JIGAWA STATE

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

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2024 ANNUAL EDUCATION SECTOR PERFORMANCE EVALUATION REPORT

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June 2025

Inclusive Education Sector Planning Team

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FOREWORD

Honourable Commissioner
Ministry of Basic Education

DRAFT

Permanent Secretary,
Ministry of Basic Education

ACRONYMS OF TERMS

ACRONYM	DEFINITION
CDF	Comprehensive Development Framework
SPR	Sector Performance Review
ASC	Annual School Census
BEPD	Budget and Economic Planning Directorate
GPE/NIPEP	Global Partnership for Education/ Nigeria Partnership for Education Project
ECCDE	Early Child Care Development Education
SUBEB	State Universal Basic Education Board
TDP	Teacher Development Programme
TPD	Teacher Professional Development
UBEC	Universal Basic Education Commission
UNICEF	United Nations Children's Emergency Fund
PERL	Partnership to Engage, Reform and Learn
FTS	Female Teachers Scholarship Scheme
ESP	Education Sector Plan
MTSS	Medium Term Sector Strategy
MTEP	Medium Term Education Plan
KPIs	Key Performance Indicators
CSO	Civil Society Organizations
IDPs	International Development Partners
EDC	Enrolment Drive Campaign
EMIS	Education Management Information System
HT	Head Teacher
GER	Gross Enrolment Ratio

PTR	Pupils Teacher Ratio
PCR	Pupils Classroom Ratio
GEP	Girls Education Project
PS	Primary School
JSS	Junior Secondary School
SSS	Senior Secondary School
LGA	Local Government Area
LGEA	Local Government Education Authority
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
NMEC	National Mass Education Commission
NER	Net Enrolment Ratio
NGO	Non-Governmental Organization
OOSC	Out of School Children
SBMC	School-Based Management Committee
QA	Quality Assurance
CBOs	Community Based Organizations
JEAF	Jigawa Education Accountability Forum
MoHEST	Ministry of Higher Education, Science and Technology
MoBE	Ministry of Basic Education
GEDSI	Gender, Equity, Disability, Safeguarding and Inclusion
J-MAF	Jigawa Mutual Accountability Framework
PLANE	Partnership for Learning for All in Nigeria Education

EXECUTIVE SUMMARY

The Jigawa State government has continued to work assiduously towards the attainment of its Education goals. The government see Education as a critical element of the State's Sustainable Human Capital Development and Socio-economic Empowerment Agenda, an important determinant of how well people and societies progress socially, economically, technologically, scientifically, and morally. The pro-poor policy initiatives aimed at granting unrestricted access to quality education for all in the state, free education for girls at all levels, along with improved planning and financial management are efforts at promoting inclusive education in the state. The policy landscape for education service delivery is currently undergoing significant reforms.

To ensure the sustainability of the current Government's initiatives on a coherent developmental trajectory, the sector has in place a 10-year Education Sector Plan (ESP), 3-year Operational Plan, and a Comprehensive Development Framework that informs the Medium-Term Sector Strategy (MTSS), with technical assistance from key education partners, especially PLANE. The MTSS serves as a three-year rolling plan designed to translate the goals, objectives, and targets outlined in policy documents into actionable activities to be implemented over three years, which will then inform the annual budget for execution. This signifies a significant departure from traditional incremental budgeting systems towards activity-based budgeting.

The MTSS process for the period 2025-2027 has been supported by PLANE and with the involvement of all relevant stakeholders, this development aligns with His Excellency's 12 points Development Agenda for Greater Jigawa, specifically the "Investing in People" Education Blueprint introduced by the new administration led by the two Commissioners of Basic and Higher Education, Science & Technology. This blueprint underscores the importance of an inclusive education system that caters to all individuals. The first year of Implementation of the MTSS has been concluded with all sector MDAS working synchronously towards the achievement of the sectoral goals and objectives.

The Annual Education Sector Performance review was aimed at assessing the performance of the Sector against targets set in the MTSS using a set of key Performance Indicators at the output and outcome levels. These targets cut across the various subsectors and was aimed at addressing specific problems identified during the strategy development sessions

MTSS OUTCOME AND PERFORMANCE ANALYSIS.

The 2024 implementation of the MTSS 2024-2026 aimed to build on the progress made over the years, and particularly in 2023. The sector recorded mixture of optimal and suboptimal performance with fluctuations in its 2024 performance relative to the previous years. While the analysis of the WAEC results in still in progress, the total number of candidates registered for NECO in 2024 fell to 32, 577 from previous years performance of 34,290, with the percentage of candidates that got 5 credit , including English and Mathematics fell to 46.3% from previous years performance of 51.13% .The sector has sustained the effort to maintain the Policy budget link by rolling over the MTSS to cover 2024 - 2026 and subsequently 2025 – 2027. The necessary policies and enabling laws to drive the implementation of the MTSS have also been in place, including; the Jigawa State Education Resource Agency Law and the Jigawa State Education Quality Assurance Agency Law.

Some policies and enabling legislations already existing and which has been guiding implementation include the **Gender Policy**, the **Disability Law**, and the **Inclusive Education Policy.** Other enabling policies and strategies at different stages of development include the **public-private partnership for investment in education** and the **non-state school's registration strategy**.

The state still grapples with issues of teacher attrition due to retirement, death and other movement to other Jobs, leading to inadequate professional ECCDE, primary and junior secondary school Teachers. There is however improvement in qualified teacher Learner ratio due to the recruitment & deployment of additional teachers (Permanent, J-Teach & Conversion and Construction of additional classroom

The sector financial performance shows that a total of 94,599,188,000.00 was allocated to the sector with a budget utilization of 65%. For the capital expenditure, a total of 46,244,561,000.00was allocated with 18,759,021,657.38 spent in executing programmes and projects (41%) This indicates low performance, falling short of the recommended PEFA threshold of 85%.

  Most sector MDAs have clear mandates to support their functions and these are either created by Law, by Statute or executive orders. This factor has provided overall sector policy objectives and contributed to effectiveness and efficiency of sector performance. The Comprehensive Development Framework provides overall guidance and direction for the overall economic development of the state. The sector has an excellent working relationship with different education partners and stakeholders including the civil society. All these constitute strengths that the sector uses to advance to course of quality education in the State.

The Ministry is in the process of developing a functional comprehensive IT based financial management system that links all MDAs in the Education sector. This will support a full automation and integration of the financial management system for improved financial management and reporting. The issue of understaffing still persists occasioned by high teacher attrition rate, owing to mass retirement of teachers over the last three years. This has seen some fluctuation in the learning outcomes as indicated in the WAEC and NECO pass rates in 2024.

The NECO examination performance in terms of proportion of students that achieved 5 credit at a sitting, including English and Maths was 46.43%, falling l short of its target of   55.8% and this was traced to a decline in the frequency of teacher training , reading culture among students and inadequate provision of teaching and learning materials.

The Tertiary Education Subsector witnessed a slight in the percentage of students who passed with at least 2;1 or its equivalent but fell short of its target of 35%. This was expected given the huge challenges being faced by the school, including, over admission of students, lack of e library and lack of effective supervision. There was also a decline in the Percentage of NCE graduates who passed with at least Upper credit (from 24% in 2023 to 22% in 2024).

The challenges that relate to education data availability, quality and utilization; advancement in implementation of relevant policies and laws such as the Girls' Education policy Education Quality Assurance Policy; Inclusive Education Policy; the Gender Policy; and Disability inclusion law, among others still persist. Closer attention will be given to education quality assurance, performance monitoring and evaluation, policy-budget linkage, better planning for succession in the teacher workforce as well as recruitment of more female teachers, teachers with special skills for teaching persons with disability.

The MTSS needs to be prioritized as the main instrument for policy implementation and should be the reference point for the Annual Education Sector Performance Review. The MTSS helps in bridging the gap between Policy and budget thereby strengthening the Policy Budget link, forging effective coordination and helps to resolve overlaps and conflicts. There is need to plug the existing gaps in the current MTSS – a robust results framework should be developed and included both at the output and outcome levels, to provide the basis for effective performance monitoring and evaluation.

This document presents the findings from the performance review of the Education Sector carried out by the Sector Planning Team in partnership with Ministry of Budget and Economic Planning (MoBEP) and support from PLANE for the review year (2024). This builds on previous reports to evaluate progress on all the predetermined key performance indicators in the sector. The MTSS did not have a robust results framework, the review was conducted by collecting data from the departments and agencies under the sector based on the MTSS key results areas. The report also mapped out the output /outcome KPIs and made a preliminary analysis of the Key Result Areas (KRAs).

There are seventeen Key Result Areas that provides the context for most of the activities and processes of the sector including projects, programmes and other sector policies. The Key Result Areas include the following:

1. Increased primary school gross enrolment rate;
2. Reduced primary school pupil-teacher ratio;
3. Improved quality of primary education;
4. Increased girl-child primary school gross enrolment rate;
5. Increased girl child basic education completion rate;
6. Increased junior secondary school gross enrolment rate;
7. Increased senior secondary school gross enrolment rate;
8. Increased quality of senior secondary education;
9. Increased senior secondary school retention rate;
10. Increased enrolment into technical schools;
11. Increased quality of technical education;
12. Increased enrolment into science schools;
13. Improved quality of science education;
14. Increased tertiary school gross enrolment rate;
15. Increased quality of tertiary education;
16. Increased early childcare gross enrolment rate; and
17. Increased literacy rate.

The Consolidated Report brings together the findings based on the analyzed KPIs for the year under review. The key findings are as indicated below:

- ✓ At the output level, the sector implemented some projects towards the attainment of the key objectives of the MTSS 2024 – 2026. These included Recruitment & deployment of additional teachers (Permanent, J-Teach & Conversion), Community sensitisation, mobilization and establishment of Mothers Association, Construction of additional classroom, training of SBMCs, procurement and distribution of Desks and benches, provision of scholarships and free uniforms and text books for female students, Community sensitization and provision of transition package in nomadic schools. The sector met some of the target set for the implementation of the activities but fell short of others. While some of these were reflected in the achievement of the expected outcomes, some of the outputs did not positively reflect in the achievement of the objectives. The assessment of the actual performance against the output KPIs are elaborated in Section 2 of this report.

- ✓ The ECCDE teacher- Learner ratio remains high at 72 against a target of 35 while the primary school is at 119 against a target of 60 and this raises some concerns about the ability of the state to actualise their goal of improving the quality of teaching and learning by ensuring that the state increasingly meets the UNESCO recommendation of 35 pupils to one teacher.

