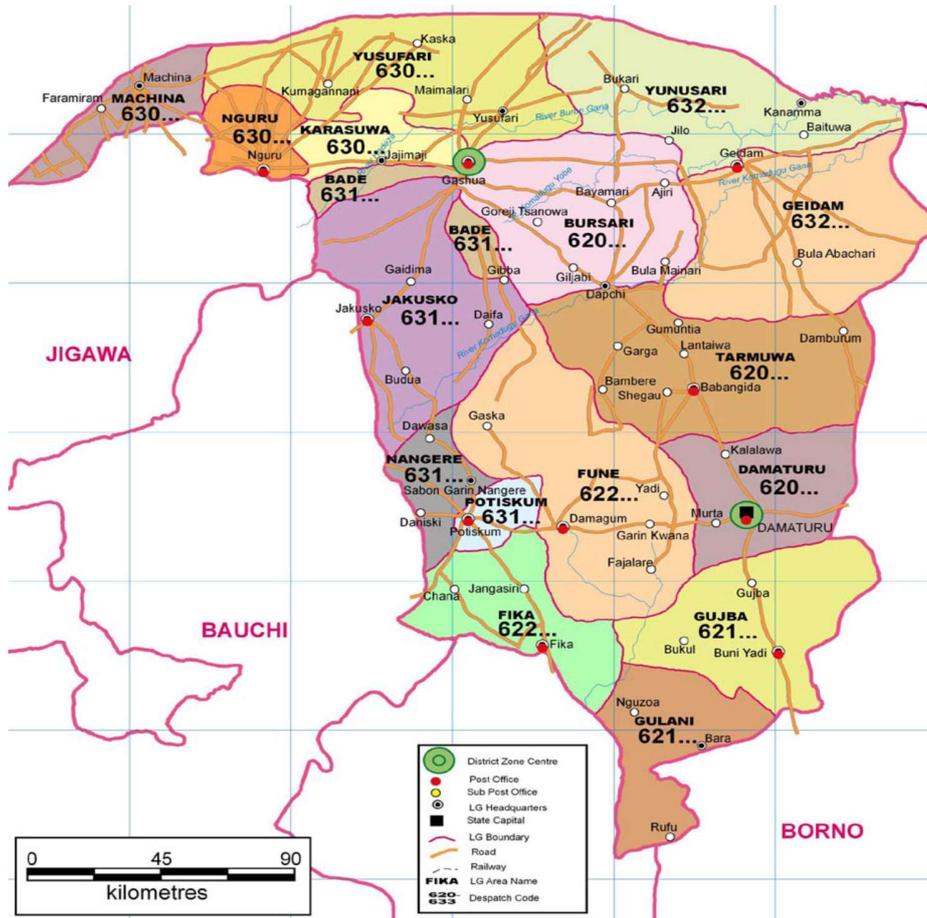


YOBE STATE OF NIGERIA

“PRIDE OF THE SAHEL”



STATE EDUCATION SECTOR OPERATIONAL PLAN (SESOP) 2024-2026

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Acronyms

AESPR	-	Annual Education Sector Performance Review
AGILE	-	Adolescent Girls Initiative for Learning Empowerment
AISEB	-	Arabic and Islamic Education Board
ASC	-	Annual School Census
BESP	-	Basic Education Strategic Plan
BEST CENTRE	-	Business and Engineering Skills Training Centre
CBO	-	Community-Based Organisation
CIE	-	Chief Inspector of Education
CCT	-	Conditional Cash Transfer
CSO	-	Civil Societies Organisation
DPRS	-	Director Planning, Research and Statistics
DFID	-	Department for International Development
ECCDE	-	Early Child Care Development Education
EFA	-	Education For All
ERC	-	Education Resource Centre
ES	-	Education Secretary
EMIS	-	Education Management Information System
EPR	-	Emergency Preparedness Response
ESPAT	-	Education Sector Performance Assessment Tools
FME	-	Federal Ministry of Education
FBO	-	Faith Based Organizations
FOMWAN	-	Federation of Muslim Women Association in Nigeria
FLHE	-	Family Life and Health Education
GSTC	-	Government Science and Technical College
GGC	-	Government Girls College
GEP	-	Girls Education Programme
GER	-	Gross Enrolment Ratio
GIR	-	Gross Intake Rate
GMR	-	Global Monitoring Report
GPE	-	Global Partnership for Education
HMS	-	Headmasters
HIV/AIDS	-	Human Immune Virus/Acquired Immune Deficiency Syndrome
IQTE	-	Integrated Qur'anic Tsangaya Education
ICT	-	Information and Communication Technology
IDPs	-	Internally Displaced Persons
JSS	-	Junior Secondary Schools
JCCE	-	Joint Consultative Committee on Education
JONAPWDs	-	Joint National Association of Persons with Disability
KPIs	-	Key Performance Indicators
LGA	-	Local Government Area
LGEA	-	Local Government Education Authority
MDAs	-	Ministries Departments and Agencies
MOB&SE	-	Ministry of Basic and Secondary Education
MOHEST	-	Ministry of Higher Education, Science and Technology
MDG	-	Millennium Development Goals

M&E	-	Monitoring and Evaluation
MTBESP	-	Medium Term Basic Education Strategic Plan
MTSS	-	Medium Term Sector Strategy
NEEDS	-	National Economic Empowerment Development Strategy
NGO	-	Non-Governmental Organisation
NECO	-	National Examination Council
NERDC	-	Nigerian Education Research and Development Council
NER	-	Net Enrolment Ratio
NIR	-	Net Intake Rates
NMTBESP	-	National Medium-Term Basic Education Strategic Plan
NPE	-	National Policy on Education
NTI	-	National Teachers Institute
NAPPS	-	National Association of Proprietors of Private Schools
NUT	-	Nigerian Union of Teachers
NCE	-	National Certificate in Education
NCNE	-	National Commission for Nomadic Education
NFECs	-	Non-Formal Education Centres
OOSC	-	Out-of-School Children
OPDs	-	Organization of Persons with Disability
PTTP	-	Pivotal Teacher Training Programme
PTA	-	Parent Teacher Association
PRS	-	Planning, Research and Statistics
PPP	-	Public-Private Partnership
PTR	-	Pupils Teacher Ratio
PCR	-	Pupils Classroom Ratio
QAD	-	Quality Assurance Department
QAI	-	Quality Assurance Instruments
SAME	-	State Agency for Mass Education
SDG	-	Sustainable Development Goals
SESP	-	Strategic Education Sector Plan
SESOP	-	State Education Sector Operational Plan
SPARC	-	State Partnership for Accountability Responsiveness & Capability
SUBEB	-	State Universal Basic Education Board
SBMC	-	School-Based Management Committee
SSS	-	Senior Secondary Schools
TETFund	-	Tertiary Education Trust Fund
TLCs	-	Temporary Learning Centres
TPD	-	Teachers Professional Development
TRCN	-	Teachers Registration Council of Nigeria
TVET	-	Technical Vocational Education Training
TSS	-	Teachers Salary Structure
UBEC	-	Universal Basic Education Commission
UNICEF	-	United Nations International Children's Emergency Fund
WAEC	-	West-African Examination Council
WSDP	-	Whole School Development Plan
YOSERA	-	Yobe State Economic Reform Agenda

SESP/SESOP Technical Committee Members

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Executive Summary

The "Yobe State Education Sector Operational Plan (SESOP) 2024-2026" provides a strategic framework for addressing the key challenges facing the state's education system. The plan focuses on increasing access to education, improving the quality and relevance of educational outcomes, enhancing infrastructure, and promoting resilience in the face of security and climate-related challenges. It aligns with national and international education policies, including the National Policy on Education (NPE) and Sustainable Development Goal 4 (SDG4).

Section One: Introduction

This section introduces Yobe State's educational challenges, particularly the state's history as an educationally disadvantaged area. It emphasizes the government's commitment to using education as a tool for socio-economic development and peacebuilding. The section also discusses the SESOP's alignment with national and international frameworks, including policies on inclusive education, gender equality, and climate change adaptation. The participatory process that informed the development of the plan is highlighted, ensuring it reflects the needs and aspirations of the people of Yobe State.

Section Two: Schedule of Activities

The plan's activities are organized into several thematic areas, each with specific policy objectives and interventions:

Access and Equity: The goal is to expand access to education for all, particularly marginalized groups like girls, children with disabilities, and Almajiri children. Key interventions include the establishment of new schools, the provision of incentives for indigent families, and targeted campaigns to increase enrollment and retention.

Quality and Relevance: This area focuses on improving the quality of education through teacher training, the provision of textbooks and learning materials, and the accreditation of technical programmes.

Infrastructure: Addressing the need for adequate educational infrastructure, the plan outlines construction and renovation projects for classrooms, laboratories, and libraries. Special attention is given to providing safe, accessible environments for all learners.

Management and Efficiency: Enhancing the efficiency of the education sector by building the capacity of school leaders and administrators, improving data collection through EMIS (Education Management Information Systems), and conducting regular quality assurance assessments.

Education Finance and Resourcing: This section emphasizes the importance of securing sustainable and adequate funding for education. Strategies include advocacy for increased budget allocations and encouraging private sector contributions to education.

Built-in Resilience and Emergency Response: In light of Yobe's history with insurgency and environmental challenges, this area focuses on building resilience in the education system through conflict resolution programs, emergency preparedness plans, and climate change education.

Section Three: Summary of Plan Investment Funding and Funding Gaps

This section outlines the investment needed to implement the SESOP across all thematic areas. The total estimated cost of the plan is ₦105.39 billion for 2024-2026. However, actual releases based on current trends are projected to be ₦65.61 billion, leaving a significant funding gap of ₦39.78 billion over the three years. The section details strategies for addressing this gap, including increased advocacy to secure the recommended minimum budgetary allocation of 26% for education, partnerships with development agencies, and leveraging private sector support. The table below shows a cursory look at the summary of the plan investment funding and the funding gaps

Thematic Areas	2024 (N)	Total %	2025 (N)	Total %	2026 (N)	Total %
Access and Equity (Inclusiveness)	2,169,532,400.00	6.6	2,386,485,640.00	6.8	2,625,134,204.00	7.0
Quality and Relevance	2,352,485,000.00	7.1	2,587,733,500.00	7.3	2,846,506,850.00	7.6
Infrastructure	3,434,883,953.00	10.4	3,778,372,348.77	10.7	4,156,209,583.65	11.1
Management and Efficiency	768,257,000.00	2.3	845,082,700.00	2.4	929,590,970.00	2.5
Sustainable and Adequate Funding and Resourcing	19,440,000.00	0.06	18,414,000.00	0.05	19,166,400.00	0.05
Built-in Resilience and Emergency Response	146,380,000.00	0.44	164,018,000.00	0.46	177,119,400.00	0.47
Other Expenses						
Personnel Cost	13,603,482,000.00	41.3	14,283,656,100.00	40.7	14,997,838,905.00	40.1
Overhead Cost	7,797,867,000.00	23.7	8,187,760,350.00	23.3	8,597,148,368.00	23.0
Scholarship	2,678,262,183.00	8.1	2,812,175,292.00	8.0	3,002,784,056.60	8.0
Total	32,970,589,536.00	100	35,063,697,930.77	100	37,351,498,737.25	100
Actual Releases per Year based on Computed Growth Rate (GR) of Releases Trends	20,810,882,488.00	63.1	21,851,426,613.00		22,943,997,943.00	
Funding Gaps	12,159,707,048.00	36.9	13,212,271,318.00		14,407,500,794.00	

The table above provides a financial breakdown and projections for different categories within a project or programme from 2024 to 2026 for each thematic area and its allocated budget:

1. Access and Equity (Inclusiveness): This area emphasises inclusivity with a progressive budget increase from ₦2.17 billion in 2024 to ₦2.63 billion in 2026, slightly growing its percentage share from 6.6% to 7.0%.
2. Quality and Relevance: This area focuses on enhancing the quality and relevance of initiatives, with funding increasing from ₦2.35 billion (7.1%) in 2024 to ₦2.85 billion (7.6%) by 2026.
3. Infrastructure: The most significant investment is in infrastructure, starting at ₦3.43 billion in 2024 and rising to ₦4.16 billion by 2026, maintaining about 10-11% of the total budget.
4. Management and Efficiency: Allocations for this area are set at about 2.3% to 2.5% of the total, growing slightly from ₦768 million in 2024 to ₦930 million in 2026.

