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INTRODUCTION

1.1. THE BASIC EDUCATION SECTOR STRATEGIC PLAN

The Yobe State Government ushered in a new era by coming into force the Universal Basic Education Act 2005. Thus, the new vista of Basic Education comprising 6 years of Primary School and three years of Junior Secondary School was introduced in the State. However, since its inception in 2005, the Yobe State Universal Basic Education Board (YB-SUBEB) did not have any Strategic Plan to drive its activities. This Basic Education Sector Strategic Plan (BESSP) is the first of its kind. It will strengthen the capacity of YB-SUBEB to support continued progress to achieving Basic Education targets, particularly those related to improving access to education and improving children’s learning outcomes.

For the BESSP to succeed, it must overcome drivers of fragility such as violence, inequity and limited access to quality social services, weak governance and service delivery capacities, and limited educational capacities to mitigate or respond to environmental and man-made shocks. Global evidence demonstrates that the type and quality of Basic Education can either fuel marginalization, alienation, poverty, and vulnerabilities of children and young people or strengthen societal resilience. Quality Basic Education services that utilize multiple pathways to increase access to education equip future generations with the skills and knowledge to positively contribute to the social, political and economic development of their communities and support the realization of multiple Sustainable Development Goals (SDGs).

1.1.1. The Purpose of the Basic Education Sector Strategic Plan, BESSP

Yobe State had been bedeviled by insurgency and insecurity for the past 10 years. There had been considerable progress in building peace in the State. However, there remain significant political and social risks with many Local Government Areas affected by conflict, displacement, trauma, and high levels of poverty. The BESSP will serve as an important tool to support these broader state building goals and will help to capitalize upon the potential of education as a peace dividend for communities and increase the legitimacy of nascent state institutions through improved social service delivery.

The BESSP identified the status of key educational indicators across several subsectors and, where possible, identified key trends in the sector over the past years. Findings of the full sector analysis are the basis for the priorities, strategies and activities outlined in the current Education Sector Strategic Plan (ESSP) covering the period of 2021-2025 with a 5-year timeframe aligned to the National Development Plan.

Education policy directions in Yobe State over the years have been guided by documents such as Education for All (EFA); YOSERA IV, National Policy on Education 2013; Universal Basic Education Commission (UBEC) Policy; Global Partnership for Education (GPE)/ Nigerian Partnership for Education Project (NIPEP) Project Implementation Manual; United Nations Sustainable Development Goals (Agenda 2030); and Ministerial Strategic Plan 2016 – 2019.

1.1.2. Methodology Basic Education Sector Strategic Plan, BESSP

This BESSP draws upon findings validated through consultative processes with education stakeholders at state and federal levels and with a broad cross-section of education partners. Key areas considered in the BESSP include:

1. Enrolment and access (for both formal and non-formal education);
2. Internal efficiencies of the education system;
3. Capacity building and training;
4. Education cost and financing;
5. Teacher qualifications, training and distribution;
6. Learning outcomes and quality of education;
7. Governance and management of the education sector, and
8. Equity in education.

The primary methods of analysis in the Education Sector Analysis included:

1. Assessing accomplishments and challenges of Basic Education based on available data;
2. Review of secondary data to better understand the context of the Education Sector (demographic, social, humanitarian context, and financing);
3. Statistical analysis of school census data gathered by the Ministry of Education other datasets;
4. Capacity development needs assessment of the Yobe State Ministry of Basic & Secondary Education to identify capacity gaps with education service delivery;
5. Chapter-specific methodologies, such as the African Development Bank (AfDB) methods for identifying sector management risks;
6. Technical working group meetings with stakeholders to identify investment areas for the BESSP over the next five years aligned with the existing National Development Plan.

Consultations were done between YB-SUBEB, Ministry of Basic & Secondary Education and other critical stakeholders to review ESA findings, validate preliminary analysis and to identify key priorities for the BESSP. Initial working groups and the Management Retreat were sponsored by YB-SUBEB facilitated by the Lead Consultants. UNICEF and other Donor Agency personnel who provided more direct support over the process.