- ✓ While the student teacher ratio in lower and middle basic, student: classroom ratio; the JSS and SSS transition rates, SSS gross enrolment rate, Primary school completion rate and special needs enrolment saw an improvement, the ECCDE teacher to learner ratio, the JSS gross enrolment rate, JSS learner classroom ratio and the pupil: classroom ratio saw a decline in 2024. Student classroom ratio also improved in 2024 for JSS and SSS while infrastructure and equipment provision remained unchanged.

- ✓ The analysis against the outcome KPIs reported shows that while progress was made in achieving some of the strategic policy objectives of the education sector and the overarching educational development goals of the State, some of the outcomes were not quite achieved owing to the inability of the sector to meet up with the requirements and resources for implementation.

- ✓ The financial performance shows 65% performance of the total sector budget, with the capital expenditure being 41%. This represents a decline from 2023 budget performance of 85% with a capital expenditure performance of 75%. This underperformance has resulted in miscarriage of planned activities and has therefore adversely affected the performance of the sector in 2024

The 2024 Annual Education Sector Performance Review shows some progress from 2023 achievement in some areas such as transition rate and retrogression in other areas such NECO pass rate. While Government's commitments to the Education Sector has continued to be a major

strength for the success stories, it has also been observed that rising pupil and student – teacher ratios have continued to pose serious challenges. There has been reduced spending on critical activities particularly in the recruitment of adequate number of teachers to ensure effective teaching and learning in Schools. Attention will be paid to the areas of gaps and challenges identified in this report and effort will be made towards plugging these gaps in the next round of MTSS. The MTSS provides a clear sense of direction and focus for the sector in terms of prioritizing programmes and projects and allocating resources for the achievement of the sector objectives. A robust Results framework should also be developed at the output and outcome levels to enable effective performance measurement and reporting.

CHAPTER 1   INTRODUCTION AND BACKGROUND

BACKGROUND, SECTOR OBJECTIVE IN CDF - III AND INTENDED OUTCOMES

BACKGROUND

The government considers Education as a critical element of the State's Sustainable Human Capital Development and Socio-economic Empowerment Agenda, an important determinant of how well people and societies progress socially, economically, technologically, scientifically, and morally. The pro-poor policy initiatives aimed at granting unrestricted access to quality education for all in the state, free education for girls at all levels, along with improved planning and financial management are efforts at promoting inclusive education in the state. The policy landscape for education service delivery is currently undergoing significant reforms.

To ensure the sustainability of the current Government's initiatives on a coherent developmental trajectory, the sector has in place a 10-year Education Sector Plan (ESP), 3-year Operational Plan, and a Comprehensive Development Framework that informs the Medium-Term Sector Strategy (MTSS), with technical assistance from key education partners, especially PLANE. The MTSS serves as a three-year rolling plan designed to translate the goals, objectives, and targets outlined in policy documents into actionable activities to be implemented over three years, which will then inform the annual budget for execution. This signifies a significant departure from traditional incremental budgeting systems towards activity-based budgeting.

VISION STATEMENT:
A state with education system that ensures literacy, numeracy, and life skills at the basic, post basic and tertiary levels of education to enable the state to advance in science, technology, vocational skills, and other areas of human development.

MISSION STATEMENT:
The Ministry of Education undertakes to equip Jigawa state citizens with the relevant and necessary knowledge, skills attitudes, and values that would enable them pursue education and vocational training towards the development of themselves, communities, state and the nation in general.

OVERVIEW OF THE SECTOR OBJECTIVES
 The Jigawa State Education MTSS (2024 -2026), which was developed in consultation with stakeholders outlined broad objectives to produce functionally literate citizens with potentials for self-actualization as productive members of society with the right capabilities to contribute to the socio-economic development of the State. It also outlined strategies and initiatives aimed at improving learning outcomes among pupils and students, strategically designed to start with piloted interventions before roll-out. The Comprehensive Development Framework (CDF) emphasizes the provision of policy-driven quality education that will lay a strong foundation for equity and access to lifelong education for the citizens.
Important goals as espoused in the CDF are aimed at addressing the following critical issues within the Education Sector:

> ➢ poor learning outcomes at all levels with special attention to Basic Education;
> ➢ rural-urban disparities in the provision of infrastructure, teachers, instructional materials, enrolment, and retention

- Poor overall access and inclusion occasioning gender disparities in primary, secondary, and tertiary institutions.
- high student - classroom ratio leading to classroom congestion.
- low skills levels among secondary school graduates.
- Infrastructural decay in all institutions.
- the declining esteem attached to the teaching profession.

SECTOR POLICIES, SECTOR STRATEGIC PLAN, MTSS AND LINKAGE WITH CDF-III

Jigawa State has a Comprehensive Development Framework (CDF) which serves as a roadmap for socio-economic development of the state in a broader and a coherent manner. The state Education Medium Term Sector Strategy consists of interrelated programmes focusing on **access, equity, quality, and functionality**. Specific activities include strengthening the capacity of the education sector for **planning and management** to improve efficiency in systems and resource utilization. Implementing these strategies has been pursued through a sector-wide approach with all agencies within the Sector playing their respective roles and mandates. The implementation process involved all stakeholders.

The State Education Sector Plan (ESP) a '10-year plan is a long-term strategic document which guides the implementation of the Education Sector Change Agenda, and the preparation of its Medium-Term Sector Strategy (MTSS) 'a 3-year medium term rolling which links the ESP with the budget. The 2024 AESPR is based on 2024 – 2026 MTSS of Jigawa State Education Sector where progress will be assessed against key performance indicators and targets for the major activities of the sector". Data on these performance indicators will be analysed against the targets set in the MTSS and this will inform sector performance assessment and, subsequently influence/guide decision-making and MTSS roll over.

MEDIUM TERM SECTOR STRATEGY

The 2024 – 2026 MTSS outlines key policy objectives and strategies on the basis of which a results framework outlining the goals, objectives, key performance indicators and targets should be outlined to serve as a basis for the annual education sector performance review. The policy objectives and the strategies by way of programmes and projects which should help deliver on the objectives are as follows;

Policy objective 1: Improve the Quality of Learning at All Levels

Improving quality of learning at all levels of education in the state has to do with Learning outcomes and assessment results base on activities, programs/projects executed to pursue:

1. Enhanced early childhood care and education

2. Improved literacy and numeracy skills

3. Improved performance in internal and external examinations with classes and labs upgrades, TLM

4. Enhanced quality of tertiary institutions, entrepreneurship, technical and vocational skills develop.

1. Promoted research and innovation, Technology integration (ICT, digital tools)

5. Improved monitoring and evaluation

6. Improved pupil-teacher ratio

7. Library and resource facilities, curriculum review

8. Improved teacher /academic staff training and support,

9. Extracurricular activities and sports development

3.3 Policy objective 2: Increase Access to Quality Education at All Levels

Increasing access to quality education deals with enrolment, retention and completion via:

1. Provision of infrastructure (EECDE centres, classrooms, laboratories, hostels, lecture halls, toilets, water and sanitation, etc.)

2. Safe and inclusive learning environments

3. Scholarship, policies reform, review and enforcement

4. Sports and recreational facilities

5. Stakeholders engagement, partnership

6. Budgetary allocation

3.4 Policy objective 3: Ensure Equitable Gender Parity Index in Basic, Post-basic, and Tertiary Education

The rational is to:

1. Address gender disparities at all levels.
2. Promote girls' education and empowerment.
3. Ensure equal opportunities for all.

Through programs to increase girls/females' enrolment, with free education for girls at all levels declaration, GCE policy, encourage female participation in male-dominated fields (e.g. medicine/ health related fields, engineering, technology, teaching profession) with likes of FTDS, G4H, partnership with NGOs through GPI etc girls' enrolment, literacy, dropout rates, etc.

3.5 Policy objective 4: Reduce the Proportion of out of School Children and Adults

Reducing OOSC can be through retention and completion mechanisms/strategies to improve established inclusive schools and classrooms, provide scholarships and financial aid, promote flexible learning pathways, curriculum relevance and quality, enhance teacher training and capacity, foster community engagement and partnership.

1. Address disparities in access to education.
2. Promote inclusive and equitable education.
3. Enhance economic growth and social development

3.6 Policy objective 5: Provide Strong and Efficiently Functional Educational Institutions

Efficiently functional education institutions links with School development plans, teacher training programs, infrastructure upgrade for improved education quality, enhanced institutional capacity, increased efficiency and effectiveness and for better governance and accountability.

From the foregoing there are clear linkages between these three documents with the major focus being improvement in learning outcomes through improvements in access, quality, equity and functionality.

The 2024 Annual Education Sector Performance review will assess the progress of the sector in these key result areas based on the implementation of the agreed strategies and expected outputs.

There is however a gap in the 2024-2026 MTSS with respect to the inclusion of a results framework. The results framework is a table highlighting the sector objectives, programmes, strategies and expected outputs as well as the baseline, targets and key performance indicators and will be basis for the performance review and reporting. Since the MTSS did not outline the measurement parameters, the Sector Planning Team guided by PLANE Consultant identified the Key Performance indicators at both output and outcome levels to enable analysis of progress against the set targets of performance. An outcome results framework should outline specific goals and objectives which the sector is aiming to achieve, including targets, key performance indicators and means of verifying the achievement of those objectives while the output results framework should highlight the specific projects/activities that should be implemented towards achieving the stated objective in a Logical framework style, showing the connection between the activities/projects and the achievement of the sector policy objectives and goals.