5. Sustainable Funding: Very minimal funding, remaining under 0.1% each year, is allocated to sustainable and adequate funding and resourcing, with slight variations around ₦19 million annually.

6. Built-in Resilience and Emergency Response: This category sees small but steady funding, with allocations around 0.4-0.5% annually, rising from ₦146 million in 2024 to ₦177 million in 2026.

7. Personnel and Overhead Costs: Personnel costs form the largest single expenditure, taking over 40% of the total budget across the years, with overhead costs around 23-24%.

8. Scholarship: Allocated at approximately 8% each year, this budget increases from ₦2.68 billion in 2024 to ₦3.0 billion in 2026.

Total Budget: The total budget grows from ₦32.97 billion in 2024 to ₦37.35 billion by 2026, reflecting an overall annual increase.

Funding Gaps: The document also notes significant funding gaps, ranging from ₦12.16 billion in 2024 (36.9%) to ₦14.41 billion in 2026.

This breakdown highlights priority areas such as infrastructure, personnel, and scholarships, with consistent gaps between allocated and required funds.

Section Four: Monitoring and Evaluation Framework

Section four provides a robust framework for monitoring and evaluating the implementation of SESOP. It outlines the key performance indicators (KPIs) and data collection methods to ensure accountability and track progress. This section emphasizes the importance of regular reviews to adjust strategies as needed and ensure the achievement of the plan's objectives.

FOREWARD

This document further demonstrates the commitment of the Yobe state government to the systematic and sustainable development of the education sector. We have gone through rigorous planning activities in the past to capture the educational challenges and opportunities thrown up over time as the government continuously reworks its priorities in line with the state's YOSERA – which is the main development document that gives direction to its efforts to transform Yobe state from an educationally disadvantaged state to an educationally competitive one among the comity of the states of the federation.

On behalf of the government and people of Yobe State, let me extend our profound appreciation to our development partners for extending continuous technical assistance to our state. In the area of education, our greater commendation goes to GPE, UNICEF among others that have been around for so long building the capacity of our education sector managers, teachers and stakeholders to deliver the best results possible in our sustained efforts to give our pupils and students the best education they deserve.

.....
Dr. Abba Idriss Adam
Hon. Commissioner for Education,
Ministry of Basic Education and Secondary, Yobe State

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The development of policy and operational documents is always a technical activity that demands the best efforts and intellectual acumen from those given the responsibility to execute such a vital enterprise. In our development sectors, no sector has been replete with the development of strategic and operational plans like the education sector. This has been made possible by GPE, and UNICEF among others who have for a very long time been at the forefront of offering the state technical assistance in various aspects of our efforts to deliver quality education without delay or hindrance. This sustained assistance from GPE and UNICEF among others need not only to be acknowledged but unconditionally commended.

The technical committee members have put in their best to review the SESP/SESOP to produce this plan. Drawn from different ministries, departments and agencies operating for education as well as other critical stakeholders and groups including Civil Society Organizations (CSOs), faith-based organizations and the Joint Association of People with Disability (JONAD); the team has done a wonderful job. All the original technical team members and those who constituted the review and update are hereby acknowledged for the sustained energy and time they have devoted to making the production of this all-encompassing document a reality.

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Above all, let us acknowledge and appreciate His Excellency, the Executive Governor of Yobe State, Honourable Mai Malah Buni, **CON, COMN**, the State House Committee Chairman on Basic and Secondary Education, Honourable Digma Gana, the Honourable Commissioner, Ministry of Basic and Secondary Education, Dr. Muhammad Sani Idriss, the Ag. Executive Chairman State Universal Basic Education Board, Isa Shettima, top management of the education sector, and the people of Yobe state for their continued support for the development of education in the state. Without their continuous backing, the total rejection of the Non-State armed group's ideology of anti-western education and the creation of the enabling environment, the development of this plan and its implementation would not have been possible.

Finally, to God belongs all praises.

.....
Bukar Aji Bukar FCNA
Permanent Secretary,
Ministry of Basic and Secondary Education
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SECTION ONE: INTRODUCTION

This section provides an overview of the Yobe State Education Sector Operational Plan (SESOP) 2024–2026. It begins with a background on Yobe State, emphasizing its unique socio-economic context and challenges in the education sector. The section details the SESOP's purpose, which is to address these challenges by enhancing education access, inclusivity, quality, and resilience. The plan aligns with national and international frameworks to support educational development, such as Sustainable Development Goal 4. It also outlines the participatory approach taken during the SESOP's formulation, engaging stakeholders across various sectors to ensure the plan reflects the needs of the local communities.

1.1. Brief Background to SESOP

Yobe State was created on August 27th, 1991 by the military administration of General Ibrahim Badamasi Babangida, and is one of the existing thirty-six (36) States in Nigeria. It is situated in the Northeastern Nigeria. It has an estimated area of 47,153 square kilometres of landmass; the State has three (3) Senatorial Districts and seventeen (17) Local Government Areas. Yobe State has an estimated population of about 3 million people (projected from the 2006 census population of 2.5 million). It is a conglomerate of over fifteen (15) ethnic groups with two major religious practices that is Islam and Christianity. It is rich in diverse history and cultural practices. It is a predominantly agricultural economy that is presently the largest supplier of livestock in the country. It has viable solid mineral potential and a rich tourist endowment. This is the state that at the onset of its creation in 1991 was committed to change its fortune for good, using the instrumentality of education. With the below-average education infrastructure, it inherited from Borno state and in its determination to remove its toga of being an educationally disadvantaged state. The state resolves to transform and continuously reposition its education sector as a strategic response to meet its development challenges is undoubted.

Yobe State was and still is determined to invest in education because it considers it the most appropriate pathway to the achievement of peace, economic, and social stability and also technological advancement. To empower every citizen of the state to function effectively the state government accords the provision of education, healthcare and agriculture topmost priorities in the state agenda.

It is not an understatement that Yobe State faces multifaceted challenges in its education sector. Despite efforts to improve access and quality, significant barriers persist, including low enrollment

rates, poor infrastructure, gender disparities, and vulnerability to climate change and conflict. These challenges intensify the already difficult task of ensuring inclusive and equitable education for all. The State Education Sector Operational Plan (SESOP) prioritizes the inclusion of persons with disabilities by ensuring accessible infrastructure, specialized teaching materials, and training for educators on inclusive teaching methodologies. The Yobe State Education Sector Operational Plan (SESOP) also deems it to recognize the vulnerability of education infrastructure to climate change impacts, the plan integrates climate resilient design principles into school construction and emphasizes environmental education to build resilience among students and communities. The plan did not lose sight of building conflict/crisis resilience and mitigation by looking inward through given of the region's history of conflict and insecurity. The plan includes measures to strengthen the resilience of education systems, such as community-based early warning systems, psychosocial support for affected students, and peace education initiatives. In the same vein, the plan addresses gender disparities in education, it promotes girls' enrolment and retention through targeted interventions such as scholarships, menstrual hygiene management facilities, and gender-sensitive curriculum reforms.

To ensure that the government achieve its education sector policy and operational objectives, Yobe state posted above-average performance in its budgetary allocation to the education sector outperforming some states with higher populations and bigger education sectors. For example, from 2020 to 2022 its allocation to the education sector was a total sum of 10.3 billion at an annual average of 3.4 billion representing an average rate of 26 per cent of the total state budget. This is quite commendable as the government mobilizes the added political will required to reach the proverbial 26 per cent.

The distinction between budgetary allocation and actual release of funds is universally recognized as a key challenge in public sector budgeting and development financing. This is where the litmus test lies. The performance of the state had been only to the extent allowed by its limited resources, competing sectoral demands and the existing development scenario as determined by emerging challenges, especially the recent Boko-Haram insurgency. Available records of achievement as provided by the Ministry of Education show that between 2009 and 2016, the government spent the sum of twenty-one billion, two hundred and ninety-eight million, four hundred and sixty-nine thousand, nine hundred and twelve naira, sixty kobo (N21,298,469,912.60) to strengthen policy, planning and management processes, provide physical infrastructure and facilities, enhance access

to basic education and secondary schools, improve quality and increase school security and safety of the sector. This level of actual funding in the face of scarce resources is an indication of how much relevance and importance Yobe State attaches to the role of education in its development agenda.

Yobe State Education Sector Operational Plan represents a comprehensive and holistic approach to addressing the complex challenges facing the education sector. By integrating disability-inclusive education, climate change mitigation, conflict resilience, and gender responsiveness, the plan aims to ensure that all residents of Yobe State have equal access to quality education opportunities, in line with national and international laws, policies, and SDG4. The plan also aims at strengthening national, state and local capacity to develop result-based sector planning e.g., Ministerial Strategic Plan (MSP), Ministerial Education Roadmap, SESP and LESOP.

1.2. Justification and Purpose of the SESOP

The justification for the creation of nations and their sub-nationalities is to create geopolitical platforms for the realization of the fundamental objectives of society. These objectives are multifaceted covering different spheres of human existence that include the pursuit of political, social, economic, cultural and ethical progress and development that enable citizens to achieve their optimal human potentials. Central to the realization of these objectives is education, such that it would not be out of place to say that no nation or sub-nationality can develop above the universality, quality, resilience and relevance of its educational system.

The importance of education as an instrument of socialization, progress and development has been recognized historically and in universal realism. Nigeria as a nation had subscribed to this idea right from its independence and had practically responded to the challenges of educational provision by not only investing massively in the development of its educational infrastructure but also by adopting different strategic options to realize its educational aspiration. While the extent to which it had made a success of its efforts as a nation would continue to be a perpetual subject of debate, its commitment cannot be doubted.

Recognizing the urgent need to address educational challenges, the Yobe State Government has to develop an Education Sector Operational Plan. This plan aims to provide a comprehensive framework for addressing key issues in the education sector, including disability-inclusive education, climate change mitigation, conflict resilience, and gender responsiveness. By outlining specific strategic actions, the plan seeks to improve access to quality education for all residents of

Yobe State, thereby contributing to poverty reduction, social cohesion and sustainable development.

1.3. Methodology and Processes of Developing the SESOP

The development of the Education Sector Operational Plan involved a participatory and consultative process, engaging stakeholders from government agencies, civil society organizations, communities, and development partners. A comprehensive needs assessment was conducted to identify key challenges and priorities, followed by the formulation of strategic objectives and action plans. The plan adopts a multi-sectoral approach, recognizing the interconnectedness of education with other areas such as health, agriculture and the environment.

1.4. The Plan Alignment Process and Policy Directions

It is instructive to note that Yobe State had an SESOP document that covered the period 2013 – 2015. It was the first effort aimed at putting education development squarely at the centre as an operational plan. The development of the plan was facilitated by UNICEF. Just like the development of this initial SESOP document, the present updating of the document to cover 2019 – 2021 had technical members drawn from the key agencies in the Education Sector. These include the Ministry of Education, Universal Basic Education Board, Teaching Service Board, Science and Technical Schools Board, State Agency for Mass Education, Education Resource Centre, Library and Scholarship Boards with other members drawn from the Ministry of Finance, Ministry of Budget and Economic Planning and Tertiary Institutions. The whole process was participatory using both secondary and primary data sourced from the Annual School Census, Budgetary performance reviews, project records and related sources.

The current Education Sector Operational plan aligns with various national and international laws, policies and frameworks including:

- a). The National Policy on Education (NPE) which provides the over-reaching framework for education in Nigeria;
 - b). National Disability acts such as the National Policy on Inclusive Education (2020); National Policy on Special Needs Education in Nigeria (2015); National Policy on Albinism (2019); and National Policy on People with Disability Discrimination (2018) among others ensure the rights and inclusion of persons with disabilities in all aspects of society including education.
 - c). National Action Plan on Gender Equality promotes gender-responsive education policies and programmes to address gender disparities and empower girls and women in Yobe State).
- Sustainable Development Goal (SDG4) the Yobe State education sector plan aligns with the SDG

4 indicators to reduce out-of-school children, to improve literacy and numeracy rates and enhance the quality of education in the state.

