMAINA ACADEMY		0.70%	193,200,000.00
	SUB-TOTAL		29.90%	8,252,400,000.00
GOAL 2.0	IQTE	IQTE	4.50%	1,242,000,000.00
	SUB-TOTAL		4.50%	1,242,000,000.00
GOAL 3.0	SECONDARY EDUCATION		%	ALLOCATION
3.1	MoHEST		19.27%	5,318,520,000.00
3.2	STEB		4.70%	1,297,200,000.00
3.3	IEB		5.32%	1,468,320,000.00
3.4	DUTSE MODEL		0.80%	220,800,000.00
3.5	SEIMU		0.20%	55,200,000.00
3.6	SCHOLARSHIP BOARD		13.00%	3,588,000,000.00
	SUB-TOTAL		43.29%	11,948,040,000.00
GOAL 4.0	TERTIARY EDUCATION		%	ALLOCATION
4.1	CILS RINGIM		2.50%	690,000,000.00
4.2	COE GUMEL		2.70%	745,200,000.00
4.3	SLU KAFIN HAUSA		6.00%	1,656,000,000.00
4.4	POLYTECHNIC DUTSE		2.50%	690,000,000.00
4.5	JSIIT KAZAURE		2.40%	662,400,000.00
4.6	BUPLY HADEJIA		2.50%	690,000,000.00
4.7	JICORAS BABURA		2.70%	745,200,000.00
	SUB-TOTAL		21.30%	5,878,800,000.00
GOAL 5.0	PLANNING & MGT		1.01%	278,760,000.00
	SUB-TOTAL		1.01%	278,760,000.00
	GRAND-TOTAL		100%	27,600,000,000.00

4.3 Output of the Projects Costing Process

Table below shows the projects and their costs by MDA (Appendix 2)

4.4 Observations and Suggestions for Improvement

Summarize your key observations relating to the population of the Projects Costing Template and suggest how the costing can be improved in future (Maximum: Quarter of a page)

Section Five: Rapid Projects KPIs

This section describes how the results framework for the projects was developed (Maximum: 1 page); excluding the appendices.

5.1 Description of the Projects Results Framework

For each project the expected output, expected outcome and outcome indicators are spelled out alongside outcome baselines and targets in such a way that each project addresses a particular KPI.

5.2 Output of the Projects Result Framework

Please Refer to Appendix 3 for details.

5.3 Observations and Suggestions for Improvement

- Looking at the large number of education sector projects which the state may not necessarily finance due to the small size of the sector envelope, it is therefore vital to prioritize the projects which will in return enhance proper budgeting and of easy population of the projects template.
- Additional funding sources can be leveraged where possible or inform of PPP arrangement
- Leverage for development partners support

Section Six: Conclusion

6.1 What Went Well with the Rapid MTSS Rollover Process

PLANE supported the review of 2024-2026 MTSS process. Also in attendance are the Honourable Commissioners, Permanent Secretaries and SPT. During the review, series of group discussions and fruitful deliberations took place which led to the realization of the MTSS document.

6.2 What Did Not Go So Well with the Rapid MTSS Rollover Process

The major challenges were:

- Time factor in which the 2-days were not sufficient to complete the process.
- Retirement of experienced SPT members has significantly affected the process of compiling the document
- Delay in submitting data from MDAs.

6.3 Key Lessons from the Process and Their Implications for Our Sector/MDA

The process was transparent, inclusive and interactive as all relevant MDAs and stakeholders have fully participated (including CSOs and technical adviser to the governor on education).

PLANE has given financial and technical support throughout the exercise. The able consultants have technically led the review by taken the participants through the MTSS reporting templates (project assessment template, costing template, KPIs and ranking) processes.

The sector has demonstrated sense of ownership of the MTSS document

Review of the document has developed the capacity of the newly co-opted SPT members

Appendix 1: Results of Projects Assessment and Prioritisation Template

Appendix 2: Results of the Projects Costing Template

Appendix 3: Results of the Projects KPIs Template

Appendix 4: Executive Summary Sheet of the Rapid MTSS Rollover Template