Table 1 Summary of key Implementing Actors and their Roles

Name of Sector MDA	MDA's Mandates, Roles and Contribution
Ministry of Education Science and Technology	• Policy formulation and overall coordination of the sector • Provide access to quality education for citizens of Jigawa state; • Ensure an environment that is conducive to teaching and learning in schools by providing structures and teaching equipment; • Provide qualified teachers. • Develop policy on Science & Technology in schools • Management of post basic education • Coordinate Scientific & Technology Research • Ensure constant Inspection and Monitoring of schools for quality assurance. • Cater for staff and students' welfare and maintain discipline
Agency for Mass Education	• Management of adult, non-formal and continuing education • Provide opportunity for school dropouts wishing to continue their education and assist our young school leavers to remediate their school certificate examinations.
Agency for Nomadic Education	• Establish, manage and monitor primary schools for nomad's children in the state; • Provide literacy classes for nomads; • Liaising with National Commission for Nomadic 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	• Establishing, controlling and maintenance of public library service in the State; • 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 inform 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.
Jigawa State Scholarship Board	• 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 indigene 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, philanthropist 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 advice Government on new initiative programmes on the award of scholarship • Implementation of new Government policies related to Education.
Jigawa State Universal Basic Education Board (SUBEB)	• Overall coordination of LGEAs • Providing basic education; • Enrolling children to primary and junior secondary schools; • Ensuring good and qualitative education based on the new national education curriculum. • Monitor, appraise and evaluate the delivery of basic education in the state.
Islamic Education Bureau	• To formulate broad policies and advise the government on matters relating to Islamic and Arabic education and the moral teachings of Islamic 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 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 from 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 transfers 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 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.
Science & Technical Schools Board	• 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 centres; • Select and admit students into its schools and maintain discipline among same; • Recruit, promote and discipline its staff. • Acquiring any 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.
State Education Inspectorate and	• Pedagogical support to teachers to enhance their capability; • Capacity support to school administrators to improve their

Monitoring Unit (SEIMU)	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 for appropriate directives to affected Agencies • Monitor special events or activities in schools such as the conduct of WAEC and NECO examinations and Sallah celebrations.
Dutse Model International School	• 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. •
Bamaina Academy	A LAW TO PROVIDE FOR THE ESTABLISHMENT AND RUNNING OF JIGAWA STATE ACADEMY FOR THE GIFTED AND TALENTED, BAMAINA. Establishment • There is hereby the establishment of schools to be known as the Jigawa State Academy for the Gifted and Talented, Bamaina, which shall be a body corporate with perpetual succession and a Common Seal with powers to sue and be sued in its corporate name. • The objectives of the school shall be • To create and maintain a special educational environment from Primary Six up to the completion of Senior Secondary School that challenges the Gifted and Talented children in Jigawa State • To provide curricula appropriate to the abilities and peculiar needs of gifted and talented children through fast-tracking course compression and curriculum enrichment • To provide effective guidance and counseling services to the gifted and talented children

	• To facilitate the development of morally sound and academically excellent citizens • To promote problem inquiry and self-directed learning among gifted children • To nurture pupils and students fully conscious of their history and full of zeal to contribute to the development of their community. •
Jigawa College of Remedial and Advanced Studies (JICORAS)	ABOUT JICORAS BABURA The College of Remedial and Advanced Studies, Babura (JICORAS) came into being following the taking over of the College of Remedial and Advanced Studies Kafin Hausa by the State own University (Sule Lamido University). Following this development, the Jigawa State Government enacted an Act on July 6th, 2019, which provides for the establishment of the present College. This transition gave birth to the development to operate on a collegial system with the appointment of PROVOST and REGISTRAR, respectively. The College consists of a. School of Remedial Studies b. School of Advanced Studies. With the appointment of Provost and Registrar alongside the College Governing Council. In its inauguration, the Council approved the Establishment of National Diploma Programmes as contained in the College Law. Viz "The College shall consist of a School of Advanced Studies and School of Remedial Studies; and such other Schools, Faculties, Departments or other units of learning and administration that may be established anywhere in the state from time to time as may be deemed necessary." Without prejudice to the provisions of subsection (1) of the College Law, the College may, by special arrangement, agreement, or ratification with any institution of learning, prepare its students for diplomas, certificates, or any other distinctions of such institutions.

Table 2: Implementing partners,

S/No	PARTNERS	AREAS OF SUPPORT
	Government Agencies	
1	Budget and Economic Planning Directorate (BEPD)	Coordinating Budget Process, policy development, programs, and Central Management Information System MIS.
2	Universal Basic Education Commission (UBEC)	UBEC, a Federal Government agency under the Federal Ministry of Education has the mandate to formulate and coordinate all programmes related to the Universal Basic Education programme and prescribe the minimum standards for basic education in Nigeria.
3	Ministry for Local Government	Payment of primary school teachers' salaries at LGEA level
4	Ministry of Environment	Collaborates with MOEST in school conservation programme and tree planting campaigns
5	Ministry of Health	Collaborates with MOEST in the implementation of School Health Policy in schools
6	Ministry of Information Youth Sports and Culture	Partners with MOEST in planning and conduct of annual school sports Meetings and implementation of the Schools Sports Policy
7	Ministry of Water resources	Collaborates with SUBEB in the maintenance of schools hand pumps, toilets etc
8	Ministry for Women Affairs and Social Development	Collaborates with MOEST in gender issues and in annual children day celebration
9	Ministry of Land, Housing, Urban Development and Regional Planning	Provides land for the establishment of new schools and expansion of existing schools Assist in flood control in schools
10	State Emergency Management Agency (SEMA)	Technical and material support
11	Tertiary Education Trust Fund (TETFUND)	Training and Constructions and procurements

	Non-Government Agencies	
1	Teacher Development Programme (TDP)	- Teacher Professional Development (TPD) - Teaching and learning aids
2	Partnership for Learning for All in Nigeria Education (PLANE)	- Technical and Material support for foundational skills training - Provision of teaching and learning aids - Support for formulation and implementation of policies and technical support for Governance Reforms - Support for formulation and implementation of policies and technical support for Governance of Non-State Systems - Monitoring, Evaluation, Learning and Knowledge Management support and reforms - Technical support provision for Gender, Equity, Safeguarding and Disability Inclusion reforms and mainstreaming
3	United Nation Children Education Fund (UNICEF)	- Provision of teaching and learning materials and water sanitation and Health - Capacity Building on proper school record keeping
4	Global Partnership in Education (World Bank)	- Education Sector Support Services with emphasis on girl-child education
5	Private Sector: Commercial Banks and Individuals. Especially 'Zenith Bank'	- Renovations, Construction of additional structures in schools, Provision of furniture and instructional materials
6	Private Schools	Public Private Partnership (PPP)
	Better Education Service Delivery for All	Focus on reducing out of -school children, reducing gender disparities, the state education sector strategy consists of interrelated programmes focusing on **access, equity, quality and functionality**. Specific activities include strengthening the capacity of the education sector for **planning and management** to improve efficiency in systems and resource utilization. Implementing these strategies would be supported through the coordination of cross-cutting issues; effective **communications & knowledge sharing and management. The implementation process is** aimed at ensuring stakeholder awareness / involvement, information dissemination and

		monitoring of sector performance. Also, in line with the objective using education as an empowerment tool to support pro-poor development, specific strategies that address issues of **adult and vocational education** would also be pursued. and

The MTSS was implemented through concerted effort by the various actors outlined above with each of the actors delivering on specific outputs.

PURPOSE OF EDUCATION SECTOR PERFORMANCE REVIEW AND REPORTING

The main purpose of the SPR is to measures performance of the Education Sector for the year under review with the objective of reviewing the sector performance based on the projects, programs, strategies, resources allocated and grants received from stakeholders in pursuit of the intended targets in the MTSS.

Programmes and projects Planned, budgeted for and implemented are compared to the targets set for State basic and vocational education to determine the level of progress and for future planning, budgeting or decision making to ensure effectiveness in implementation of the activities of the sector. Specifically, progress made in implementing the MTSS against agreed sector outcome targets will be assessed. Effective Annual Sector Performance Review and Reporting will:

- ✓ Give clear and punctual direction on what to do next

- ✓ Give light on whether to continue with a program and project, discard or change it with another one.

- ✓ Highlight challenges and impediments to effective programme implementation.

- ✓ Identify the necessary set of recommendations which could be used to address gaps in the MTSS and budget implementation

CHAPTER 2 ANALYSIS OF PROGRESS AGAINST KEY PERFORMANCE INDICATORS

This chapter presents analysis of outcome performance of the Sector from January 2024 to December 2024, against the Identified Key Result Areas (KRAs) and the Outcome Performance Indicators as expressed in the Medium-Term Sector Strategy (MTSS) 2024-2026. The focus is specifically on the effect of the outputs achieved within the year under review. It analyses results in relation to the strategies by identifying where policies, strategies, programs, projects and interventions have added positive or negative value to its result. The analysis also included the performance trend over the last five years. This progress report is organized along two lines; the Basic Education Sub -Sector and the Higher Education Sub- Sector.

SUMMARY OF PROGRESS AGAINST WORKPLAN

There seems to be a gap in annual operational planning given that no clear work plan showing activities and timelines was produced and adhered to for the year under review.

ASSESSMENT OF ACTUAL PERFORMANCE AGAINST KPIs, TARGETS FOR EACH OUTCOME & ANALYSIS OF STRATEGY IMPLEMENTATION AGAINST OUTCOME TARGETS AND IMPACT ANALYSIS OF STRATEGIES AND PROGRAMMES ON RELEVANT KPIs

Policy objective 1: Improve the Quality of Learning at All Levels

Table 3: Learning Outcome Performance Data

Year	WAEC		NECO	
	Total Number of Candidates registered	Candidates with 5 credits and above including English and Mathematics	Total Number of Candidates registered	Candidates with 5 credits and above including English and Mathematics

		Number	%		Number	%
2020	3,375	1,636	48.41	28,812	16,429	57.0
2021	5,424	3,393	70.8	32,390	19,223	59.35
2022	3,530	2,230	63.2	35,454	15,948	44.98
2023	3,581	1,799	50.2	34,290	17,534	51.13
2024	Analysis in progress	---	---	32,577	15,125	46.43

Data Source: Jigawa Education Resource Agency (JERA), GAZETTED WAEC & NECO 2020 ------2024

The performance review revealed fluctuations in the candidates' performance in both NECO and WAEC over the last five years. The proportion of candidates that scored five credits and above, including English and Mathematics in NECO in 2024 was lower than the 2023 score.

Teacher Learner Ratio

Table 4: Teacher : Learner Ratio

Key Performance Indicator	Baseline 2021	Actual 2022	Actual 2023	Target 2024	Actual 2024	Perf in %	Contributing Factors	Recommended Actions for better performance
Qualified ECCDE teacher to learner ratio	31	34	43	35	72	25%	The state struggles with issues of Teacher attrition due to retirement, death and other movement to other job Inadequate professional ECCDE Teachers	Recruitment of professional ECCDE Teachers and deployment. Capacity development of existing teachers to enhance their skills.
Qualified teacher to learner ratio in lower and	94	100	139	60	119	50%	The state struggles with issues of Teacher	Recruitment of professional Primary Teachers.

middle basic education							attrition due to retirement, death and other movement to other job Inadequate professional Primary Teachers	Recruitment of Primary Education Studies Teachers. Employ Community based Teacher recruitment for effectiveness and efficiency. To address issues of apathy of Urban based teachers. Adoption of teacher per class strategy to address high Teacher Pupil ratio at the lower basic level. Teacher per class
Qualified teacher to learner ratio in upper basic education	40	43	47	35	45	77%	The state struggle with issues of Teacher attrition due to retirement, death and other movement to other job Inadequate professional JSS Teachers	Recruitment of professional Basic Teachers. Recruitment of Teachers. Employ Community base Teacher recruitment for effectiveness and efficiency.
Qualified teacher to learner ratio in post basic	55	52	47	40	43	93%	Recruitment & deployment of additional	Conduct of assessment of staff exit and replacement

education						teachers (Permanent, J-Teach & Conversion Construction of additional classroom	opportunities Strengthen complementation of teacher deployment strategy

Data Source: ASC 2021/2022 and 2023/2024 Reports

At the ECCDE level, the Teacher Learner ratio deteriorated to 72 in 2024 compared to 43 achieved in 2023. This was against a target of 35 and attributable to teacher attrition through retirement and death. At the lower basic level, there was a slight improvement from the 2023 achievement of 139 to 119, a performance of 50% against a target of 60. At the upper basic, the teacher learner ratio improved slightly to 45 from the 2023 achievement of 47, a performance of 77% against the target of 35 set for 2024. At post basic level, there was also an improvement from 47 in 2023 to 43 in 2024, a performance of 93% against a target of 40.