Yobe State subscribes to all the international and national conventions and standards on education which revolve around achieving the objectives of the various conventions and policy commitments through the instrumentality of effective planning to enhance the effectiveness and efficiency of its resource mobilization, allocation and application in the education sector. With the support of UNICEF (GPE Fund), the State developed its State Strategic Education Sector Plan (SESP) 2024-2033 and the State Education Sector Operational Plan (SESOP) 2024-2026. Thus, during the UNICEF-facilitated SESOP, another instrument came into operation. This is the Medium-Term Sector Strategy (MTSS) of the State Partnership for Accountability, Responsiveness and Capability (SPARC) facilitated by the Department for International Development (DFID). The MTSS has the same objectives as SESOP but came in with an accountability angle that links identified programmes and projects to budgetary provisions in line with the extant financial and fiscal management reforms. Its tenure was 2014-2016.

Recently, the Federal Ministry of Education developed the Ministerial Strategic Plan (2018-2022) for the country and its successor MSP (2024-2027) which has been finalized and presented for evaluation. The MSP aimed to deliver a better, qualitative, and functional education sector to the Nigerian citizenry. The plan has ten key components as its main focus as far as the education sector is concerned. These components include Out-of-School Children (OOSC), Basic Education, Pre-Service Teacher Education, Adult Literacy, Curriculum and Policy, Technical and Vocational Education and Training (TVET), Tertiary Education, Educational Management Information System (EMIS), Information and Communication Technology (ICT) in Education, and School and Public Library Services. At present, the Federal Ministry of Education came up with the “Education for Renewed Hope”: Roadmap for the Nigerian Education Sector (2024-2027) which is in tandem with the current political administration ideology in the country “Renewed Hope”, The nation’s current education sector plan was built around six (8) strategic plan actions of focus areas namely: i). Equitable access; ii). Quality education and learning outcomes; iii). Skills and entrepreneurship education; iv). Research and innovation education; v). Infrastructure planning; vi). Education financing and resourcing; vii). System strengthening; and viii.) Policy recommendations. These eight (8) focus areas were articulated into thirteen (13) thematic areas which are: 1. Out of School Children; 2. Basic and Secondary Education; 3. Girl Child Education;

4. Youth and Adult Literacy; 5. Technical, Vocational Education and Training (TVET); 6. Entrepreneurship Education; 7. Science, Technology, Engineering, Arts and Mathematics (STEAM); 8. Curriculum and Policy Matters; 9. Teacher Education, Capacity Building and Professional Development; 10. Tertiary Education; 11. Education Data and Planning; 12. Information and Communication Technology (ICT) in Education; and 13. Library Services in Education.

This plan incorporated the basic elements and updated the project focus of Yobe Medium Term Sector Strategy (MTSS) 2014-2016 while, as much as it was found applicable, taking into consideration all the components in the Federal Ministerial Strategic Plan (MSP) in its project coverage and the Roadmap for the Nigerian Education Sector (2024-2027).

SECTION TWO: SCHEDULE OF ACTIVITIES

2.1 Access and Equity (Inclusiveness)

Policy Objective 1: Provide adequate Access and Equity (Inclusiveness)

1. To design and implement integrated sensitization and advocacy campaigns to increase enrolment, retention, completion and transition at all levels of the education sector and also counter the negative anti-western education ideology of Non-State armed group
2. To establish new Basic and Secondary Education Schools and also expand the existing Institutions in the State to adequately provide for the growing enrolment at all levels
3. To design and implement appropriate and sustainable incentives for encouraging indigent families to send and retain their children especially the girl child in schools
4. Establishment of more Early Child Care Development and Education (ECCDE) centres across the state
5. Reduce the number of out-of-school children
6. Increase/enhance girl child enrolment and completion
7. Increase enrolment of children with special needs
8. Increase Almajiri children's access to integrated education
9. Strengthen existing policies and legal frameworks to promote inclusive education for people with disabilities in Yobe State, Nigeria.
10. Improve the accessibility of schools and educational institutions by providing necessary infrastructure and facilities for people with disabilities.
11. Raise awareness and promote positive attitudes towards inclusive education through sensitization programmes and awareness campaigns.
12. Enhance teacher training programmes to equip educators with the necessary skills and knowledge to support students with disabilities effectively.
13. Increase budgetary allocation and mobilize additional resources to support inclusive education initiatives in Yobe State.

Table 2.1 Access and Equity (Inclusiveness)

Strategic Interventions/Activities	Base Line	Specific Targets in the next 3 Years	Yearly Targets			Cost N				Responsible Agency/Officer	Monitoring & Evaluation	
			Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost	Source of Funding		KPIs	Methods of Verification
Conduct enrolment drive campaign (for ECCDE, Primary, JSS, SSS, Almajiri, Nomadic & Special Needs)	Enrolment (ECCDE, Pry, JSS & SS) 1,048,499	3	1	1	1	100,000,000	110,000,000.00	121,000,000.00	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	Increase the enrolment rates through dedicated school enrolment drives and campaigns.	Banners, Payment vouchers, ASC, School Inspection Visits
Establish additional 100 ECCDE centres in primary schools across the state	No. of ECCDE centres (151) Enrolment 35,977	100	34	33	33	5,000,000	5,500,000.00	6,050,000.00	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, SBMCs	Establish 100 new ECCDE centres in primary schools across the state to enhance early childhood education access and improve enrolment.	Procurement and Project Records and M and E Reports
Pay Examination Fees for Common Entrance and JSSCE	BECE performance (83.49%)	90% Pass	85%	87%	90%	609,000,000	669,900,000.00	736,890,000.00	State Budget	SUBEB	Achieve a 90% pass rate in the BECE by subsidizing the examination fees, leading to an increase in student performance	Financial, Registration and Examination Records
Pay Examination Fees for SSCE	SSCE performance (WAEC 19% pass) (NECO 40% pass)	(WAEC 40% Pass) (NECO 60% Pass)	(WAE C 26% Pass) (NECO 47% Pass)	(WAE C 33% Pass) (NECO 54% Pass)	(WAE C 40% Pass) (NECO 60% Pass)	966,832,400	1,063,515,640.00	1,169,867,204.00	State Budget	MoB&SE, SUBEB	Improve student performance in the SSCE by paying for exam fees, aiming for a 40% pass rate in WAEC and a 60% pass rate in NECO	Financial, Registration and Examination Records
Provide school uniforms and bags for 8500 new entrants in primary schools (4,250 Boys, 4,250 girls)	80	8500 pupils annually	8500 pupils	8500 pupils	8500 pupils	47,600,000	52,360,000.00	57,596,000.00	State budget, UBEC, UNICEF,	SUBEB, GEAs, SBMC	Provide school uniforms and bags to 8,500 new entrants annually, ensuring that each primary school student is equipped for learning.	List of children who were given uniforms in respect to their LGAs, Pictures, Video clips
Provide stipends to parents through Conditional Cash Transfer 250 parents (120 for males and 130	230	750 Parents	250	250	250	45,000,000	49,500,000.00	54,450,000.00	State Budget, UBEC, UNICEF,	SUBEB, GEAs, SBMC	Support 750 parents (250 per year) through Conditional Cash Transfers to encourage school	List of parents benefited from stipends through CCF,

for female)											enrolment, focusing on male and female parents equally.	Payment Vouchers and cash book
Establish thirty-six (36) additional Junior Secondary Schools in rural areas (16 male 20 female).	202	36	12	12	12	3,000,000	3,300,000.00	3,630,000.00	State budget/ UBEC.	SUBEB, GEAs, SBMC	Establish 36 additional Junior Secondary Schools in rural areas to address the educational needs of underserved communities and increase enrolment.	Pictures, Source documents
Establish three (3) skills acquisition centres per LGA across the State (2 for females and 1 for males) in each LGA	12	3	1	1	1	2,000,000	2,200,000.00	2,420,000.00	State budget/ UBEC.	SUBEB, LGAs and SBMC	Set up 3 new skills acquisition centres per Local Government Area (LGA) to reduce unemployment among youth by enhancing vocational training opportunities.	Pictures, Source documents
Establish an additional 9 science and technical colleges (1 for males and 2 for females)	19	9	3	3	3	3,000,000	3,300,000.00	3,630,000.00	State Budget	STSB, LGAs and SBMC	Establish 9 new science and technical colleges across the state to provide specialized education and boost enrolment in technical fields	Pictures, Source documents
Establish 12 Adult Literacy Centres in 12 rural areas (6 for males and 6 for females).	70	12	4	4	4	5,000,000	5,500,000.00	6,050,000.00	State budget/ UBEC.	SAME and LGAs	Create 12 new adult literacy centres in rural areas to promote education for adults, particularly focusing on gender equality with six centres for men and six for women.	Pictures, Source documents
Construct 1,140 ramp/handrail	10	1140	380	380	380	190,000,000	209,000,000.00	229,900,000.00	UBEC, SUBEB, UNICEF	MoB&SE, SUBEB, LGEAs	.Construct ramps and handrails in 1,140 schools to improve accessibility for students with physical disabilities	SRV/SIV, distribution schedules.

Procure 90 complete set of Braille Embosser	1	90	30	30	30	162,000,000	178,200,000.00	196,020,000.00	UBEC, SUBEB, UNICEF	MoB&SE, SUBEB, LGEAs	Procure and distribute 90 Braille embossers annually to increase access to education for visually impaired students	SRV/SIV, distribution schedules.
Procure 90 Talking Dictionary	2	90	30	30	30	10,500,000	11,550,000.00	12,705,000.00	UBEC, SUBEB, UNICEF	MoB&SE, SUBEB, LGEAs	Procure and distribute 90 talking dictionaries annually to enhance learning for students with auditory and visual impairments.	SRV/SIV, distribution schedules.
Procure 60 Manual Typewriter (Portable)	10	60	20	20	20	1,000,000	1,100,000.00	1,210,000.00	UBEC, SUBEB, UNICEF	MoB&SE, SUBEB, LGEAs	Procure 60 manual typewriters annually to aid visually impaired students in developing typing skills.	SRV/SIV, distribution schedules.
Procure 60 Perkin Braille	2	60	20	20	20	10,800,000	11,880,000.00	13,068,000.00	UBEC, SUBEB, UNICEF	MoB&SE, SUBEB, LGEAs	Procure 60 Perkins Braille machines annually to support braille literacy for visually impaired students.	SRV/SIV, distribution schedules.
Procure 300 Reams of Braille papers	15	300	100	100	100	4,000,000	4,400,000.00	4,840,000.00	UBEC, SUBEB, UNICEF	MoB&SE, SUBEB, LGEAs	Procure 300 reams of Braille paper annually to meet the educational material needs of visually impaired students.	SRV/SIV, distribution schedules.
Procure 120 Hearing Aids	25	120	40	40	40	4,000,000	4,400,000.00	4,840,000.00	UBEC, SUBEB, UNICEF	MoB&SE, SUBEB, LGEAs	Procure 120 hearing aids annually to assist students with hearing impairments in gaining better access to education.	SRV/SIV, distribution schedules.
Procure 120 Slates	50	120	40	40	40	800,000	880,000.00	968,000.00	UBEC, SUBEB, UNICEF	MoB&SE, SUBEB, LGEAs	Procure 120 slates annually to enhance learning for visually impaired students through tactile writing tools	SRV/SIV, distribution schedules.
TOTAL						2,169,532,400	2,386,485,640	2,625,134,204				

2.2 Quality and Relevance

Policy Objective 2: Improve the level of Quality and Relevance

1. To procure and supply Basic, Secondary and Tertiary Institutions with appropriate core subjects' textbooks, teaching and learning resources for effective teaching and learning.
2. To expose and enable teachers and staff to acquire renewable teaching and instructional management skills for effective and efficient delivery of core subjects' content to achieve enhanced institutional and pupils'/students' performance
3. To ensure that all technical and core programmes that require accreditation by professional and statutory bodies are accredited as at when due