2. YOBE STATE – BACKGROUND INFORMATION

1.2.1. History and Geography

Yobe is a state located in northeastern Nigeria. A mainly agricultural state, it was created on August 27, 1991. Yobe State was created out of the old Borno State by the military regime of General Ibrahim Badamasi Babangida on August 27, 1991. It has its capital at Damaturu and the largest city is Potiskum. It is located between latitudes 10deg.32'00"N and 13deg 25'00" N; and longitudes 09 deg 35'00"E and 12 deg 30'45"E, covering a total landmass of about 45,697.66 Sq. Km. It shares boundaries with Borno State to the East, Gombe State to the South, Bauchi and Jigawa States to the West. It also shares an international border with the Republic of Niger to the North that stretches over 323 km.

Yobe State consists of 17 local government areas (or LGAs). They are Bade, Bursari, Damaturu, Geidam, Gujba, Gulani, Fika, Fune, Jakusko, Karasuwa, Machina, Nangere, Nguru, Potiskum, Tarmuwa, Yunusari and Yusufari.

The climate of Yobe State is basically tropical with marked dry and rainy seasons heavily influenced by the tropical continental and maritime air masses that originate from the Sahara Desert and the Atlantic Ocean. Hot weather condition sets in around March and lasts till May/June when the South Westerly maritime air mass brings rain to the region. Mean annual rainfalls in this region ranges between 300 mm in the North to about 700 mm in the South. The rains last from May/June to September/October. The rainy season has both warm and cool days.

1.2.2. Demography of the North East and Yobe State.

Nigeria has an estimated population of 191 million (51 percent male, 49 percent female) with an estimated growth rate of 2.43 percent per annum and a high dependency ratio of 88 percent (NBS, 2016). The most populous states are Kano (13 million) and Lagos (12.5 million) while the least populous state is Bayelsa with just over 2 million people (NBS, 2016). The population is generally young with an estimated 42 percent of the population being within the 0 -14 years age cohort.

According to the Human Development Report 2018, Nigeria’s North-East region is one of the six geo-political zones in Nigeria. It comprises the six states of Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe with a total estimated population of just over 26 million people (NBS 2016). It is a territory that extends from Lake Chad in the North to the Mambilla Plateau in the South and is bordered by the Nigeria-Cameroon boundary to the East. It shares state boundary with the other Nigerian states of Jigawa, Kano, Kaduna, Plateau and Benue. The total area covered by the six states in the North-East zone is about 284,646 square kilometres which constitutes about 30.8 per cent of the total land mass in Nigeria. The region has a total of 112 statutorily recognized Local Government Areas (LGAs) which is about 14.47 per cent of the 774 LGAs in Nigeria.

The Table 1.1 below summarizes the population breakdown as well as the ethnic diversity of the North-Eastern region. As is readily evident, Bauchi is the most populous state in the region, closely followed by Borno State while Taraba has the least population of just over 3 million people. In general, the North-East states cover the six states which hitherto, were within what was previously called the North-East State between 1967 and 1976. Adamawa and Taraba states which hitherto formed Gongola State until 1991, have within themselves several ethnic groups that are estimated to be more than 100. The region is inhabited by diverse ethnic groups each with its own distinct language, but Hausa is a common language in all the six states.

State	Population		Total	Major Ethnic Groups
	Male	Female		
Adamawa	2,166,702	2,081,733	4,248,435	Bachama, Chamba, Lunguda, Bulachi, Bare Kono, Kanakuru, Hunawa, Kilba, Hausa, Fulani, Ganda, Marghi, Higghi, etc
Bauchi	3,334,030	3,203,283	6,537,313	Hausa, Fulani, Karai-Karai, Sayawa, Jarawa, Warji, etc
Borno	2,988,693	2,871,489	5,860,182	Kanuri, Shuwa, Babur-Bura, Marghi, Gwoza, Higghi, Kanakuru, Kibabku, Hausa, Fulani
Gombe	1,661,050	1,595,911	3,256,961	Tangale, Terawa, Hausa, Fulani, Bolewa, etc
Taraba	1,564,085	1,502,748	3,066,833	Jukun, Tiv, Mumuye, Kuteb, Hausa, Fulani, etc
Yobe	1,680,009	1,614,127	3,294,136	karai-Karai, Ngamo, Mangawa, Ngizim, Badawa, Bolewa, Kanuri, Hausa, Fulani, Bura, etc
TOTAL	13,394,569	12,869,291	26,263,860	