Percentage of Students who passed with at least a 2.1

Table 5: Percentage of Students who passed with at least a 2:1

Key Performance Indicator	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
Percentage of graduates who passed with at	15%	12%	40%	25%	35%	27%	COE Student MIS	Over admission of students	Engage Professors and

Indicator							Source	Challenges	Way Forward
least 2.1 or its equivalent in (Tertiary Institution Name) Sule Lamido University and Jigawa State College of Education Gumel								which raises the student teacher ratio. Lack of e library. Lack of effective supervision	associate professors from the mainstream universities. Standardization of the library facilities. Exam moderation needs to be efficient and effective with adequate coverage of curriculum.
Percentage of HND graduates who passed with at least upper credit or its equivalent in (Tertiary Institution Name) State Polytechnic (Dutse, Hadejia and Kazaure)						6.2%	Binyaminu Usman Polythechnic Student Record MIS	Financial constraint from parents, Lack of adequate Public Awareness Campaign Lack of standard and Prcatical facilities	intensify public awareness campaign to educate both parents and youths on the benefit of education in the society Provide enough modern teaching facilities Approval to introduce new programmes to increase enrolment
Percentage of NCE graduates who passed with at least Upper credit in (Tertiary	40	26	50	24	50	22	Exam and Records office. COE	Poor enrolment, poor background at the basic	Provision of adequate teaching and learning facilities

Institution Name) COE Gumel, CILS/COE Ringim						and legal Legal	and post basic. inadequate facilities	Standardization of admission criteria. Education.

Overall, the percentage of students who passed with at least 2.1 or its equivalent in Tertiary institutions were; 27% for the Universities, ==-------------for== the Polytechnics and 22% for the colleges of Education – a slight improvement on 2023 achievement of 25% for the university and a decline from 24% for the Colleges of Education. These were against the targets of 35% and 50% respectively.

Policy objective 2: Increase Access to Quality Education at All Levels

Transition Rate

Table 6 : Transition Rate

Key Performance Indicator	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
Percentage of learners transiting from middle basic	55.53	62.08	62.94	64.07	75.0	71.42	ASC/NPA	Cost of living crisis as a result of some parent cannot afford	Community sensitization, CCT, Entrepreneurshi

to upper basic education level							Inadequacy of upper basic schools especially in rural areas.	p and provision of transition package Establish more schools especially in the rural areas
Percentage of learners transiting from upper basic to post basic education level			83	89				

Data Source: ASC 2023 and NPA 2022

The transition rate from middle basic to upper basic improved to 71.42 from the 2023 achievement of 64.07, a performance of 95% against the target of 75%. The percentage transiting from upper basic to post basic was 89, an improvement on the achievement of 83 in 2023.

Gross Enrolment Primary School

Indicators	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
Primary Gross Enrolment Rate Total	74	88	100	98	100	99	ASC	Community sensitisation, mobilization and establishment of mothers association	Continuous sensitisation to sustain the momentum Provide adequate resources for the conduct of ASC Conduct Capacity building of Data Collectors & School Record Keeping

Commented [Ma1]: Need to be crosschecked.

									Digitalize the conduct of ASC process
Primary Gross Enrolment Rate Boys	72	85	100	95	100	98	ASC	Socio economic challenge There are more boys than girls in SSS	Sensitisation and entrepreneurship training Strengthen advocacy and sensitization to promote inclusive education Increase budgetary provision for girls education
Primary Gross Enrolment Rate Girls	64	92	100	101	100	104	ASC	Community sensitisation, mobilization and establishment of mothers association	Continuous sensitisation to sustain the momentum

Data Source: ASC 2021/ 2022, 2022/2023 and 2023/2024

Commented [Ma2]: To be crosschecked

Commented [Ma3]: To be crosschecked

JSS Gross Enrolment Rate

Table 8: Gross Enrolment JSS

Indicators	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
JSS Gross Enrolment Rate Total	28	34	50	38	50	36	ASC	High cost if living and inadequate number of JSS Low coverage of the Annual School census. Migration	Continuous sensitisation to sustain the momentum establishment of mothers association Establish more JSS schools.
JSS Gross Enrolment Rate Boys	29	34	50	38	50	36	ASC	Socio economic challenge Transition to	Sensitisation and entreprenuership training

								Almaji	
JSS Gross Enrolment Rate Girls	30	33	50	38	50	37	ASC	Community sensitisation, mobilization and establishment of mothers association	Continuouss sensitisation to sustain the momentum

Data Source: ASC 2021/ 2022, 2022/2023 and 2023/2024

The JSS total gross enrolment rate declined to 36% from the 2023 performance of 38% , a performance of 72% against a target of 50%. This is the same for boys while the girls' gross enrolment rate was slightly higher at 37%, a decline from 2023 performance of 38%.

SSS Gross Enrolment

Table 9: Gross Enrolment SSS

Indicators	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
SSS Gross Enrolment Rate Total	25	25	50	25	50	27	ASC	Omission of some schools from the ASC	-adequate resources for the conduct of ASC -capacity building for data collectors and school record keeping

Indicators									Digitize the conduct of ASC
SSS Gross Enrolment Rate Boys	28	28	50	27	50	29	ASC		
SSS Gross Enrolment Rate Girls	23	23	50	23	50	24	ASC		

Data Source: ASC 2021/ 2022, 2022/2023 and 2023/2024

The SSS total gross enrolment rate was 27% a slight improvement on the 2024 achievement of 25% and a performance of 54% against their 2024 target. The Boys gross enrolment rate was 29%, a slight increase in from 2023 performance of 27, while that of Girls was 24%, a slight increase from the 2023 achievement of 23% and a performance of 46%.

Special Needs enrolment rate

Table 10: Special Needs Enrolment Rate

Indicators	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
Number of persons with special needs enrolled into primary level	5,085	6,854	7,011	6,896	7,041	7,326	ASC	The enrolment of persons with special needs at the primary education level is influenced by a combination of structural, socio-economic, cultural, and policy-related factors. These factors can either facilitate or hinder access to education for children with	To improve the enrolment of persons with special needs at the primary education level, a comprehensive approach is needed to remove barriers to access, enhance support systems, and create a more inclusive educational environment. 1. Strengthen and Implement Inclusive Education Policies. 2. Improve Accessibility of Schools. 3. Increase Awareness and Sensitize Communities. 4. Provide Assistive Technologies and Learning

									Tools
								disabilities. 1. Policy and Legal Framework. 2. Accessibility of Schools. 3. Availability of Specialized Support Services 3. Family Support and Advocacy.	
Number of persons with special need enrolled into Junior secondary level	492	576	503	534	589	538	NPA	The enrolment of persons with special needs at the Junior Secondary level (which corresponds to lower secondary education) is influenced by a variety of factors that shape both access to education and the ability of students with special needs to participate meaningfully in the educational process. 1. Educational Policies and Legal Frameworks. 2. Availability of Inclusive Education Programs. 3. School Infrastructure and Accessibility. 4. Awareness and Sensitization Campaigns.	To enhance the enrolment of persons with special needs at the junior level (usually corresponding to lower secondary education), it's essential to address the unique barriers these students face in accessing education, including issues related to school accessibility, support systems, attitudes toward disability, and social inclusion. 1. Strengthen Inclusive Education Policies and Legal Frameworks. 2. Improve Infrastructure and Accessibility. 3. Implement and Promote Peer Support Systems. 4. Enhance Community Awareness and Sensitization.

Number of persons with special needs enrolled into senior secondary level	321	327	321	327	341	349		The enrolment of persons with special needs at the Senior Secondary level is influenced by a range of factors that impact their access to education, quality of support, and overall retention. At this level, students face increased academic demands, greater independence, and the need for more specialized support, all of which play a role in shaping their ability to access and succeed in education. 1. National and Local Education Policies. 2. Access to Assistive Technologies. 3. School Infrastructure and Physical Accessibility. 4. Family and Community Support.	To improve the enrolment and retention of persons with special needs at the Senior Secondary School level, it is crucial to address challenges that arise during the transition from junior to senior school, as well as to implement inclusive policies, adequate resources, and support systems that allow students with disabilities to succeed. 1. Strengthen Legal Frameworks for Inclusive Education. 2. Provide Specialized and Adaptive Learning Resources. 3. Enhance School Infrastructure for Accessibility. 4. Encourage Parent and Community Involvement.
Number of persons with special needs enrolled into tertiary education level									To be provided by COE Bala Isyaku 08036830164

Number of persons with special needs enrolled into tertiary education institutions through the Education scholarship scheme			████					To be provided by scholarship board 08033609532 Mohammed Ali

Sector performance on enrolment of persons with special needs at the primary school level improved to 7,326 from the 2023 performance of 6,896 and achieved above 100% of their 2024 target. At the junior secondary level, the sector performance recorded a marginal increase from the 2023 figure of 534 to 538 in 2024. At the senior secondary level, there was also an increase from 327 achieved in 2023 to 349 in 2024.

The enrolment of persons with special needs at the primary education level is influenced by a combination of structural, socio-economic, cultural, and policy-related factors. These factors can either facilitate or hinder access to education for children with disabilities. They include; Policy and Legal Framework, accessibility of Schools, availability of specialized support services, and family Support and advocacy. The enrolment of people with special needs at the junior secondary school level (upper basic) is influenced by a variety of factors that shape both aces to education and the ability of the students with special needs to participate meaningfully in the education process. At the senior secondary level, the factors impacting their access, quality of support and overall retention include; . National and Local Education Policies, Access to Assistive Technologies, School Infrastructure and Physical Accessibility, Family and Community Support, etc. At this level, students face increased academic demands, greater independence and the need for more specialized support , all of which plays a role in their ability to access and succeed in their education.

Enrolment into Tertiary Institution.