Table 2.2 Quality and Relevance

Strategic Interventions/ Activities	Baseline	Specific Targets in Next 3 Years	Yearly Targets			Cost N				Responsible Agency/Officer	Monitoring & Evaluation	
			Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost	Source of Funding		KPIs	Methods of Verification
Train 750 ECCDE caregivers on pedagogical skills annually	150	750	250	250	250	25,000,000	27,500,000.00	30,250,000.00	State Budgets, UBEC, NGOs	MoB&SE, SUBEB	No. of caregivers trained on pedagogical skills annually	Attendance/ registration list and pictures, payment vouchers, Reports etc.
Build capacity of 1800 primary school teachers on effective classroom management annually (300 males and 300 females)	2120	1800	600	600	600	60,000,000	66,000,000.00	72,600,000.00	State budgets, UBEC, NGOs	MoB&SE, SUBEB	No. of Primary school teachers trained on effective classroom management annually	Attendance/ registration list and pictures, payment vouchers, Reports etc.
Build capacity of 600 secondary school teachers on effective classroom management annually (100 males and 100 females).	150	600	200	200	200	20,000,000	22,000,000.00	24,200,000.00	State budgets, NGOs	MoB&SE, TSB, STSB	No. of Secondary school teachers trained on effective classroom management annually	Attendance/ registration list and pictures, payment vouchers, Reports etc.
Build a capacity of 300 technical teachers annually on effective classroom management (50 males and 50 females)	0	300	100	100	100	10,000,000	11,000,000.00	12,100,000.00	State budgets, NGOs	MoB&SE, TSB, STSB	No. of technical teachers trained on effective classroom management	Attendance/ registration list and pictures, payment vouchers, Reports etc.
Build capacity of 240 vocational centre instructors on effective classroom management (40 males and	0	240	80	80	80	8,000,000	8,800,000.00	9,680,000.00	State budgets, NGOs	MoB&SE, STSB	No. of vocational instructors trained on effective classroom management	Attendance/ registration list and pictures, payment vouchers, Reports etc.

40 females)												
Build capacity of 2400 primary school teachers on pedagogical skills (400 males and 400 females)	2120	2400	800	800	800	80,000,000	88,000,000.00	96,800,000.00	State budgets, UBEC, NGOs	MoB&SE, SUBEB	No. of primary school teachers trained on pedagogical skills	Attendance/ registration list and pictures, payment vouchers, Reports etc.
Build capacity of 320 secondary school teachers on pedagogical skills annually (150 male and 170 female teachers)	0	960	320	320	320	32,000,000	35,200,000.00	38,720,000.00	State budgets, NGOs	MoB&SE, TSB, STSB	No. of secondary school teachers trained on pedagogical skills	Attendance/ registration list and pictures, payment vouchers, Reports etc.
Build capacity of 100 Education Officers on pedagogical skills annually (60 males and 40 females).	0	300	100	100	100	10,000,000	11,000,000.00	12,100,000.00	State budgets, NGOs	MoB&SE, TSB, STSB, SUBEB	No. of education officers trained on pedagogical skills	Attendance/ registration list and pictures, payment vouchers, Reports etc.
Train 300 quality assurance personnel on monitoring and evaluation skills (male 60 males and 40 females).	100	300	100	100	100	10,000,000	11,000,000.00	12,100,000.00	State budgets, NGOs	MoB&SE, TSB, STSB, SUBEB	No. of Quality Assurance officers trained on monitoring and evaluation skills	Attendance/ registration list and pictures, payment vouchers etc.
Build capacity of 150 School administrators and education officers (30 males and 20 females)	0	150	50	50	50	5,000,000	5,500,000.00	6,050,000.00	State budgets, UBEC NGOs	MoB&SE, TSB, STSB, SUBEB	No. of school administrators and education officers trained	Attendance/ registration list and pictures, Payment vouchers, Reports etc.
Train 450 school librarians at basic and senior secondary schools on skills improvement (80 males and 70 females)	0	450	150	150	150	15,000,000	16,500,000.00	18,150,000.00	State budgets, UBEC NGOs	MoB&SE, TSB, STSB, SUBEB	No. of school librarians trained on skills improvement	Attendance/ registration list and pictures, Payment vouchers, Reports etc.
Procure and distribute ECCDE basic teaching and learning resource materials to 300 schools	0	300	100	100	100	30,000,000	33,000,000.00	36,300,000.00	State budgets, UBEC NGOs	MoB&SE, SUBEB	ECCDE learning resource materials procured and distributed in No. of schools	SRV/SIV, Receipts and Payment vouchers

Procure and distribute appropriate instructional materials to 1140 Primary schools	1,380	1,140	400	400	340	150,000,000	165,000,000.00	181,500,000.00	State Budget, UBEC, NGOs	MoB&SE, SUBEB	No. of primary schools provided with instructional materials	SRV/SIV, Receipts and Payment vouchers
Procure and distribute appropriate instructional materials/teaching aids to 205 secondary schools	0	205	70	70	65	50,000,000	55,000,000.00	60,500,000.00	State Budget, UBEC, NOGs	MoB&SE, SUBEB	No. of secondary schools provided with instructional materials	SRV/SIV, receipt and Payment Vouchers,
Procure and distribute science laboratory equipment to 51 senior secondary schools (30 males' 21 females').	250	51	17	17	17	200,000,000	220,000,000.00	242,000,000.00	State Budget, NOGs	MoB&SE	No. of senior secondary schools provided with science laboratory equipment	SRV/SIV, receipt and Payment Vouchers,
Procure technical equipment to BEST Centres and Technical Colleges	21	12	4	4	4	200,000,000	220,000,000.00	242,000,000.00	State Budget, NOGs	MoB&SE, STSB	No. of Technical Colleges and BEST Centres provided with technical equipment	SRV/SIV, receipt and payment Vouchers,
Produce 100 copies of sets of Quality Assurance instruments and Reports	0	100	35	35	30	20,000,000	22,000,000.00	24,200,000.00	State Budget,	MoB&SE, TSB, STSB, SUBEB, SAME, AISEB	No. of copies of sets of quality assurance instruments and reports produced	SRV/SIV, Receipt, Invoices, Distribution scheduled and Payment Vouchers
Pay monthly allowance of N10,000 to 1,500 llamas running Integrated Qur'anic Tsangaya schools 700 males and 300 females	1,000	1,500	500	500	500	600,000,000	660,000,000.00	726,000,000.00	State Budget, UBEC, UNICEF	MoB&SE, SUBEB, AISEB	No. of llamas paid monthly allowance	Payment vouchers
Recruit 300 additional teachers for primary/Junior schools (150 males and 150	315	300	100	100	100	48,000,000	52,800,000.00	58,080,000.00	State Budget	MoB&SE, SUBEB	No. of additional teachers recruited for primary/JSS; Reduced pupil /Teacher ratio	Employment letters, Assumption of duty and Payment vouchers

females)												
Recruit 100 additional teachers for secondary schools (50 males and 50 females).	200	100	35	35	30	16,800,000	18,480,000.00	20,328,000.00	State Budget	MoB&SE, SUBEB	No. of additional teachers recruited for SSS; Reduced students/Teacher ratio	Employment letters, Assumption of duty and Payment vouchers
Recruit 100 qualified teachers with technical skills to handle the 12 Business and Engineering Skills Training (BEST) centres (60 males and 40 females).	20	100	35	35	30	16,800,000	18,480,000.00	20,328,000.00	State Budget	MoB&SE, SUBEB	No. of teachers employed; Reduced students/Teacher ratio	Employment letters, Assumption of duty and Payment vouchers
Recruit 80 Guidance Counsellors	150	80	30	30	20	14,400,000	15,840,000.00	17,424,000.00	State Budget	MoB&SE, SUBEB	No. of Guidance Counsellors recruited	Employment letters, Assumption of duty and Payment vouchers
Recruit 20 facilitators for adult literacy centres (10 males and 10 females) Annually	122	20	7	7	6	3,360,000	3,696,000.00	4,065,600.00	State Budget, NGOs	MoB&SE, SAME	No. of adult literacy centre facilitators recruited	Letter for engagement, Payments Vouchers
Recruit 1,500 security guards for basic, special, secondary schools	258	1500	500	500	500	180,000,000	198,000,000.00	217,800,000.00	State Budget,	MoB&SE, TSB, STSB, SUBEB	No. of security guards recruited for basic, special, secondary schools	Letter for engagement, Payments VOUCHERS,
Mobilize annually 100 quality assurance officers (60 M and 40 F) to visit schools (6 visits per year @ N20,000 each)	78	18 visits	6	6	6	12,000,000	13,200,000.00	14,520,000.00	State Budget, NGOs	MoB&SE, TSB, STSB, SUBEB, SAME	No. of quality assurance visits conducted	Reports, Visitors book
Sensitize private school proprietors annually	6	3	1	1	1	1,000,000	1,100,000.00	1,210,000.00	State Budget, NGOs	MoB&SE,	No. of sensitization programmes conducted for private school proprietors during the Plan period	Attendance/ Registration, Pictures
Distribute curriculum and teachers' guides to 1,140 primary schools	10500	1140	380	380	380	8,550,000	9,405,000.00	10,345,500.00	State Budget, UBEC	MoB&SE, SUBEB	No. of primary schools provided with curriculum and teachers' guide	SRV/SIV, distribution schedules.

Distribute curriculum and teachers' guides to 205 secondary schools	5000	205	70	70	65	1,575,000	1,732,500.00	1,905,750.00	State Budget	MoB&SE, SUBEB	No. of secondary schools provided with curriculum and teachers' guide	SRV/SIV, Distribution schedules.
Procure and distribute 450,000 textbooks in 5 core subjects (for ECCDE, primary, JSS &SSS)	2000	450,000	150,000	150,000	150,000	525,000,000	577,500,000.00	635,250,000.00	State Budget, UBEC	MoB&SE, SUBEB	No. of textbooks in No. of core subjects procured and distributed	SRV/SIV, Distribution schedules.
TOTAL						2,352,485,000	2,587,733,500.00	2,846,506,850.00				

2.3. Infrastructure

Policy Objective 3: Improve Infrastructure Adequacy

1. To construct classrooms, laboratories, workshops, offices, stores, provide furniture to reduce classroom congestion.
2. Provide adequate spaces and furniture for instructional work and administration.
3. To provide adequate water, sanitation, health, electricity and recreational facilities to create learner friendly environment for effective teaching and learning