The 2016 National Population Census (NPC) and the National Bureau of Statistics (NBS) gave the population of Yobe State as 3,294,961. This is made up of 1,680,009 Males and 1,614,127 Females. However, given its high population growth rate estimated at about 3.2% per annum, the population of the state is expected to be significantly higher. Children within the Basic Education range constitute about 40% of the State population (about 1,317,985). The State is of multi-ethnic composition with Babur, Bade, Bolewa, Fulani, Hausa, Kanuri, Karai-Karai, Maga, Ngamo, and Ngizim constituting the main ethnic groups.. English is the official language of communication in schools and official functions. The combination of all these features creates a state that is diverse.

1.2.3. Economy

Yobe State is characteristically rural in nature with only five medium-sized towns with moderate commercial activities. Yobe State is endowed with agricultural and mineral resources that are yet to be effectively exploited. The state's economy is relatively small. The economy of the State is largely driven by agriculture with more than 80% of the citizens engaged in small-scale subsistence farming. In 2004, the poverty incidence for Yobe State was 90% as estimated from the Nigerian Living Standard Survey (2004).

1.2.4. Agriculture

Food crops such as millet, sorghum, beans, and maize are grown by small-scale farmers to generate income. Cash crops that are commonly grown by farmers in the State include groundnut, sesame seed, cotton, and benny seed. In the past, these crops were exported to earn foreign exchange. Local industrialists also used them as raw materials. Tree crops such as Shear and Gum Arabic that have potentials for export are also being found in the state. The state is also noted to be among the largest producer of Gum Arabic in Nigeria. A significant proportion of the population is pastoralist, rearing livestock at commercial level. The State has some of the largest livestock markets in West Africa. Thus, the state has the potentials to be not only an agricultural base of the country but also a net foreign exchange earner. Yet, a lot needs to be done in terms of agricultural investments to realize these potentials. The state's agricultural produce include gum Arabic, groundnuts, beans, and cotton. The state also has one of the largest cattle markets in West Africa, located in Potiskum.

1.2.5. Solid Minerals.

Yobe State it is also blessed with many solid minerals. The solid minerals that have been proven to exist in commercial quantities in the State include limestone, kaolin, diatomite, gypsum, clay shale, trona, sandstone, silica and granite. These minerals have remained largely unexplored and unexploited, although there is a preponderance of the activities of illegal miners. Therefore, investment in solid mineral exploration would enhance the economic fortunes of the State by attracting investors and creating job opportunities for the population.

1.2.6. Industries.

Ordinarily, the competence of a State should be defined in terms of its ability to effectively deliver social services and provide public infrastructure to motivate private enterprise. However, Yobe State Government (YBSG) is involved in enterprises to motivate the private sector and provide jobs for the

growing population. It is for this reason that the state has set up several production firms in the state. These include Yobe Flour and Feed Mills, Potiskum; Nguru Oil Mills and Food Processing Plants, Nguru; Polythene and Woven Sacks company, Block Making Firm, and a modern Abattoir all in Damaturu; the state capital, Fertilizer Blending Plant, Gujba; Dofarga Spring Water Plant, Dokshi; Soda Ash Processing Plant, Yusufari; and Aluminium Roofing Sheets Factory located in Potiskum. The companies are presently facing various degrees of operational problems.

1.2.7. Basic Infrastructure

The provision of basic infrastructure is one of the cardinal policies of the Yobe State Government. Although progress in this sector has been constrained due to shortage of funds, significant progress has been made since 1999. The State has witnessed significant improvements in road networks, electrification, water supply and the establishment of schools and hospitals among others. Private sector operated telephone companies including MTN, Glo, Airtel, among others, provide GSM network's coverage.