Table 11: Enrolment into Tertiary Institutionn

Indicators	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
Enrolment into Tertiary Total	9932	10902	127235	11723	████		JSSB STUDENT INTERVIEW		
Enrolment into Tertiary - males	6952	7631	8620	7631	████		JSSB STUDENT INTERVIEW		

Enrolment into Tertiary – females	2979	3270	5103	4103	████		JSSB STUDENT INTERVIEW	

Data Source: School Tertiary Institution (Student Record Management System); Student yearly Interview, Jigawa State Scholarship Board

The enrolment into tertiary institution was --

Policy objective 3: Ensure Equitable Gender Parity Index in Basic, Post-basic, and Tertiary Education

Gender Parity Index.

Table 12: Gender Parity Index

Indicators	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
Primary school Gender Parity Index	1.08	1.08	1.1	1.01	1.1	1.05	ASC	Community sensitization and provision of transition package in nomadic schools, Provision of scholarship to all girls School	Provision of transition package across all MDAs. Continuous sensitisation and mobilization Full implementation of GE policy.

								Uniform for girls. Implementation of the Girls Education Policy	
Junior Secondary Schools Gender Parity Index	0.97	0.97	1.1	1.06	1.1	1.03	ASC	Community sensitisation and provision transition package in nomadic schools, Provision of School Uniform for girls.	Provisionon of transition package across all MDAs. Continuous sensitisation and mobilization Full implementation of GE policy.
Senior Secondary Schools Gender Parity Index	0.83	0.82	1.1	1.27	1.1	1.03	ASC	There are more girls enrolment than boys in SSS	Strengthen advocacy and sensitization to promote inclusive education Increase budgetary provision for girls education

Data Source: ASC 2021/ 2022, 2022/2023 and 2023/2024

The primary school Gender Parity Index declined to 1.01 in 2023 to 1.05 in 2024, a performance of 95.45%. Girls had more access to the primary school than boys and this could be attributed to the provision of scholarship and uniform for girls in the state.   At the junior secondary school level, the Gender parity index improved from 1.06 to 1.03, indicating a performance of 94% against the target of 1.1. At the secondary school level, the Gender Parity Index improved from 1.27 to 1.03 and achieved a 94% performance against a target of 1.1.

Policy objective 4: Reduce the Proportion of out of School Children and Adults

Completion rate

Table 13: Completion Rate

Indicators	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
Primary school Completion Rate – Total	74.38	74	83	77	92	79	ASC/NPA	Cost of living crisis as a result of some parent cannot afford .Other factors include early marriage, migration, and other socio-economic factors.	Community sensitisation, CCT, Entrepreneurship and provision of transition package
Primary school Completion Rate – Boys	67.08	71	85	74	90	76	ASC/NPA	stereotype issues around western education, preference for qurani/tsangaya education, and migration to lucrative locations seeking better economic opportunities.	Behavior change and awareness campaign on the benefit of Education
Primary school Completion Rate – Girls	72.74	76	80	76	85	72	ASC/NPA	Early marriage, and socio-economic factors.	Behavior change and awareness campaing on the benefit of Education
JSS Completion Rate – Total	31.96	35	56	34	63	38	ASC/NPA	he completion rate for junior secondary schools is a critical indicator of the effectiveness of the education	

							system, as it reflects the proportion of students who successfully finish their junior secondary education (typically grades 7-9 or 8-10, depending on the country).	
JSS Completion Rate – Boys	35.58	36	55	39	60	41	ASC/NPA	Transition to Almajiri system and distraction by farm work.	Sensitization and mobilization of communities Entrepreneurship training
JSS Completion Rate – Girls	28.47	34	50	35	55	38	ASC/NPA	Early marriage and economic hardship	Sensitization and mobilization Transition package and entrepreneurship programme.
SSS Completion Rate – Total	25	26	28	30	30	33	ASC	Transition to Almajiri system and distraction by farm work. Economic Hardship	Sensitization and mobilization Transition package and entrepreneurship programme.
SSS Completion Rate – Boys	26	29	30	31	31	30	ASC	Transition to Almajiri system and distraction by farm work. Economic Hardship	Sensitization and mobilization Transition package and entrepreneurship programme.
SSS Completion Rate – Girls	24	23	25	25	36	28	ASC	Early marriage and Distraction by farm work. Economic hardship	Sensitization and mobilization Transition package and entrepreneurship programme. Continue the free girlchild education

The primary school completion rate increased marginally to 79% from 2023 performance of 77%, achieving 86% of its 2024 target. This result constitutes 76% for boys and 72% for girls. At the JSS, completion rate for 2024 was 38%, an improvement from the 2023 achievement of 34%, showing a higher completion rate for boys than girls. SSS completion rate for 2024 was 33%, an improvement from the 2023 achievement of 30%. At the SSS level, there is also a higher completion rate for boys than for girls. This disparity across the boards could be attributed to sociocultural factors such as early marriage and distraction by farm work. The transition to the Almajiri system contributes greatly to sustain low completion rate at all levels of basic education in the state.

Table 14: Out of School Children

Indicators	Baseline 2020	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
Number of out-of-school children	-	-	-	-					To be provided by Ado Garba

Out of School Children

Data on Out of school Children yet to be provided.

Policy objective 5: Provide Strong and Efficiently Functional Educational Institutions

Pupil Classroom Ratio

Table 15: Pupil: Classroom Ratio

Key Performance Indicator	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better

	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	performance
Number of learners in one classroom at primary school	75	78	*82*	*89*	65	*92*	ASC	Inadequate classroom Dilapidation of school infrastructure	Construct and renovation of classrooms Ensure adequate number of teachers.
Number of learners in one classroom at junior secondary school level	65	72	*60*	*70*	55	*63*	ASC		
Number of learners in one class at senior secondary school level	65	60	55	62	55	55	ASC		

The pupil classroom ratio declined from 2023 performance of 89 in 2023 to 92 in 2024, and improved at the junior secondary school level from 70 in 2023 to 63 in 2024. At the senior secondary school level, there was an improvement from 62 in 2023 to 55 in 2024. This can be explained by the dilapidation that has been experienced in the sector over the last few years, leading to inadequate classrooms

Seating Capacity of Tertiary Institutions

Table 16: Seating Capacity of Tertiary Institutions

Key performance Indicator	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
Existence of a minimum of 150 seating capacity lecture theatre or its equivalent in the (Jigawa State College of Education,	8	9		11	15	13	Works Department, JSCOE, Gumel	TETFUND/STATE GOVERNMENT	Upgrading of Existing Structure and Maintenance of Facilities by including information and communication facilities.

Gumel)								
Existence of a minimum of 150 seating capacity lecture theatre or its equivalent in (Jigawa State College of Education and Legal Studies Ringim)	7	9		9	11	11	College Institutional Report 2024	TETFUND STATE GOVERNMENT	Empowering Maintenance Budgetary provision should be made to support effective maintenance of the facility.
Existence of a minimum of 150 seating capacity lecture theatre or its equivalent in (Jigawa State College of Remedial and Advanced Studies Babaura)	2	2		2	3	2	Works Department, JICORAS BABURA	The Jigawa State Government has been intervening in the provision of befitting learning environment in its higher institution through provision of adequate funding towards the implementation of their projects and programmes.	Empowering Maintenance Budgetary provision should be made to support effective maintenance of the facility.
Existence of a minimum of 150 seating capacity lecture theatre or its equivalent in the (Sule Lamido University Kafin Hausa)	12	11		11	12	11		The Jigawa State Government has been intervening in the provision of befitting learning environment	Institute a maintenance system to enhance the durability and sustainability of the facilities.

			<td style="background:red"></td>					in its higher institution through provision of adequate funding towards the implementation of their projects and programmes	

Sector performance on the existence of a minimum of 150 seating capacity lecture theatre or its equivalent shows that there has been consistent increase in the provision of 150 seating capacity theatres over the last 6 years. This result has been the same for the colleges of Education in Jigawa State while that of the Sule Lamido University has remained the same.

Percentage of Schools with insufficient seats

Table 17: Percentage of Schools with Insufficient seats

Key performance Indicator	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
Proportion of classroom in primary schools with insufficient seats	52%	49%	55%	49%	75%	49%	ASC	The issue of insufficient seating in classrooms at the primary school level. 1. Overcrowded Classrooms. 2. Rapid Population Growth and High Enrolment Rates. 3. Inadequate Infrastructure	Continuous procurement of furniture for schools and maintenance of existing ones. . 1. Increase Government Fundi... E... Infrastructure. 2. Collaborate with the Private Sector and NGOs for Furniture Donations.

Commented [Ma4]: Please review and provide the correct data, This is a cumulative data and sector target should be going down while performance trend should be inverted to keep reducing the percentage of schools with insufficient seats.

								Planning and Maintenance. 4. Imbalanced Teacher-Student Ratio. 5. Limited Space in School Buildings	3. Encourage Government to Build New Schools or Expand Existing Ones. 4. Leverage Digital and E-Learning Resources to Reduce Classroom Density.
Proportion of classroom in junior secondary schools with insufficient seats	30%	25%	34%	23%	45%	23%	ASC	The issue of insufficient seating in junior schools (which refers to lower secondary schools or junior secondary education, typically covering grades 7-9) can create significant barriers to learning and overall educational experience. 1. Overcrowding Due to High Enrolment. 2. Inadequate Government Funding and Resource Allocation. 3. Poor Infrastructure Planning and	Addressing the issue of insufficient seating in Junior Secondary Schools (JSS) is essential for creating a productive and comfortable learning environment for students. 1. Increase Government Funding for Educational Infrastructure. 2. Optimize Use of Available Space. 3. Implement Shift Systems or Staggered Class Hours. 4. Mobilize Community Support and Private Partnerships.

								Design. 4. Rapid Population Growth and Urbanization. 5. Insufficient Focus on Maintenance and Repair.	
Proportion of classroom in senior secondary schools with insufficient seats								Government is currently implementing a policy to address the issue of insufficient seating in senior secondary schools. Classrooms is critical to ensuring that students have a conducive learning environment. Procurement of furniture and seating materials for students an staff Directive to fix all broken chairs and tables in senior secondary schools.	1. Increase Government Funding for Infrastructure. 2. Prioritize the Maintenance and Repair of Furniture. 3. Develop Long-Term Educational Infrastructure Plans.
	26%	22%	28%	12%	10%	12%	ASC		

Commented [Ma5]: Please check this target for accuracy. You shouldn't be setting targets below sector's previous performance.

Assessment shows that the percentage of schools with insufficient seats at the primary school level has not improved, maintaining a poor performance of 49% over the last five years. At the junior secondary school level, it is lower, sustaining a low performance of 23% for 2023 and

2024(51%of target), and even lower at the secondary level, with a performance of 12% across the last two years.