Table 2.3 Infrastructure

Strategic Interventions/ Activities	Baseline	Specific Targets in Next 3 Years	Yearly Targets			Cost N				Responsible Agency/Officer	Monitoring & Evaluation	
			Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost	Source of Funding		KPIs	Methods of Verification
Construct 60 blocks of 120 classrooms, 60 offices and a store	Pupils/classroom ratio (1:138)	60 blocks of 120 classrooms, 60 offices and a store	20 blocks of 40 classrooms, 40 offices and a store	20 blocks of 40 classrooms, 40 offices and a store	20 blocks of 40 classrooms, 40 offices and a store	724,902,410	797,392,651.00	877,131,916.10	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of classrooms constructed, Pupil/classroom ratio	Project records, monitoring and evaluation reports
Construct a block 120 No. 4 Holes VIP Toilets	Percentage of schools with toilet facilities (55.24%) Pupil/Toilet ratio (1:337)	120 No. 4 Holes VIP Toilets	40 No. 4 Holes VIP Toilets	40 No. 4 Holes VIP Toilets	40 No. 4 Holes VIP Toilets	303,776,063.20	334,153,669.52	367,569,036.47	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of block Holes VIP Toilets constructed Pupil/toilet ratio	Project records, monitoring and evaluation reports
Renovate 88 No. block of 264 classrooms 88 offices and a store	Pupils/classroom ratio (1:138)	88 No. block of 264 classrooms 88 offices and a store	29 No. block of 87 classrooms 29 offices and a store	29 No. block of 87 classrooms 29 offices and a store	30 No. block of 90 classrooms 30 offices and a store	238,702,766.52	262,573,043.17	288,830,347.49	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of classrooms renovated, Pupil/classroom ratio	Project records, monitoring and evaluation reports
Construct 10,000 Meter perimeter wall fencing and barb wiring	The proportion of schools with fencing (32.47%)	10,000 Meter perimeter wall fencing and barb wiring	3,500 Meter perimeter wall fencing and barb wiring	3,500 Meter perimeter wall fencing and barb wiring	3,000 Meter perimeter wall fencing and barb wiring	350,000,000	385,000,000.00	423,500,000.00	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of meter of perimeter wall fencing and barb wiring constructed	Project records, monitoring and evaluation reports
Construct 40 No. laboratories in Senior Secondary Schools	The proportion of schools with	40 Laboratories	15 Laboratories	15 Laboratories	10 Laboratories	396,100,303.80	435,710,334.18	479,281,367.60	State Budget, UBEC, UNICEF, and	MoB&SE, SUBEB, TSB, LGEAs, AISEB	No. of laboratories constructed	Project records, monitoring and

	laboratories (60.47%)								Development partners			evaluation reports
Construct 21 No. Libraries in Senior Secondary Schools	The proportion of schools with libraries (40.32%)	21 No. Libraries	7 No. Libraries	7 No. Libraries	7 No. Libraries	184,846,808.44	203,331,489.28	223,664,638.21	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No of libraries constructed	Project records, monitoring and evaluation reports
Procure 100 No. laboratory equipment	The proportion of schools with laboratories (60.47%)	100 No. laboratory equipment	35 No. laboratory equipment	35 No. laboratory equipment	35 No. laboratory pieces of equipment	35,000,000	38,500,000.00	42,350,000.00	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of laboratory equipment procured	Procurement, store and distribution records
Procure 100 units of laboratory tables and chairs	The proportion of schools with laboratories (60.47%)	100 units of laboratory tables and chairs	35 units of laboratory tables and chairs	35 units of laboratory tables and chairs	30 units of laboratory tables and chairs	4,200,000	4,620,000.00	5,082,000.00	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of units of laboratory tables and chairs procured	Procurement, store and distribution records
Procure 400 units of library tables and chairs	The proportion of schools with libraries (40.32%)	400 units of library tables and chairs	130 units of library tables and chairs	130 units of library tables and chairs	140 units of library tables and chairs	15,600,000	17,160,000.00	18,876,000.00	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of units of library tables and chairs procured	Procurement, store and distribution records
Procure 40,000 units of 2 – seater pupils’ furniture	The proportion of students with furniture (50.98%)	40,000 units of 2 – seater pupil furniture	13,000 units of 2 – seater pupils’ furniture	13,000 units of 2 – seater pupils’ furniture	14,000 units of 2 – seater pupils’ furniture	520,000,000	572,000,000.00	629,200,000.00	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of units of 2 – seater pupils’ furniture procured	Procurement, store and distribution records
Procure 900 units of teachers’ tables and chairs	The proportion of teachers with furniture (69.42%)	900 units of teachers’ tables and chairs	300 units of teachers’ tables and chairs	300 units of teachers’ tables and chairs	300 units of teachers’ tables and chairs	12,000,000	13,200,000.00	14,520,000.00	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of teachers’ tables and chairs procured	Procurement, store and distribution records
Procure sporting equipment; 4010 Footballs, 1000 sets of Jerseys, 8800 No. boots, 8800 No. socks, 900 No. Goal post/nets and 560 See Saw	The proportion of schools with sporting facilities (20.19%)	4010 Footballs, 1000 sets of Jerseys, 8800 No. boots, 8800 No. socks, 900 No. Goal post/nets and 560 See Saw	1340 Footballs, 350 sets of Jerseys, 2940 No. boots, 2940 No. socks, 300 No. Goal post/nets and 190 See Saw	1340 Footballs, 350 sets of Jerseys, 2940 No. boots, 2940 No. socks, 300 No. Goal post/nets and 190 See Saw	1330 Footballs, 300 sets of Jerseys, 2920 No. boots, 2920 No. socks, 300 No. Goal post/nets and 180 See-Saw	60,794,000	66,873,400.00	73,560,740.00	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of schools supplied with sporting equipment	Procurement, store and distribution records
Construct 16 No. ICT block	The proportion of schools with ICT facilities (10.23%)	16 No. ICT block	6 No. ICT block	5 No. ICT block	5 No. ICT block	148,213,301.52	163,034,631.67	179,338,094.84	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of ICT blocks constructed	Project records, monitoring and evaluation reports
Renovate 15 No. hostels	11	15 No. hostels	5 No. hostels	5 No. hostels	5 No. hostels	106,931,238.65	117,624,362.52	129,386,798.77	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of hostels renovated	Project records, monitoring and evaluation reports
Renovate 15 No. Kitchen/dining hall	7	15 No. Kitchen/dining hall	5 No. Kitchen/dining hall	5 No. Kitchen/dining hall	5 No. Kitchen/dining hall	74,032,437.40	81,435,681.14	89,579,249.25	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of kitchen/dining halls renovated	Project records, monitoring and evaluation reports

Renovate 15 No. workshops	6	15 No. workshops	5 No. workshops	5 No. workshops	5 No. workshops	79,419,483.90	87,361,432.29	96,097,575.52	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of workshops renovated	Project records, monitoring and evaluation reports
Procure and distribute 900 Mats to Tsangaya Schools in the State	400	900 Mats	300 Mats	300 Mats	300 Mats	9,000,000	9,900,000.00	10,890,000.00	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of mats procured and distributed	Procurement, store and distribution records
Erect Temporary Learning spaces in 240 Nomad Settlements and IQTE Schools	8	240 Temporary Learning Shades	80 Temporary Learning Shades	80 Temporary Learning Shades	80 Temporary Learning Shades	80,000,000	88,000,000.00	96,800,000.00	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, , SUBEB, LGEAs, AISEB, SBMCs, CSOs,	Temporary learning space erected in No. of Nomad settlements and IQTE Schools	Project records, monitoring and evaluation reports
Procure and distribute hand towels, bowls, sanitizers and the bowl stands to 1140 public ECCDE, primary and JSS schools	100	1140 schools	380	380	380	46,500,000	51,150,000.00	56,265,000.00	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, , SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of public ECCDE, primary and JSS provided with sanitary facilities	Procurement, store and distribution records
Procure and distribute hand towels, bowls, sanitizers and bowl stands at 62 public senior secondary schools (10 M 4 F) annually.	0	62 schools	21	21	20	14,865,140	16,351,654.00	17,986,819.40	State Budget, UBEC, UNICEF, and Development partners	MoB&SE, SUBEB, LGEAs, AISEB, SBMCs, CSOs,	No. of public senior secondary schools provided with sanitary facilities	Procurement, store and distribution records
Construct 90 No. temporary learning space in case of emergency	0	90	30	30	30	30,000,000	33,000,000.00	36,300,000.00	State Budget, UNICEF	MoB&SE, SUBEB	No. of temporary learning space constructed	Pictures, Certificate of completion of projects
TOTAL						3,434,883,953.00	3,778,372,348.77	4,156,209,583.65				

2.4. Management and Efficiency

Policy Objective 4: Promote effective Management and Efficiency

1. To establish and firm up appropriate digital infrastructure for the effective management of the education sector and delivery of outcome-based educational services.
2. Institutionalize and improve on the quality and value addition of the Annual School Census and integrate the use of EMIS in facilitating evidence-based decision-making in the education sector.
3. Enhance stakeholders' participation, planning, management documentation, result preparation, implementation, monitoring and evaluation of education sector programmes and projects.

Table 2.4 Management and Efficiency

Strategic Interventions/ Activities	Baseline	Specific Targets in Next 3 Years	Yearly Targets			Cost N			Responsible Agency/Officer	Monitoring & Evaluation		
			Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost		Source of Funding	KPIs	Methods of Verification
Produce 12,000 copies of the SBMC manual for members in school-level management	4000	12,000	4000	4000	4000	20,000,000	22,000,000.00	24,200,000.00	State Budget/ UBEC/ UNICEF	MoB&SE, SUBEB	No. of SBMC manual produced	Attendance register/Copies of the/ Printed manuals in schools
Conduct annual induction programme for 90 principals, 180 vice principals and 240 head teachers (90 males and 80 females)	28	510	170	170	170	11,900,000	13,090,000.00	14,399,000.00	State Budget/ UNICEF	MoB&SE	Annual induction programmes conducted for No. of principals, vice principals and headteachers	Attendance, Pictures
Build capacity of school-level managers on administrative skills (400 males and 200 females) annually	500	1800	600	600	600	60,000,000	66,000,000.00	72,600,000.00	State Budget/ UNICEF, Plan Intl, Save the Children, IRC	MoE/SUBEB	No. of school managers trained on administrative skills	Certificate of attendance
Build capacity of 63 directors (14 males and 7 females) annually	3	63	21	21	21	2,100,000	2,310,000.00	2,541,000.00	State Budget, MOE/UNICEF	MoB&SE	No. of directors trained	Certificate of Attendance/ Pictures
Build capacity of 600 education managers (400 males and 200 females) annually	100 trained education managers	1800	600	600	600	60,000,000	66,000,000.00	72,600,000.00	State Budget/ UNICEF, Plan Intl, Save the children, IRC	MoE/SUBEB	No. of education managers trained annually	Certificate of attendance
Build capacity of 17 education secretaries (10	17	54	17	17	17	1,700,000	1,870,000.00	2,057,000.00	State Budget/ UNICEF,	MoE/SUBEB	No. of Education	Certificate of attendance &

males 7 females) annually									Plan Intl, Save the Children, IRC		secretaries trained	Attendance lists.
Pay monthly impress/ running cost to principals	N45,000 per principal	504	168	168	168	8,400,000	9,240,000.00	10,164,000.00	State budget	MoE/SUBEB	Monthly impress paid to No. of principals	Re Imbursement receipts
Conduct State Learning Assessment (SLA) for pupils in primary schools	1	10,500	3500	3500	3500	10,500,000	11,550,000.00	12,705,000.00	UBEC	SUBEB, LGEAs, SBMCs	SLA conducted for No. of pupils in primary schools	Printed assessment sheet/ booklets
Procure 24 4W drive vehicles full options for effective supervision of teaching and learning at the state's and LGAs' levels	5	22	8	8	8	440,000,000	484,000,000.00	532,400,000.00	State Budget/ UBEC	MoE/SUBEB	No. of 4WD vehicles procured	Physical presence of vehicles
Produce 1,700 copies of reporting template and record for Quality Assurance officials annually	5	5,100	1,700	1,700	1,700	500,000	550,000.00	605,000.00	State Budget	MoB&SE, & SUBEB	No. of copies of reporting template produced	Availability of the templates
Disseminate Quality Assurance reports to stakeholders at the local and state levels (14 Dirs, 2 vehicles and fuelling)	24	14 annually	1	1	1	3,000,000	3,300,000.00	3,630,000.00	State Budget	MoB&SE & SUBEB	Quality Assurance reports disseminated	The signing of the visitors' book and group photograph
Equip 24 EMIS centres at the state's and LGA's levels	21	24	8	8	8	24,000,000	26,400,000.00	29,040,000.00	State Budget	MoE, SUBEB	No. of EMIS centres equipped	Functional EMIS centres
Procure power generating sets and solar systems for the 24 EMIS centres	1 generator/ 1 solar	24	8	8	8	40,000,000	44,000,000.00	48,400,000.00	State budget	MoE/SUBEB	Solar generating set and solar system procured for No. of EMIS centres	Availability of generating and standby solar system
Provide e-data collection computers and accessories in all 1800 public schools in the state	10	1,800	600	600	600	25,000,000	27,500,000.00	30,250,000.00	State Budget	MoE/SUBEB	No. of e-data collection computers provided in No. of public schools	Availability of e-data collection gadget
Recruit 9 EMIS staff for education MDAs, area education offices and LGEAs	15	9	3	3	3	1,500,000	1,650,000.00	1,815,000.00	State Budget	MoB&SE, & SUBEB	No of No. of EMIS staff recruited	Presence of the staff
Build capacity of 24 EMIS staff	24	24 Annually	24	24	24	2,400,000	2,640,000.00	2,904,000.00	State Budget, UNICEF, BESDA, NGOs	MoB&SE, & SUBEB	No. of EMIS staff trained	Attendance list and Photographs