1.2.8. Governance.

Good governance is fundamental to peace and orderly development of any society. The Constitution of the Federal Republic of Nigeria provides for three tiers of government - Federal, State and Local Governments. The Ministries, Departments and Agencies (MDAs) are the major organs of the Executive arm, through which policies and programme of the government are implemented. Their levels of efficiency and capacity to translate policies into action is therefore critical for achieving the goals and objectives of government. Traditional institutions play a vital role in ensuring peace and harmony.

The YBSG accords traditional institutions respect and consideration. There is the Council of Chiefs, led by its Chairman HRH Muhammadu Abali Ibn Muhammadu Idrissa, CON, the Emir of Fika. The Council comprises of traditional rulers that represent the diverse traditional groups in the state. The Council of Chiefs is vested with the responsibilities of ensuring peace, preservation, protection and promotion of culture and traditions of the people of the state. The council also plays advisory role to the YBSG as well as Local Government Councils.

1.2.9. Security and Safety.

The Boko Haram insurgency had contributed immensely to the problems bedeviling the Basic Education Sector in Yobe State. This and many more necessitated the declaration of the State of Emergency on the education sector by His Excellency, Hon. Mai Mala Buni, the Executive Governor of Yobe State. Consequently, an Education Summit was convened by the Executive Governor that saw broad participation of stakeholders and resource persons who proffered recommendations to move the sector forward. The high point of the summit was the constitution and inauguration of a Technical Committee on the Revitalization of Basic and Secondary Education in Yobe State. The committee was charged with the responsibility to proffer solutions to the challenges bedeviling the sector.

Yobe State has in the recent past suffered extreme security challenges mainly caused by the insurgency in the North-East Nigeria, which has brought the operation of many schools to a standstill. This contributed to the decline in the quality of education and the integrity of school infrastructure across the State. The security of the school premises is of grave concern. Many classrooms are unsecured without doors and windows. Offices were broken into and items stolen. Unauthorized persons use the spaces in

the schools for antisocial activities. As a result, parents are discouraged, which contributes to low enrolment, retention and the displacement of teachers.

Earlier, on 14 May 2013, President Goodluck Jonathan declared a state of emergency in Yobe State along with nearby Borno and Adamawa States, due to the terrorist network Boko Haram's insurgency. Boko Haram's attacks in Yobe include those in Damaturu in November 2011, December 2011 and June 2012, Gadaka in December 2011, Potiskum in December 2012, November 2014 and July 2015, Mamudo in July 2013, Gujba in September 2013, Buni Yadi in February and May 2014 and Dapchi in 2018. They continued their attacks to this day.

1.2.10. Education.

Acquiring quality and functional education is the concern of every society. It is essential to socio-economic development and is one of the vital indices used to measure growth. The provision of Basic Education is free and compulsory under the Universal Basic Education Act. Yobe State is under an obligation to provide free Basic Education to its citizens. The current population of Yobe State is about 3.4 million as estimated by the National Population Commission from the 2006 Census. The State has, approximately, 1,500 Primary and Secondary schools, with pupils and student population of 673,145. The condition of all primary, secondary and private/special schools in Yobe State is deplorable. The Education sector in Yobe State is in a state of crisis, bedeviled by lack of quality teaching, poor infrastructure, massive number of out of school children, and decimal performance of students in national examinations.

1.3 KEY FEATURES OF THE BASIC EDUCATION SECTOR STRATEGIC PLAN

The Government of Yobe State is committed to ensuring that no child is left behind in terms of access to education. Articles 18 of the Nigeria Constitution (an amended) provide for the right to education and the right to free and compulsory basic education. The Yobe State Universal Basic Education Act (2005) guarantees the right of every child to free and compulsory basic education. The Yobe State Government is also committed to implementing international and regional commitments related to education, such as the Education for All (EFA) goals and Sustainable Development Goals (SDGs), among others. To honor the above commitments, the Ministry of Basic Education and the Yobe State Universal Basic Education Board are committed to providing and promoting competence based and equitable education, training and research for sustainable development. It is important to note that the Yobe State Government continues to invest heavily in the education sector, committing about 5.4% of GDP to the sector.