Access to Portable Water

Table 18: Access to Portable Water

Key performance Indicator	Baseline 2021	Actual 2022	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
Percentage of primary schools without access to portable water	36%	45%	43%	50%	46%	ASC		
Percentage of Junior schools without access to portable water	32%	35%	33%	50%	33%	ASC		
Percentage of Senior schools without access to portable water	8%	7%	6%	50%	11%	ASC		

Sector performance on access to portable water shows that in 2024, 46% of primary schools do not have access to portable water, a decline from 2023 performance of 43%. At the junior secondary level, the performance stood at 33% while 2024 performance for the senior secondary school level declined from 6% to 11%

Proportion of Schools with Functional EMIS

Table 19: Proportion of Schools with Functional EMIS

Key Performance Indicator	Baseline 2021	Actual 2022	Actual 2023	Target 2024	Actual 2024	Data Source	Contributing Factors	Recommended Actions for better performance
Proportion of school with existence of an enhanced school management information system	0	0	0	360	306			
Number of basic schools with functional ICT facilities	0	3	6	9	6			
Number of post basic schools with functional ICT facilities	3	3	6	9	6			
Number of basic schools with functional ICT facilities and have advanced to engage the learners with digital and remote learning.								

Commented [Ma7]: These data need to be reviewed as they contradict the first entry. How can 306 schools have functional EMIS while only 6 schools have functional ICT facilities.

Commented [Ma8]: Please cross check and provide correct data.

Source of Data: MoHEST and SUBEB

IT Base Financial, Personnel Management Information System that Link MDAs

An IT based financial management system for the entire state has been in place since 2021 but is neither. Comprehensive nor integrated. The state government is in full support of the the full automation and integration of the financial management information system has provided the funding for that purpose. The system is however currently offline and should be upgraded and linked to the all the MDAs in the state, including the education sector MDAs.

3. Performance on the Institutional and Organisational Reform (PROCESS)

Existence of a Clear and written Institutional Mandate

MDA	Is there a clear and written Institutional Mandate	What is the Institution Mandate	How has this affected to Sector performance	Contributing Factors	Recommended Actions for better performance
Ministry of Basic Education	Yes there is clear mandate under the framework of the ExCo extract that set up the Ministry.	Programmes, Projects and Policies formulation, implementation & monitoring. Management of Basic education sector schools personnel and other structures. Supervising the entire operation of SUBEB, Agency for Nomadic Education, Agency for mass education, Library board and Tsangaya education board.	It provides the overall sector broader policy objectives and mandate and will ensure the achievement of universal basic education	Enabling environment Political will Funding Human resource	Strong M&E Intra and inter sectoral collaborations
Ministry of Higher Education	Yes there is Executive order which outline the mandate of the institution	- Policy formulation and overall coordination of the sector. - Provision of access to quality post basic & tertiary education for citizens of Jigawa State. - Ensure an environment that is conducive to teaching and leraning in senior secondary & tertiary levels by providing structures and teaching equipment. - Provide qualified teachers. - Develop policy	It has significantly contributed to the effectiveness of sector performance based on the broad mandate of the state Comprehensive Development Framework that geared towards the socioeconomic development of the state	Enabling environment Political will Funding Human resource	Strong M&E Intra and inter sectoral collaborations

		on science & technology in schools. • Management of post basic education. • Coordinate scientific & technology research. • Ensure constant inspection and monitoring of schools for quality assurance. • Cater for staff and students welfare and maintain discipline.			
SUBEB	Yes there is SUBEB Law which outline the mandate of the institution	• Overall coordination of LGEs. • Providing basic education. • Enrolling children to primary and junior secondary schools. • Ensure good and qualitative education base on the new national education curriculum. • Monitor appraise and evaluate delivery of basic education in the state.	It provides the overall sector broader policy objectives and mandate and will ensure the achievement of universal basic education	Enabling environment Political will Funding Human resource	Strong M&E Intra and inter sectoral collaborations

Source: Gazette and Executive order

There is a clear and written mandate for all the Education Sector MDAS which clearly spells out their functions, roles and responsibilities. These exist in ExCo extracts, Executive order and SUBEB law for the relevant MDAs. These mandate documents provide the overall broader sector objectives to enable the achievement of the Universal Basic Education.

Was there any reform in the past one year, either in departmental restructuring or general institutional restructuring and how has it constrained or improved your performance

Table 21: Restructuring and other Reform Initiatives

Reform focus areas	Ministry of Basic Education	Ministry of Higher Education	SUBEB	Other agencies	How has this helped or affected Sector performance	Contributing Factors	Recommended Actions for better performance
Institutional restructuring	Yes, Private Schools department move to JISEQAA for more effective quality assurance	Yes, Private Schools department move to JISEQAA for more effective quality assurance	N/A	Yes (JISEQAA, JSTEB, JERA and JISSSEB)	This enhances performance and improve coordination	Political will	Improve the enable environment
Departmental restructuring	Yes, New gender department established	No	Structuring, Establish Procurement and ICT departments	Yes (ANE Structural review) department Increased from 3 to 6	This enhances performance and improve coordination	Political will	Improve the enable environment
Any new reform initiative to improve efficiency or effectiveness	Yes, there is engagement between New Globe and Jigawa State Government through Jigawa UNITE	No	Yes, 1. Automation of exams and issuance of joining instruction; 2. Implementation of NEWGLOBE's Jigawa UNITE	ANE Introduce School on Radio,	Support quality delivery Reduction cost of production, leakages and malpractices Improve learning	Political will to transform the delivery of education Political will to improve learning	Community sensitization Strong M&E system to track performance

			in collaboration with JISEQAA (looking at scalability and sustainability); 3. Formation of Mother's Association in schools to support with monitoring and tracking of learning outcomes 4. Piloting Jigawa Long Live Accelerated Learning (JILAL) to achieve improvement in learning outcomes through the use of teacher per class 5. Introduction of Community of Passionate Teachers (community of practice- identifying and engaging teachers adjudged to have commitment and passion for teaching) 6. Peace Club- to catch learners early to inculcate morals and passion for learning and patriotism		outcomes	outcomes	

The sector has undertaken series of reform initiatives aimed at repositioning the sector for improved performance. Some of the restricting initiatives have been embarked on which includes;

Key Performance Indicator	Baseline 2021	Actual 2022	Target 2023	Actual 2023	Target 2024	2024 Actual	Data Source	Contributing Factors	Recommended Actions for better performance

moving the private schools department from the ministry of basic education to the Jigawa State Education Quality Assurance Agency (JSEQAA) for a more effective quality assurance and improved coordination . A new Gender Department has also been established in the Ministry of Basic Education while procurement and ICT departments have been established in SUBEB. The Agency for Nomadic Education (ANE) undertook structural reviews which saw the change in establishment plan from three to six departments and this has enhanced performance and coordination. Other new reform initiatives undertaken by the sector include; Jigawa Unite, a collaboration between state and the New Globe Project, school on radio by the ANE which has enhanced effectiveness of service delivery, reduced cost and improved learning outcomes.

Table 22: IT based FMIS, Sector Performance Information Management System and Personnel Performance Management System

Existence of a functional comprehensive IT based financial management system that links all MDAs in the Education sector	In place but not comprehensive nor integrated	In place but not comprehensive nor integrate		In place but not comprehensive nor integrate	Upgrade, put online and link to other MDAs in the state		A financial management system exist for the entire state. This is however currently localized in the budget	Government is supportive of the full automation and integration of the financial management system and provides adequate financial backing.	Need for regular maintenance and upgrade The system is currently offline and should be upgraded and linked to all the MDAs in the state including Education Sector MDAs
Existence of functional comprehensive IT based sector performance information management system that links all the MDAs sector outcome and outputs	Not in place	Not in place	Not in place	Not in place	To put in place functional JEMIS At the basic and post basic levels	JEMIS established but not fully functional. Only at the post basic level.	D/EMIS MoHEST	Government is taking steps to extend the JEMIS to the basic education level.	Strengthen collaboration and synergy. Develop a strategy that will Set up JEMIS in various Agencies. Conduct capacity building for JEMIS
Existence of well-integrated and IT-based personnel performance management system to enhance staff efficiency and productivity	Not in place	Not in place	Not in place	Not in place	Not in place	Not in place	Not in place	Dependence on OHoS Low political will	OHoS should ensure key into the ORACLE software. Reintroduce and expand the IT based software to monitor staff performance Capacity building

There exists an IT based financial management information system that links all the MDAs in the Education Sector performance management but this is neither comprehensive nor integrated. There is need for this system to b.e upgraded, put online and linked to all the MDAs in the state, including the Education Sector. The sector is yet to institute a functional comprehensive IT based sector performance information management system that links all the MDAs sector outcome and outputs.They are also yet to have a well-integrated and IT-based personnel performance management system to enhance staff efficiency and productivity

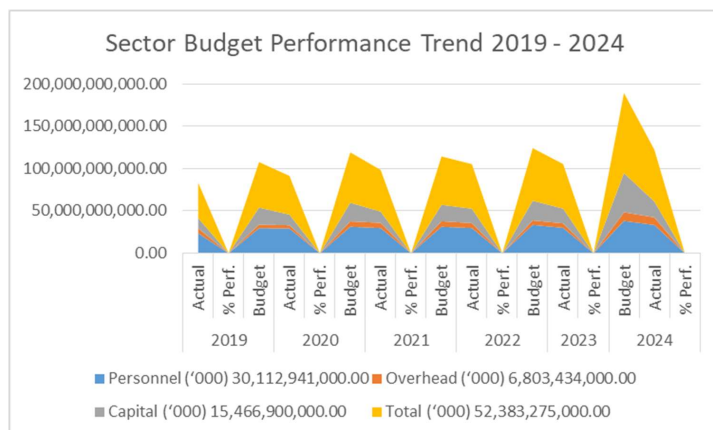## CHAPTER 3: SECTOR FINANCIAL PERFORMANCE

Total Education Sector budget for the year 2024 was 94,599,188,000.00 while the actual spend was 61,150,444,261.05, giving a budget performance of 65%.