Conduct Annual School Census (planning meeting, training of teachers on records keeping) dissemination and retrieval of forms	1	3	1	1	1	52,257,000	57,482,700.00	63,230,970.00	State Budget, UNICEF, BESDA, NGOs	MoB&SE, & SUBEB	No. of activities carried out in respect to ASC	Attendance register, record of Census results
Hold an annual meeting with 50 members (30 males and 20 females) to acknowledge contributions of private partners and other donors in education projects	5	150	50	50	50	5,000,000	5,500,000.00	6,050,000.00	State Budget	MoB&SE, & SUBEB	Annual meeting held with No. of private partners and other donors in education projects	Attendance lists, photograph and video clips
TOTAL						768,257,000	845,082,700.00	929,590,970.00				

2.5. Education Finance and Resourcing

Policy Objective 5: Ensure Sustainable and Adequate Funding and Resourcing

1. To enhance funding and timely released
2. To have ownership and continuity
3. Ensure management of documents, result-based preparation, implementation, monitoring and evaluation of education sector programmes and projects

Table 2.5 Sustainable and Adequate Funding and Resourcing

Strategic Interventions/ Activities	Baseline	Specific Targets in Next 3 Years	Yearly Targets			Cost N				Responsible Agency/Officer	Monitoring & Evaluation	
			Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost	Source of Funding		KPIs	Methods of Verification
Advocacy visits to the House Committee on Education on the need to ensure compliance to a minimum of 26% of the total budget on education	2	6	2	2	2	0.00	0.00	0.00		MoB&SE, SUBEB	No. of advocacy Visits carried out	Implementation of the required percentage
Develop the capacity of 45 planning and budgeting staff annually (25 males, 20 females)	3	135	45	45	45	5,500,000.00	6,050,000.00	6,655,000.00	State Budget/ UNICEF	MoB&SE, & MoBEP	No. of Planning and budget officers trained	Attendance Register & Pictures
Produce 9 copies of work and disbursement plan on budgetary activities annually	1	3	1	1	1	40,000.00	44,000.00	48,400.00	State Budget	MoB&SE, & SUBEB	No. of copies of work and disbursement plan on budgetary activities produced	Copies available
Organize education summit to sensitize	1	3	1	1	1	5,000,000.00	5,500,000.00	6,050,000.00	State Budget	MoB&SE, &	No. of education	Banners and Pictures,

private organizations to support funding of education in the state										MoHEST	summit organized	Reports on the conduct of the summit
Organize bi-annual meetings with 40 non-government contributors to sustain partnership	2	3	1	1	1	800,000.00	880,000.00	968,000.00	State Budget	MoB&SE,	No. of meetings held with No. of non-government contributors	Attendance list and photographs
Recruit 37 additional competent budget officers (22 males and 15 females)	28	37	15	12	10	8,100,000.00	5,940,000.00	5,445,000.00	State Budget	MoB&SE, & MoBEP	No. of additional competent budget officers recruited	Presence of staff & their Payment ID number
Total						19,440,000.00	18,414,000.00	19,166,400.00				

2.6. Built-in Resilience and Emergency Response Plan

Policy Objective 6: Reduce Crises and Emergencies /Climate Change

1. To reduce the incidence of crises and emergencies affecting the education sector in Yobe State.
2. To put in place measures to safeguard learners at various levels of education.
3. To integrate climate change in Education Sector Operational Plan of the state.
4. To ensure that students and educators are equipped with the knowledge, skills, and attitudes necessary to understand, mitigate, and adapt to climate change challenges.

Table 2.6. Crises and Emergency Response Plan/Climate Change

Strategic Interventions/ Activities	Baseline	Specific Targets in Next 3 Years	Yearly Targets			Cost N			Source of Funding	Responsible Agency/Officer	Monitoring & Evaluation	
			Year 1 Target	Year 2 Target	Year 3 Target	Year 1 Cost	Year 2 Cost	Year 3 Cost			KPIs	Methods of Verification
Recruit security guards for schools	50	636	212	212	212	6,360,000	6,996,000.00	7,695,600.00	State Budget	MOE SUBEB	No. of security guards recruited	Appoint letters and Payment voucher
Recruit 30 teachers in nomadic schools	126	30	10	10	10	380,000	418,000.00	459,800.00	State Budget	MOE SUBEB	No. of nomadic teachers recruited	Appoint letters and Payment voucher
Enlighten and sensitize communities on open defecation and hygiene-related issues annually	1	17 LGAs	1	1	1	5,000,000	5,500,000.00	6,050,000.00	State Budget	MOE SUBEB PHCMA	No. of communities enlightened and sensitized	Pictures, Video clips, Community members
Strengthen Conflict resolution strategies in schools such as football, clubs and associations	50	441	147	147	147	73,500,000	80,850,000.00	88,935,000.00	State Budget	MOE, SUBEB TSB, STSB SBMCs	Conflict resolution strategies strengthened in No. of schools	Peace and unity, Banners, Signboard
Build drainages	1	30	10	10	10	15,000,000	16,500,000.00	18,150,000.00	State	MOE	No. of	Pictures,

in flood prone rural areas									Budget	SUBEB	drainages to be built in rural areas	certificate of completion of projects
Build drainages in flood prone urban areas	0	30	10	10	10	15,000,000	16,500,000.00	18,150,000.00	State Budget	MoB&SE, SUBEB	No. of drainages built in urban areas	Pictures, certificate of completion of projects
Advocate and sensitize on tree planting campaigns to communities and schools	1	3	1	1	1	30,000,000	33,000,000	36,300,000	State Budget, Great Green Wall	MoB&SE, SUBEB	No. of advocacy and sensitization visits conducted	Pictures, videos, reports, etc.
Plant trees at school levels	1500	1140	380	380	380	1,140,000	1,254,000	1,379,400	State Budget, Great Green Wall	MoB&SE, SUBEB	No. of trees planted in schools	Videos, pictures, etc.
TOTAL						146,380,000.00	164,018,000.00	177,119,400.00				

SECTION THREE: COSTS SUMMARY

This section provides a financial overview for implementing the SESOP across all thematic areas. It includes a breakdown of estimated costs for each year from 2024 to 2026, covering areas like Access and Equity, Quality and Relevance, Infrastructure, and Management. The section also identifies funding gaps, compares required investments with projected releases, and outlines strategies to address these gaps. These strategies include advocacy for increased budget allocations and partnerships with private sectors and development agencies to meet the financial needs of the plan.

Table 3.1: Plan Investment Funding

Thematic Areas	2024 (N)	Total %	2025 (N)	Total %	2026 (N)	Total %	Total (N)
Access and Equity (Inclusiveness)	2,169,532,400.00	24.40	2,386,485,640.00	24.40	2,625,134,204.00	24.4	7,181,152,244.00
Quality and Relevance	2,352,485,000.00	26.45	2,587,733,500.00	26.46	2,846,506,850.00	26.5	7,786,725,350.00
Infrastructure	3,434,883,953.00	38.63	3,778,372,348.77	38.63	4,156,209,583.65	38.65	11,369,465,885.42
Management and Efficiency	768,257,000.00	8.64	845,082,700.00	8.64	929,590,970.00	8.64	2,542,930,670.00
Sustainable and Adequate Funding and Resourcing	19,440,000.00	0.22	18,414,000.00	0.19	19,166,400.00	0.18	57,020,400.00
Built-in Resilience and Emergency Response	146,380,000.00	1.65	164,018,000.00	1.68	177,119,400.00	1.65	487,517,400.00
Total	8,890,978,353.00	100	9,780,106,189.00	100	10,753,727,407.65	100	29,424,811,949.42

Table 3.2. Other Costs

Other Expenses	2024 (N)	2025 (N)	2026 (N)	Total (N)
Personnel Cost	13,603,482,000.00	14,283,656,100.00	14,997,838,905.00	42,884,977,005.00
Overhead Cost	7,797,867,000.00	8,187,760,350.00	8,597,148,368.00	24,582,775,718.00
Scholarship	2,678,262,183.00	2,812,175,292.00	3,002,784,056.60	8,493,221,532.00
Yearly Sub Total*	8,890,978,353.00	9,780,106,189.00	10,753,727,407.65	29,424,811,949.65
Overall Grand Total Per Year	32,970,589,536.00	35,063,697,931.00	37,351,498,737.10	105,385,786,204.00
Actual Releases per Year based on Computed Growth Rate (GR) of Releases Trends	20,810,882,488.00	21,851,426,613.00	22,943,997,943.00	65,606,307,044.05
Other Expenses	2024 (N)	2025 (N)	2026 (N)	Total (N)
Personnel Cost	13,603,482,000.00	14,283,656,100.00	14,997,838,905.00	42,884,977,005.00
Overhead Cost	7,797,867,000.00	8,187,760,350.00	8,597,148,368.00	24,582,775,718.00
Scholarship	2,678,262,183.00	2,812,175,292.00	3,002,784,056.60	8,493,221,531.60
Yearly Sub Total*	8,890,978,353.00	9,780,106,189.00	10,753,727,407.65	29,424,811,949.65
Overall Grand Total Per Year	32,970,589,536.00	35,063,697,931.00	37,351,498,737.25	105,385,786,204.25
Actual Releases per Year based on Computed Growth Rate (GR) of Releases Trends	20,810,882,488.00	21,851,426,613.00	22,943,997,943.00	65,606,307,044.05
Funding Gaps	12,159,707,048.00	13,212,271,318.00	14,407,500,794.25	39,779,479,160.20

SECTION FOUR: MONITORING AND EVALUATION FRAMEWORK

The Monitoring and Evaluation (M&E) Framework in this section sets the mechanisms for tracking the SESOP's implementation progress. It outlines key performance indicators (KPIs) and data collection methods to measure the effectiveness of interventions and ensure accountability. This section emphasizes regular evaluations to identify and address emerging challenges, fostering continuous improvement and adaptability in reaching the SESOP's objectives.

Table 4.1: Access and Equity (Inclusiveness)

Activities	Timelines	Performance Indicators	Means of Verifications	Intended Use of Evaluation Results
Conduct school enrolment drive & campaign (for ECCDE, Primary, JSS, SSS, Almajiri, Nomadic & Special Needs)	2024-2026	Increase the enrolment rates through dedicated school enrolment drives and campaigns.	Banners, Payment vouchers, ASC, School Inspection Visits	To assess the effectiveness of campaigns in increasing enrolment and inform future initiative
Establish 100 ECCDE centres in primary schools across the state	2024-2026	Establish 100 new ECCDE centres in primary schools across the state to enhance early childhood education access and improve enrolment.	Procurement and Project Records and M and E Reports	To guide policy decisions on expanding ECCDE infrastructure and assess its impact on enrolment
Payment of Examination Fees for Common Entrance and JSSCE	2024-2026	Achieve a 90% pass rate in the BECE by subsidizing the examination fees, leading to an increase in student performance.	Financial, Registration and Examination Records	To determine the cost-effectiveness of fee subsidies in improving exam pass rates
Payment of Examination Fees for SSCE	2024-2026	Improve student performance in the SSCE by paying for exam fees, aiming for a 40% pass rate in WAEC and a 60% pass rate in NECO	Financial, Registration and Examination Records	To evaluate the impact of fee payments on student success and adjust financial assistance programmes accordingly
Provide school uniforms and bags for 8500 new entrants in primary	2024-2026	Provide school uniforms and bags to 8,500	List of children who were given uniforms	To track the effectiveness of uniform provision in enhancing

schools (4250 Boys, 4250 girls)		new entrants annually, ensuring that each primary school student is equipped for learning.	in respect to their LGAs, Pictures, Video clips	student attendance and readiness for learning
Provide stipends to parents through Cash Conditional Transfer 250 parents (120 for males and 130 for female)	2024-2026	Support 750 parents (250 per year) through Conditional Cash Transfers to encourage school enrolment, focusing on male and female parents equally.	A list of parents benefited from stipends through CCF, Payment Vouchers and cash book	To assess the role of conditional transfers in increasing enrolment and reducing school dropouts
Establish thirty-six (36) additional Junior Secondary Schools in rural areas (16 male 20 female).	2024-2026	Establish 36 additional Junior Secondary Schools in rural areas to address the educational needs of underserved communities and increase enrolment.	Pictures, Source documents	To evaluate the impact of rural school expansion on enrolment and gender parity in education
Establish three (3) skills acquisition centres per LGA across the State (2 for females and 1 for males) in each LGA	2024-2026	Set up 3 new skills acquisition centres per Local Government Area (LGA) to reduce unemployment among youth by enhancing vocational training opportunities.	Pictures, Source documents	To assess the effectiveness of skills acquisition centres in addressing unemployment and enhancing vocational skills
Establish an additional 9 science and technical colleges (1 for males and 2 for females)	2024-2026	Establish 9 new science and technical colleges across the state to provide specialized education and boost enrolment in technical fields.	Pictures, Source documents	To assess the effectiveness of technical education in addressing skill gaps and improving gender equity in STEM fields

Establish 12 Adult Literacy Centres in 12 rural areas (6 for males and 6 for females).	2024-2026	Create 12 new adult literacy centres in rural areas to promote education for adults, particularly focusing on gender equality with six centres for men and six for women.	Pictures, Source documents	To evaluate the impact of adult literacy programs on improving adult education and socio-economic empowerment in rural communities
Construction of ramp/handrail 1140	2024-2026	Construct ramps and handrails in 1,140 schools to improve accessibility for students with physical disabilities.	SRV/SIV, distribution schedules.	To ensure increased access for physically disabled students and inform future infrastructure planning for inclusive education
Procurement of 90 No. complete set of Braille Embosser	2024-2026	Procure and distribute 90 Braille embossers annually to increase access to education for visually impaired students.	SRV/SIV, distribution schedules.	To track the contribution of specialized equipment in improving learning outcomes for visually impaired students
Procurement of 90 No. Talking Dictionary	2024-2026	Procure and distribute 90 talking dictionaries annually to enhance learning for students with auditory and visual impairments.	SRV/SIV, distribution schedules.	To evaluate the effectiveness of talking dictionaries in enhancing learning for students with auditory and visual impairments
Procurement of 60 No. Manual Typewriter (Portable)	2024-2026	Procure 60 manual typewriters annually to aid visually impaired students in developing typing skills.	SRV/SIV, distribution schedules.	To assess the role of manual typewriters in promoting literacy and skills development for visually impaired students
Procurement of 60 No. Perkin Braille	2024-2026	Procure 60 Perkins Braille machines annually to	SRV/SIV, distribution schedules.	To evaluate the effectiveness of Perkins Braille machines in supporting literacy for

		support braille literacy for visually impaired students.		visually impaired students
Procurement of 300 Reams of Braille papers	2024-2026	Procure 300 reams of Braille paper annually to meet the educational material needs of visually impaired students.	SRV/SIV, distribution schedules.	To assess the adequacy of Braille paper provision in meeting the learning needs of visually impaired students
Procurement of 120 No. of Hearing Aids	2024-2026	Procure 120 hearing aids annually to assist students with hearing impairments in gaining better access to education.	SRV/SIV, distribution schedules.	To measure the impact of hearing aids on improving access to education for students with hearing impairments
Procurement of 120 No. Slates	2024-2026	Procure 120 slates annually to enhance learning for visually impaired students through tactile writing tools	SRV/SIV, distribution schedules.	To track the contribution of tactile writing tools in improving literacy for visually impaired students

Table 4.2: Quality and Relevance

Activities	Timelines	Performance Indicators	Means of Verification	Intended Use of Evaluation Results
Train 750 ECCDE caregivers on pedagogical skills annually	2024-2026	No. of caregivers trained	Attendance/ registration list and pictures, payment vouchers, Reports etc.	To improve training approaches and assess caregivers in ECCDE
Build capacity of 1800 primary school teachers on effective classroom management annually (300 males and 300 females)	2024-2026	No of Primary school teachers trained	Attendance/ registration list and pictures, payment vouchers, Reports etc.	To evaluate teacher performance post-training and improve capacity-building programmes
Build capacity of 600 secondary school teachers on effective classroom management annually (100 males and 100 females)	2024-2026	No. of Secondary school teachers trained	Attendance/ registration list and pictures, payment vouchers, Reports etc.	To assess the impact of classroom management training on student engagement and academic performance
Build a capacity of 300 technical teachers annually on effective classroom management (50 males and 50 females)	2024-2026	No. of technical teachers trained	Attendance/ registration list and pictures, payment vouchers, Reports etc.	To measure the adequacy and usage of learning materials in improving ECCDE outcomes
Build capacity of 240 vocational centres' instructors annually on effective classroom management (40 males and 40 females)	2024-2026	No. of instructors trained	Attendance/ registration list and pictures, payment vouchers, Reports etc.	To evaluate the role of laboratory equipment in enhancing science education and practical skills development
Build capacity on pedagogical skills for 2400 primary school teachers annually (400 males and 400 females)	2024-2026	No. of primary school teachers trained	Attendance/ registration list and pictures, payment vouchers, Reports etc.	To enhance teaching methods and assess the effectiveness of pedagogical training on student learning outcomes in primary schools
Build capacity on pedagogical skills of 320 secondary school teachers annually (150 male and	2024-2026	No. of secondary school teachers trained	Attendance/ registration list and pictures, payment vouchers, Reports etc.	To improve secondary school teaching quality and evaluate the contribution of teacher

170 female teachers)				training to student performance
Build capacity on pedagogical skills of 100 Education Officers annually (60 males and 40 females).	2024-2026	No. of education officers trained	Attendance/ registration list and pictures, payment vouchers, Reports etc.	To assess the impact of pedagogical training on the quality of education supervision and the support provided to teachers
Train 300 quality assurance personnel on monitoring and evaluation skills annually (male 60 males and 40 females).	2024-2026	No. of Quality Assurance officers trained	Attendance/ registration list and pictures, payment vouchers etc.	To strengthen the quality assurance process by enhancing monitoring and evaluation capacities, ensuring educational standards are met
Build capacity of 150 School administrators and education officers, annually (30 males and 20 females)	2024-2026	No. of school administrators and education officers trained	Attendance/ registration list and pictures, Payment vouchers, Reports etc.	To improve leadership effectiveness and assess the role of capacity-building in administrative functions
Train 450 school librarians at basic and senior secondary schools on skills improvement Annually (80 males and 70 females)	2024-2026	No. of school librarians trained	Attendance/ registration list and pictures, Payment vouchers, Reports etc.	To evaluate the level of the impact of the skills improvement training of the service delivery of the librarians in senior secondary schools
Procure and distribute ECCDE basic teaching and learning resource materials to 300 schools	2024-2026	No. of ECCDE learning resource materials supplied	SRV/SIV, Receipts and Payment vouchers	To evaluate the effectiveness of learning resources in improving early childhood education
Procure and distribute appropriate instructional materials to 1140 Primary schools	2024-2026	No. of schools provided with instructional materials	SRV/SIV, Receipts and Payment vouchers	To assess the impact of instructional materials on student engagement and learning outcomes
Procure and distribute appropriate instructional materials/teaching aids to 205 secondaries schools	2024-2026	No. of secondary schools provided with instructional materials	SRV/SIV, receipt and Payment Vouchers,	To determine how instructional materials influence student performance and the quality of education
Procure and distribute science laboratory equipment to 51 seniors secondary schools (30	2024-2026	No. of secondary schools provided with	SRV/SIV, receipt and Payment Vouchers,	To evaluate the contribution of laboratory equipment to practical science education and

males' 21 females').		science laboratory equipment		improved academic performance.
Procure technical equipment to BEST Centres and Technical Colleges	2024-2026	No. of Technical Colleges and BEST Centres provided with technical equipment	SRV/SIV, receipt and payment Vouchers,	To assess how technical equipment enhances vocational training and prepares students for the workforce
Production of 100 copies of sets of Quality Assurance instruments and Reports	2024-2026	No. of copies of instruments and reports produced	SRV/SIV, Receipt, Invoices, Distribution scheduled and Payment Vouchers	To evaluate the use of Quality Assurance tools in monitoring educational standards and ensuring continuous improvement
Provide monthly allowances of N10,000 to 1500 llamas running Integrated Qur'anic Tsangaya schools 700 males and 300 females	2024-2026	No. of llamas paid	Payment vouchers	To assess the effectiveness of allowances in improving the quality of education in Qur'anic schools and teacher retention
Recruit 300 additional teachers for primary/Junior schools (150 males and 150 females)	2024-2026	No. of teachers employed, Teacher/pupil ratio	Employment letters, Assumption of duty and Payment vouchers	To evaluate the adequacy of teacher recruitment in reducing pupil-teacher ratios and improving learning outcomes
Recruit 100 additional teachers for secondary schools annually (50 males and 50 females).	2024-2026	No. of teachers employed, Teacher/pupil ratio	Employment letters, Assumption of duty and Payment vouchers	To assess the impact of additional teachers on the quality of education and student performance in secondary schools
Recruit 100 qualified teachers with technical skills to handle the 12 Business and Engineering Skills Training (BEST) centres (60 males and 40 females).	2024-2026	No. of teachers employed, Teacher/pupil ratio	Employment letters, Assumption of duty and Payment vouchers	To measure how well the recruited teachers, enhance vocational training and student employability in technical fields.
Recruit 80 Guidance and Counsellors	2024-2026	No. of Guidance and Counsellors employed	Employment letters, Assumption of duty and Payment vouchers	To evaluate the contribution of guidance and counselling services to

				student well-being and academic success.
Recruit 20 facilitators for adult literacy centres (10 males and 10 females) annually	2024-2026	No. of facilitators recruited	Letter for engagement, Payments Vouchers	To assess the effectiveness of literacy facilitators in improving adult literacy rates and socio-economic empowerment
Recruit 1,500 security guards for basic, special, secondary schools	2024-2026	No. of security guards recruited	Letter for engagement, Payments VOUCHERS,	To assess the effectiveness of the security guards in the protecting the life and properties of the schools
Mobilise annually 100 quality assurance officers (60 M and 40 F) to visit schools (6 visits per year @ N20,000 each)	2024-2026	No. of quality assurance visits conducted	Reports, Visitors book	To ensure the effective mobilisation of quality assurance officers visiting schools for the improve learning outcomes
Sensitize private school proprietors annually	2024-2026	No. of sensitizations conducted to proprietors annually	Attendance/ Registration, Pictures	To assess the engagement of private school owners in the implementation of government policies on education in the privately own schools
Distribute curriculum and teachers' guides to 1140 primary schools	2024-2026	No. of schools provided with curriculum and teachers' guide	SRV/SIV, distribution schedules.	To ensure schools have the current curriculum and the guides for the implementation of the curriculum
Distribute curriculum and teachers' guides to 205 secondary schools	2024-2026	No. of schools provided with curriculum and teachers' guide	SRV/SIV, Distribution schedules.	To ensure schools have the current curriculum and the guides for the implementation of the curriculum
Procurement of 450,000 textbooks in 5 core subjects (for ECCDE, primary, JSS &SSS)	2024-2026	No. of schools provided with textbooks	SRV/SIV, Distribution schedules.	To assess the availability of the core subject textbooks in schools