SECTOR BUDGET EXPENDITURE PERFORMANCE TRENDS
    Sector Budget Appropriation, Disbursement and Expenditure Trends

Table 23: Sector Budget Appropriation, Disbursement and Expenditure Trends

		Personnel ('000)	Overhead ('000)	Capital ('000)	Total ('000)
2019	Budget	30,112,941,000.00	6,803,434,000.00	15,466,900,000.00	52,383,275,000.00
	Actual	23,575,243,579.73	5,839,045,240.14	12,107,567,113.56	41,521,855,933.43
	% Perf.	78%	86%	78%	79%
2020	Budget	29,643,479,000.00	4,139,863,000.00	20,032,599,000.00	53,815,941,000.00
	Actual	29,215,141,058.77	3,840,683,128.07	12,601,228,962.66	45,657,053,149.50
	% Perf.	99%	93%	63%	85%
2021	Budget	31,286,269,000.00	6,399,167,000.00	21,881,972,000.00	59,567,408,000.00
	Actual	29,687,845,043.69	6,227,634,070.55	13,259,174,234.82	49,174,653,349.06
	% Perf.	95%	97%	61%	83%
2022	Budget	31,257,312,000.00	6,633,226,000.00	19,268,900,000.00	57,159,438,000.00
	Actual	29,657,147,159.72	5,880,096,475.46	17,066,722,835.82	52,603,966,471.00
	% Perf.	95%	89%	89%	92%
2023	Budget	33,502,597,000.00	5,276,327,000.00	23,266,431,000.00	62,045,355,000.00
	Actual	29,948,308,225.09	5,356,330,531.01	17,358,789,011.25	52,663,427,767.35
	% Perf.	89%	102%	75%	85%
2024	Budget	38,125,505,000.00	10,229,122,000.00	46,244,561,000.00	94,599,188,000.00
	Actual	33,420,316,791.65	8,971,105,812.02	18,759,021,657.38	61,150,444,261.05
	% Perf.	88%	88%	41%	65%

Sector Budget Performance Trend 2019 - 2024

Legend:
- Personnel ('000) 30,112,941,000.00
- Overhead ('000) 6,803,434,000.00
- Capital ('000) 15,466,900,000.00
- Total ('000) 52,383,275,000.00

The budget performance trend has shown some fluctuations over the last 6 years with 2024 performance being the lowest. Average budget performance indicates a shortfall in the financial resources for the timely achievement sector policy objectives. The particularly low capital budget out turn falls short of the expected PEFA minimum standard of 85% and implies the inability of the sector to meet their aspirations and close service delivery gaps. The 88% implementation of personnel expenditure is an indication of mass retirement and delay in closing personnel gaps. Other challenges contributory to the observed poor budget performance include; delay in procurement processes, non-adherence to procurement plan and inadequate staffing of the Procurement Bureau for expeditious action on the procurement processes. In order to ensure future high budget performance, there should be high level engagement and follow up for early commencement of procurement processes. Adherence to the procurement process should be prioritized and the finance ministry should be engaged for timely budget draw down. Additionally, automation of the procurement process (migration to e procurement) should be undertaken for improved efficiency and effectiveness.

GRANTS AND DEVELOPMENT ASSISTANCE

Table 24: Donor and Development Partners Support to the Education Sector in 2024

S/N	Name of Partners	Commitment ('000)	Actual ('000)	Performance
1	Universal Basic Education Commission Intervention Fund (UBEC - IF)	2,581,000,000	1,905,612,482.52	73.8%
2	Adolescent Girls Initiative for Learning and Empowerment (AGILE) World Bank Project	5,500,000,000	0	0%
3	Better Education Service Delivery for All (BESDA) World Bank Project			
4	Tertiary Education Trust Fund (TETFUND)	46,982,000,000	38,629,450,438.88	79.9%
5	United Nation Children Fund (UNICEF)			
6	Partnership for Learning for all in Nigeria (PLANE)			
7	Save the Children International (SCI)			

The table above shows the projected and actual expenditure by development partners on specific development initiatives. Majority of the development assistance came from the federal government grants, World Bank and TETfund from the federal, mostly targeted at supporting tertiary Institutions. These sources of finance were considered during the development of MTSS. Although a significant amount of funds have been provided by the World Bank AGILE project, the delay by the state in meeting the donor requirement has greatly impeded access to the funds by the state. The underutilization of the UBEC fund as indicated in the table above means that the many of the targeted initiatives would be left undone. SUBEB should prioritize early submission of work plan to enable full implementation of targeted activities.

CONCLUSION AND LESSIONS LEARNED

Timeliness of budget releases remains an issue and constitutes an impediment to the effective implementation of the MTSS. Delayed budget releases means that the sector cannot implement its planned activities as and when due, especially given the time bound nature of most of the education activities and outputs.

The total budget performance should be shored up to at least meet the PEFA standard of 85%. Improved budget credibility will ensure that there is transparency in the budget development and execution process and facilitates effective monitoring and evaluation. This is also linked to the need for budget discipline and strict adherence to budgetary goals and constraints. The budget should be reliable, realistic and effective in achieving the intended MTSS objectives. The sector can leverage development assistance to ensure effective implementation of some sector programmes through building stronger partnerships and

collaboration with donors, NGOs and private sector organizations. Diversification of funding sources can also help reduce dependence on government funding and help the sector to actualize most of their aspirations.

CHAPTER 4 INSTITUTIONAL AND ORGANISATIONAL CAPACITY DEVELOPMENTS

INSTITUTIONAL DEVELOPMENT AND ORGANIZATIONAL CAPACITY

A review of the institutional capacity of the 9 MDAs constituting the Jigawa State Education Sector shows that a good measure of institutional restructuring has been implemented in some of the institutions(Ministry of Basic Education, Jigawa State Quality Assurance Agency, JSTEB, JERA and JSSSEB) while SUBEB has not implemented any form of restructuring lately. The private schools department has been moved from the Ministry of Basic Education to the Jigawa State Quality Assurance Agency for improved effectiveness. There are clear mandates for each of the MDAs, but the need for effective coordination for the achievement of the education goals of the state cannot be overemphasized. At the departmental level, some restructuring has been undertaken by Ministry of Basic Education and SUBEB, by establishing a new Gender department for furthering the achievement of the gender and Girls Education objectives; and Procurement and ICT departments respectively. Other reform initiatives include Jigawa Unite - an engagement between New Globe and Jigawa State Government; automation of examinations and issuance of joint instruction by the Jigawa State Universal basic Education; and the implementation of NEWGLOBE; the introduction of School on radio by Agency for Nomadic Education; formation of Mother's Association in schools to support with monitoring and tracking of learning outcomes; Piloting Jigawa Long Live Accelerated Learning (JILAL) to achieve improvement in learning outcomes through the use of teacher per class; Introduction of Community of Passionate Teachers (community of practice-identifying and engaging teachers adjudged to have commitment and passion for teaching; and Peace Club- to catch learners early to inculcate morals and passion for learning and patriotism.

These reforms are aimed at improving performance and facilitating effective coordination and have reduced cost, leakages and curbed examination malpractice.

There is need for continuous capacity building as a follow up to periodic institutional assessment of the organizational structures, systems and processes in the light of the mandate of the education sector MDAs.

Some of the specific challenges experienced earlier on still persist and include:

- ➢ Lack of capacity for education quality management.
- ➢ Low capacity of planning officers affects the development, forecasting / projection and proper budgeting, policy or accurate decision making
- ➢ Low capacity of education data management officers: manipulation of database and software becomes difficult for the incapacitated planning officers; thus unreliable information is established.
- ➢ Low planning skills of education planners
- ➢ Insufficient ICT facilities for data management

The existence of current and up to date MTSS provides the direction for the achievement of the sector objectives and when well developed and implemented should positively impact the

achievement of the outcomes for the sector. The MTSS however still does not contain a robust results framework to enable a focused performance and effective monitoring and evaluation. The AESPR process will benefit from an MTSS that explicitly outlines the Objectives, expected outputs and outcomes, baseline, targets and Key performance indicators that would guide implementation and against which performance would be assessed.

HUMAN RESOURCES MANAGEMENT (EXISTENCE OF STANDARD JOB DESCRIPTIONS, OPTIMAL MAN-POWER FOR SERVICE DELIVERY AND THEIR CONTRIBUTION OR OTHERWISE TO THE SECTOR OUTCOME PERFORMANCE)

ORGANIZATION OF THE SECTOR

The State Ministry of Education, Science and Technology have primary responsibility of initiating educational policies, plans and their implementation. It is also saddled with the additional responsibility of controlling, funding and managing of all public schools and overseeing the conduct of private schools and the state owned tertiary institutions to ensure compliance with laid down policies and regulations. It also supervises and monitors all Parastatals and Agencies under it. The linkages between the Ministry and its Parastatals are as shown in the organogram below.

Ministry of Education, Science and Technology, Dutse
Jigawa State
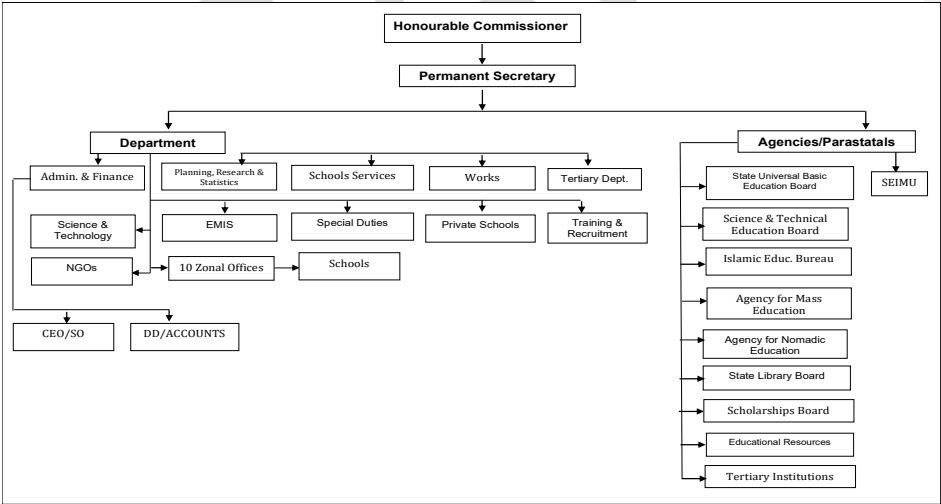**Organizational Chart of Jigawa State Education Sector**

Figure 1: Organizational chart of the sector

The organizational structure shows the Honourable Commissioner as the Head of the organization. All the MDAs report to the Commissioner for decision on all matters. The

Commissioner is the only person that represents the sector at the State executive council (ExCo) meetings.

The Parastatals have Governing Boards or Board of Governors, and refer to the mother Ministry on policy, budget and other matters subject to their mandates which are supervised through the Permanent Secretary. The Parastatals and agencies each of which is headed by a Chairman and an Executive Secretary

Local government education authorities (LGEAs) are responsible for primary schools, but are supported and monitored by the State Universal Basic Education Board, which is a semi-autonomous agency under the Ministry of Education. Local governments pay the salaries of primary school teachers and staff of LGEAs.

Foe all the sector MDAs, there are however not up to date corporate plans which demonstrates the capacity of the organisations to fully realise their mandates. The Corporate planning process helps to review the structures, functions systems and processes of the organisation in the light of their mandate and makes recommendations for the appropriate measures to maintain the relevance of the organisation through an improved structure, systems and processes. It also determines the connection between individual job roles and the achievement of the organisational roles through detailed job descriptions. These job descriptions specify the individual functions and standard of performance and provides the basis for individual performance assessment.