Table 4.3: Infrastructure

Activities	Timelines	Performance Indicators	Means of Verification	Intended Use of Evaluation Results
Construction of 60 blocks of 120 classrooms, 60 offices and a store	2024-2026	No. of classrooms, Pupil/classroom ratio	Project records, monitoring and evaluation reports	To evaluate the impact of additional classrooms on reducing overcrowding and improving learning conditions
Construction of a block 120 No. 4 Holes VIP Toilets	2024-2026	Pupil/toilet ratio	Project records, monitoring and evaluation reports	To improve sanitation facilities and inform future sanitation projects for better hygiene in schools
Renovation of 88 No. block of 264 classrooms 88 offices and a store	2024-2026	No. of classrooms, Pupil/classroom ratio	Project records, monitoring and evaluation reports	To assess the improvement in learning environments post-renovation and guide future renovations
Construction of 10,000 Metre perimeter wall fencing and barb wiring	2024-2026	No of % of schools with fencing	Project records, monitoring and evaluation reports	To assess school security improvements and plan for further infrastructure needs
Construction of 40 No. laboratories in Senior Secondary Schools	2024-2026	No of % of schools with laboratories	Project records, monitoring and evaluation reports	To evaluate the effectiveness of lab equipment in improving science education and hands-on learning opportunities
Construction of 21 No. Libraries in Senior Secondary Schools	2024-2026	No of % of schools with libraries	Project records, monitoring and evaluation reports	To assess how libraries, enhance student access to reading materials and promote a culture of learning
Procurement of 100 No. laboratory equipment	2024-2026	Increased of schools with laboratories	Procurement, store and distribution records	To evaluate the impact of providing lab equipment on the quality of science education
Procurement of 100 units of laboratory tables and chairs	2024-2026	Proportion of schools with laboratories	Procurement, store and distribution records	To measure how adequately equipped laboratories, affect 37,351,498,737.10 student learning experiences.
Procurement of 400 units of library tables and chairs	2024-2026	The proportion of schools with libraries	Procurement, store and distribution records	To assess the role of well-equipped libraries in supporting students' academic success

Procurement of 40,000 units of 2 – seater pupils' furniture	2024-2026	Proportion of pupils' furniture available in schools	Procurement, store and distribution records	To evaluate how improved seating arrangements, contribute to a better learning environment
Procurement of 900 units of teachers' tables and chairs	2024-2026	No. teachers' furniture available in schools	Procurement, store and distribution records	To track how well-provisioned classrooms, affect teacher performance and student learning outcomes
Procurement of sporting equipment; 4010 Footballs, 1000 sets of Jerseys, 8800 No. boots, 8800 No. socks, 900 No. Goal post/nets and 560 See Saw	2024-2026	No of % of schools with sporting pieces of equipment	Procurement, store and distribution records	To assess the role of sports equipment in promoting physical education and extracurricular activities
Construction of 16 No. ICT block	2024-2026	Proportion of schools with ICT facilities	Project records, monitoring and evaluation reports	To evaluate the impact of ICT infrastructure on improving digital literacy and access to modern education tools
Renovation 15 No. hostels	2024-2026	No. of hostels renovated	Project records, monitoring and evaluation reports	To assess the improvement in student accommodation and its influence on retention rates
Renovation of 15 No. Kitchen/dining hall	2024-2026	No. of kitchen/dining halls renovated	Project records, monitoring and evaluation reports	To evaluate how improved dining facilities, enhance the living conditions and overall well-being of students
Renovation of 15 No. workshops	2024-2026	No. of workshops renovated	Project records, monitoring and evaluation reports	To assess how well-equipped workshops, impact hands-on vocational training for students
Procurement and distribution of 900 Mats to Tsangaya Schools in the State	2024-2026	No. of mats distributed	Procurement, store and distribution records	To determine the adequacy of mats provided in improving the comfort of students in Tsangaya schools.
Erection of Temporary Learning spaces in 240 Nomad	2024-2026	No. of temporary learning shade erected	Project records, monitoring and evaluation reports	To evaluate the accessibility of temporary learning spaces in ensuring

Settlements and IQTE Schools				continuous education for nomadic and itinerant students
Procure and distribute hand towels, bowls, sanitisers and the bowl stands to 1140 public ECCDE, primary and JSS schools	2024-2026	No. of schools provided with sanitary facilities	Procurement, store and distribution records	To measure the impact of hygiene and sanitary facilities in promoting better health practices among students
Procure and distribute hand towels, bowls, sanitisers and bowl stands at 62 public senior secondary schools (10 M 4 F) annually.	2024-2026	No. of schools provided with sanitary facilities	Procurement, store and distribution records	To measure the impact of hygiene and sanitary facilities in promoting better health practices among students
Construct 90 No. temporary learning space in case of emergency	2024-2026	No. of learning shades to be constructed	Pictures, Certificate of completion of projects	To assess the effectiveness of emergency learning spaces in providing continuity of education during crises

Table 4.4: Management and Efficiency

Activities	Timelines	Performance Indicators	Means of Verification	Intended Use of Evaluation Results
Produce 12,000 copies of the SBMC manual for members in school-level management	2024-2026	No. of SBMC manual produced	Attendance register/Copies of the/ Printed manuals in schools	To ensure school management teams are equipped with updated guidelines and improve school management practices
Conduct annual induction programme for 90 principals, 180 vice principals and 240 head teachers (90males and 80 females)	2024-2026	No. of annual induction programmes conducted	Attendance, Pictures	To evaluate the impact of induction programmes on leadership effectiveness and identify areas for improvement
Build capacity of school-level managers on administrative skills (400 males and 200 females) annually	2024-2026	No. of school managers trained	Certificate of attendance	To assess the effectiveness of school-level managers training programmes and ensure alignment with strategic goals
Build capacity of 63 directors (14 males and 7 females) annually	2024-2026	No. of directors trained	Certificate of Attendance/ Pictures	To assess the effectiveness of director-level training programmes and ensure alignment with strategic goals
Build capacity of 600 education managers (400 males and 200 females) annually	2024-2026	No. of education managers trained	Certificate of attendance	To assess the effectiveness of school-level managers training programmes and ensure alignment with strategic goals
Build capacity of 17 education secretaries (10 males 7 females) annually	2024-2026	No. of Education secretaries trained	Certificate of attendance & Attendance lists.	To assess the effectiveness of school-level managers training programmes and ensure alignment with strategic goals
Provide monthly impress/ running costs for principals	2024-2026	The monthly impress provided	Re Reimbursement receipts	To evaluate how the provision of impress impacts school

				management efficiency and resource utilization
Conduct State Learning Assessment (SLA) for pupils in primary schools	2024-2026	No. of SLA conducted	Printed assessment sheet/ booklets	To track pupil learning progress over time and guide instructional improvements
Procure 24 4W drive vehicles with full options for effective supervision of teaching and learning at the state's and LGAs' levels	2024-2026	No. of 4WD vehicles procured	The physical presence of vehicles	To assess the impact of increased mobility on the quality of school supervision and support
Produce 1,700 copies of reporting template and record for Quality Assurance officials annually	2024-2026	No. of reporting template produced	Availability of the templates	To track the use of standardized reporting templates in monitoring educational quality and ensuring consistent evaluation
Disseminate Quality Assurance reports to stakeholders at the local and state levels (14 Dirs, 2 vehicles and fueling)	2024-2026	Quality Assurance reports disseminated	The signing of the visitors' book and group photograph	To inform key stakeholders about the state of educational quality and guide policy-making and resource allocation
Improve 24 EMIS centres at the state's and LGA's levels	2024-2026	No. EMIS centres improved	Functional EMIS centres	To assess how the improved EMIS centres contribute to better data collection and management for informed decision-making in education
Procure power generating sets and solar systems for the 24 EMIS centres	2024-2026	No. of solar generating set and solar system procured	Availability of generating and standby solar system	To ensure uninterrupted data processing in EMIS centres and evaluate the impact on operational efficiency
Provide e-data collection computers and accessories in all	2024-2026	No. of e-data collection computers provided	Availability of e-data collection gadget	To evaluate how the use of e-data systems improves record-keeping, monitoring,

1800 public schools in the state				and reporting processes in schools.
Recruit 9 EMIS staff for education MDAs, area education offices and LGEAs	2024-2026	No. of No. of EMIS staff recruited	Presence of the staff	To assess the adequacy of staffing in improving data management and supporting education planning functions
Build capacity of 24 EMIS staff	2024-2026	No. of EMIS officers trained	Attendance list and Photographs	To evaluate the role of capacity-building in enhancing the operational efficiency of EMIS staff and improving data accuracy.
Conduct Annual School Census (planning meeting, training of teachers on records keeping) dissemination and retrieval of forms	2024-2026	No. of events conducted with respect to ASC	Attendance register, record of Census results	To assess the effectiveness of census planning and record-keeping processes in providing accurate data for policy and planning
Hold an annual meeting with 50 members (30 males and 20 females) to acknowledge contributions of private partners and other donors in the education projects	2024-2026	The annual meeting conducted	Attendance lists, photograph and video clips	To evaluate the success of stakeholder engagement in supporting education projects and fostering collaboration for continued investment

Table 4.5: Education Finance and Resourcing

Activities	Timelines	Performance Indicators	Means of Verification	Intended Use of Evaluation Results
Advocacy visits to the House Committee on Education on the need to ensure compliance with a minimum of 26% of the total budget for education	2024-2026	No. of advocacy Visits done	Implementation of the required percentage	To evaluate the success of advocacy efforts in increasing education funding and inform future advocacy strategies
Develop the capacity of 45 planning and budgeting staff annually (25 males, 20 females)	2024-2026	No. of Planning and a budget officer trained	Attendance Register & Pictures	To improve financial planning and management in the education sector and guide future training programs
Produce 9 copies of work and disbursement plan on budgetary activities annually	2024-2026	No. of copies Produced	Copies available	To ascertain the effective use of the budgetary allocations
Organize education summit to sensitize private organizations to support funding of education in the state	2024-2026	No. of education summit conducted	Banners and Pictures, Reports on the conduct of the summit	To assess the success of summits in mobilizing private sector funding and refine partnership strategies
Organize bi-annual meetings with 40 non-government contributors to sustain the partnership	2024-2026	No. of the meetings conducted	Attendance list and photographs	To promote collaboration among the critical stakeholders, inform of partnership in education
Recruit 37 additional competent budget officers (22 males and 15 females)	2024-2026	No. of competent budget officers recruited	Presence of staff & their Payment ID number	To evaluate the significance of the recruitment of budget officers' competencies

Table 4.6: Crises and Emergency Response Plan/Climate Change

Activities	Timelines	Performance Indicators	Means of Verification	Intended Use of Evaluation Results
Recruit security guards for schools	2024-2026	No. of security guards to be recruited	Appoint letters and Payment voucher	To evaluate the effectiveness of security measures in schools and adjust recruitment as necessary
Recruit 30 teachers in nomadic schools	2024-2026	No. of nomadic teachers to be recruited	Appoint letters and Payment voucher	To ascertain the need for the employment of nomadic teachers
Enlighten and sensitize communities on open defecation and hygiene-related issues annually	2024-2026	No. of communities to be enlightened and sensitized	Pictures, Video clips, Community members	To measure the impact of community sensitization on hygiene practices and inform future campaigns
Strengthen Conflict resolution strategies in schools I,e football, clubs and associations	2024-2026	No. of conflict resolution strategies to be strengthened	Peace and unity, Banners, Signboard	To assess the effectiveness of conflict resolution strategies in reducing school violence and promoting peace
Building drainages in flood prone rural areas	2024-2026	No. of drainages to be built	Pictures, certificate of completion of projects	To assess the functionality of the drainages constructed in the flood-prone rural areas
Building drainages in flood prone urban areas	2024-2026	No. of drainages built	Pictures, certificate of completion of projects	To assess the effectiveness of infrastructure projects in reducing flooding and improving school access during emergencies
Advocacy and sensitization on tree planting campaigns to communities and schools	2024-2026	No. of advocacy visits conducted	Pictures, Report written	To track the impact of environmental education and inform future climate change adaptation strategies
Planting of trees at school levels	2024-2026	No. of trees planted	The planted trees in the school premises	To ensure schools align with the policy of tree planting