INFRASTRUCTURAL FACILITIES AND EQUIPMENT
There are still challenges with the adequacy of infrastructural facilities and equipment as indicated in the observed (92 for primary and 52 for senior secondary) high learner classroom ratio. This is at variance with the UNESCO recommended ratio of 1:40 teacher learner ratio. The percentage of schools with insufficient seats were 49%, 23% and 12% for primary, junior secondary and senior secondary schools respectively. This has negative implication for school retention and learning outcome.

CHAPTER 5   SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

FINDINGS AND CONCLUSIONS

The 2024 Jigawa state Education sector performance review revealed mixed results with some of the key performance indicators showing improved performance while others show declining performance from previous year's performance. The difficulty in assessing actual performance planned activities stems from the shortfall in the development of the MTSS which failed to include a robust results framework that outlines the goals, objectives and targets against which performance can be measured. The financial performance of the sector also fell short of expectation, showing a decline from 2023 performance, indicating the need to address issues around budget discipline. Non achievement of the sector objectives was attributed to a number of factors ranging from poor funding to reduced institutional capacity. The MTSS for 2024-2026 contains the objectives, strategies, programmes and some projects for achieving the aspirations of the sector but it does not explicitly outline a robust performance measurement framework to enable effective performance management for impact and effectiveness of the MTSS. Consequently, activities were carried out without a line of sight to the outcomes they were expected to deliver.

The Annual School Census 2022/23 has still not been finalized, hence the inability to access relevant data that would support performance review.

A review of the financial performance shows that the sector budget performance declined from85% achieved in 2023 to 65% in 2024 and did not meet the PEFA benchmark of 85% performance. The capital budget performance was even lower at 41 %. This performance must be improved upon if the education sector goals must be achieved.

RECOMMENDATIONS

RECOMMENDATIONS FOR MTSS STRATEGY ADJUSTMENT

1. A well prepared MTSS should form the basis for both effective implementation and performance management.
2. The 2024-2026 MTSS did not contain all the relevant information needed for the Annual sector performance review and reporting. The policy budget link which the MTSS should help to establish is weak and needs to be strengthened. The MTSS review should ensure that all gaps especially those pertaining to the performance measurement framework are filled. This will help provide direction and focus in implementing education programmes and projects and enable effective performance measurement.
3. The Annual School Census for the years 2022/2023 has still not been finalized nor approved and hence availability of data was a challenge. The use of baseline data is critical to strategy development and target setting. Effort should be made to sustain the conduct of timely annual school census to make available for monitoring and evaluation.

4. There was no robust performance management framework to support performance measurement which enables effective linking of the MTSS objectives to the programmes and projects. The next MTSS roll over must ensure that the results framework is robust enough to enable the establishment of the linkage and logic between the sector objectives and projects. Both output and outcome level results frameworks should be clearly outlined.
5. The MTSS being the basis of the performance review should be developed in a way that explicitly shows the logical framework - expected outcomes, baseline, clear targets and the measurement indicators.
6. There should be a clear linkage between the MTSS outcomes, strategies, the programmes, projects and budget, to enable objective assessment of the implementation and its outcomes.
7. The MTSS for 2026 -28 should continue to prioritise programmes and projects that improve access to quality education, increase enrollment retention and completion rates, especially for disadvantaged groups. It should also focus on other areas such as teacher development, development of education infrastructure, promotion of inclusive education, improve curriculum relevance and quality. Strategies should also be developed to support education governance, and management, strengthen institutional capacity and leadership. Community engagement and participation strategies should be included, to foster community involvement in education.
8. Finally, ensure that all these are aligned to national priorities and aligned to national and global development goals – devise strategies that will enable the sector work towards, and measure its progress against globally set goals, using globally set indicators.

RECOMMENDATIONS FOR MEDIUM-TERM BUDGET ADJUSTMENT

The Medium Term Budget is expected to mirror the MTSS programmes and projects which have been costed and contained within the ceiling of the Medium Term Expenditure Framework set by the Ministry of Economic Planning and Budget. In developing the 2026 budget, it is important that this status is maintained to ensure policy budget link and achievement of the MTSS objectives. The budget adjustment should prioritise completion of ongoing projects to avoid the issue of abandoned projects. Efforts should be made to maintain adequate funding to the sector (at 25% and above) to meet the UNESCO benchmark. Budgetary allocations should be released in a timely manner to enable the achievement of sector objectives.

RECOMMENDATION FOR STRENGTHENING PARTNERSHIP AND EXTERNALASSISTANCE IN THE SECTOR

The Education sector should strengthen and leverage funding and expertise from existing partnerships for the implementation of some of their projects. The sector is already receiving support from FCDO- PLANE in the area of technical support for effective education service delivery. The sector leadership should engage diverse stakeholders including local communities, NGOs and private sector entities in strengthening the delivery of quality accessible and equitable

education service delivery in Jigawa state. Effective coordination of the activities of development partners is critical to the synchronization of efforts towards the achievement of sector goals in a way that would deliver value for money.

RECOMMENDATION FOR IMPROVING INSTITUTIONAL AND ORGANISATIONAL DEVELOPMENT

The sector should undertake regular and needs based capacity building programmes aimed at enhancing the skills, knowledge and capabilities of the MDAs for improved effectiveness. Each sector MDA should regularly undertake organizational reviews and assessment to ensure continued fitness for purpose and effectiveness. A corporate plan should be developed to guide organizational repositioning to ensure their continued relevance to their mandate.   The governance, leadership and management   arrangement should be strengthened for improved decision making. This way, any risks militating against the smooth working of the sector will be effectively managed.

RECOMMENDATION FOR ENHANCING INTERNAL COORDINATION

Internal coordination between the education sector MDAs is critical to the effective functioning of the sector and achievement of its goals. The Ministry of Education (MOE) should play the coordination role, ensuring that all the sector MDAs are working synchronously towards the achievement of the sector goals. The ministry has the legal mandate for education policy, planning and implementation and should have a bird's eye view of the entire sector and this should enable comprehensive internal coordination.

To maintain effective liaison between the ministry and its agencies and parastatals, it is recommended that a department within the ministry should be vested with the coordination role. The department of Planning Research and Statistics might be suitable for this role. The coordination effort should be supported with adequate funding, personnel and infrastructure for effectiveness.

ANNEX : 1 GLOSSARY OF TERMS

Gross Enrolment Rate (GER): GER means total enrolment in primary education level, regardless of age, expressed as a percentage of the eligible official school-age population (6-11 years in Nigeria). It shows the general level of participation in primary education. It indicates the capacity of the education system to enrol leaners of that age group.

Pupil-Teacher Ratio (PTR): This means average number of pupils (students) per teacher at a specific level of education in a given school year. It measures the level of human resources input in terms of the number of teachers in relation to the size of the pupil population. The results can be compared with established national minimum standard on the number of pupils per teacher.

Percentage of Qualified Teachers (PQT): This means number of teachers who have received the minimum required teacher training/qualification (pre-service or in-service) acquired for teaching at the specified level of education which is a minimum of (NCE) in Nigeria, expressed as a percentage of the total number of teachers at the same level of education. It measures the proportion of teachers trained in pedagogical skills, according to national standards, to effectively teach and use the available instructional materials.

Percentage of Female Teachers (PFT): This is the number of female teachers at a given level of education expressed as a percentage of the total number of teachers (male and female) at the same level in a given school year. It shows the gender composition of the teaching force. It helps also in assessing the need for opportunities and/or incentives to encourage women to participate in teaching activities at a given level of education.

Completion Rate (CR): Completion Rate: Reflects the impact of policies shaping the early grades of primary school which can impact the final grade of the education level. It also indicates the capacity of the education system to provide primary completion for the theoretical entrance age population to the last grade of primary.

Gender Parity Index (GPI): This is the ratio of female to male values of a given indicator. It measures progress towards gender parity in education participation and/or learning opportunities available for female in relation to those available to male. It also reflects the level of female's empowerment in society.

ANNEX 2: TOTAL EDUCATION SECTOR BUDGET BY MDAS, 2024
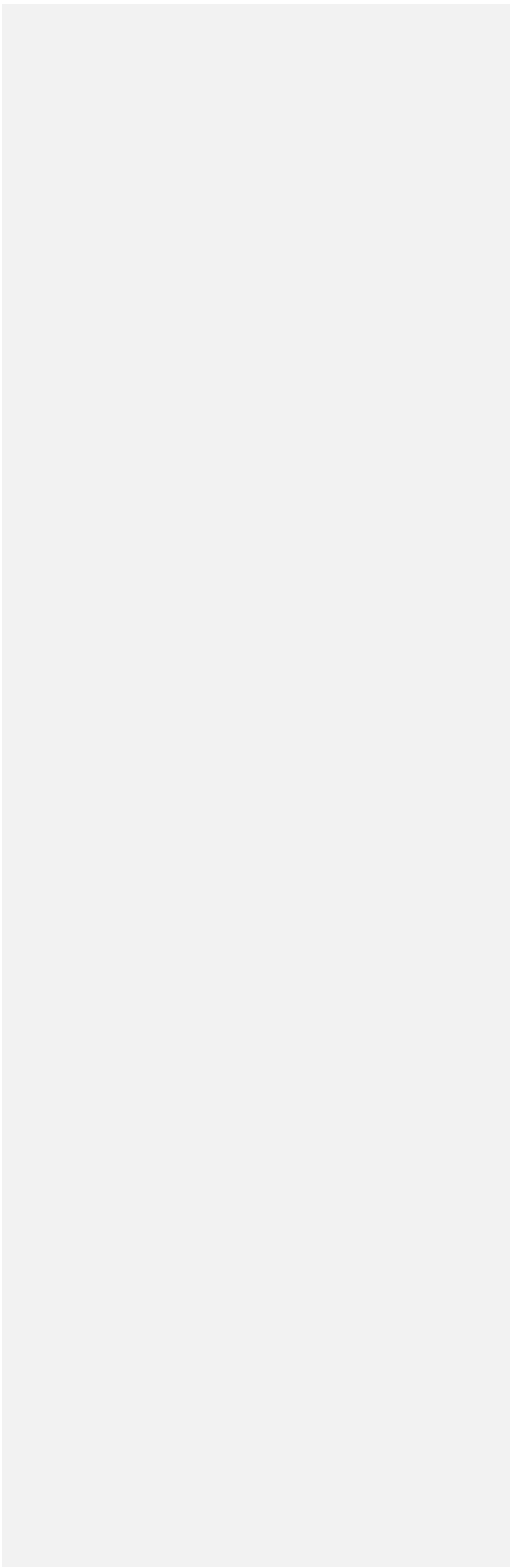
ANNEX 3: AESPR 2024 DATA COLLATION TEMPLATE.

2024 AESPR Data
collation Consolidat