This Basic Education Sector Strategic Plan (BESSP) 2021-2026 is an all-inclusive, sector-wide plan that spells out policy priorities, programmes and strategies for the Basic Education sector over the next five years. BESSP (2021-2026) builds on the successes and challenges of the Education Sector Plan (NESP) 2015-2020. The Plan aims at achieving four important strategic objectives for education, training and research, which are:

2. YOBE STATE BASIC EDUCATION SECTOR ANALYSIS

2.1 INTRODUCTION

The Yobe State Education Sector Analysis (ESA) and the report of the Yobe State Committee on the Revitalization of the Basic and Secondary Education reviewed the internal dynamics as well as the macro-economic and socio-demographic environment within which the Yobe State Basic Education system operates. It identifies and documents the achievements and challenges of the education system.

The paragraphs below present the main findings of the ESA diagnostic work. The analytical aspects identified in other similar exercises, which covered either the whole or part of the educational system, have also been appropriately referenced. A detailed ESA report has been prepared as a separate document for interested persons, which highlights the current situations of specific areas not reported in the BESSP.

2.2. THE YOBE STATE EDUCATION SUMMIT, 1 – 2 JULY 2019.

The Yobe State Education Summit was convened by the Executive Governor of Yobe State, His Excellency Hon. Mai Mala Buni, to work out strategies to revitalize Basic and Secondary Education in the State. The Education summit had the theme “*Expanding the Enrolment, Enhancing Retention, Quality and Performance at the Basic and Secondary Education Levels*”.

To further demonstrate this commitment, the Executive Governor, constituted a Technical Committee to fashion out strategies to revive the sector. The Technical Committee, under the chairmanship of Professor Mala M. Daura, consisted of 28 members, with vast knowledge and experience in education, administration, policy reforms and advocacy. The Committee was empowered to co-opt, any member it considers appropriate for the assignment. Accordingly, 13 other resource persons were co-opted into the main committee. The committee was divided into 7 sub-committees for detailed investigations and studies. Furthermore 17 teams were constituted, to cover the 17 Local Governments of the State, to undertake field assessments of all schools in the State.

Objectives of the Summit: The objectives of the summit were to get inputs from resource persons/ participants on challenges of Primary and Secondary Education, and to make appropriate recommendations for its revitalization.

Communique from the Summit: Based on the contributions of stakeholders at the 2-day summit, the following communique was issued:

His Excellency, Hon. Mai Mala Buni, the Executive Governor of Yobe State:

- *concerned by the rapid deterioration of education in Yobe State;*
- *noting the massive increase of out of school children;*
- *considering the poor performance of Yobe State students in national examinations;*
- *fearful that if left unchecked, the future of the State will be jeopardized;*
- *alarmed at the social and security implications;*
- *convinced that decisive action must be taken;*

- *determined to build upon foundation already laid, on the day of his inauguration, on 29th May, 2019,*
- *declared a state of emergency on Primary and Secondary Education in Yobe State, in order to build a solid, vibrant and robust foundation for the development of education.*

Consequently, on 1st and 2nd July 2019, an Education Summit was convened by the Yobe State Government to work out strategies to revitalize Basic and Secondary Education in the State. To further demonstrate this commitment, the Executive Governor constituted a Technical Committee to fashion out strategy to revive the sector. The technical committee under the chairman of Professor Mala M. Daura, consisted of 28 members, with vast knowledge and experience in education, administration and policy reform.

The Summit saw broad participation of stakeholders from international and national agencies, officials of various ministries and departments, local government administrators, traditional rulers, education secretaries, school administrators, teachers and civil societies/groups. During the two days, presentations were made on challenges and solutions to the crisis facing education in Yobe State. Syndicate groups were formed based on the major themes that emerged during the presentations and discussions. The extensive discussions and deliberations resulted to the following outcomes.

State of Emergency: *The Summit commended the Executive Governor of Yobe State, Hon. Mai Mala Buni, for the courage to declare a state of emergency on the crisis of education in the State. The summit also enjoined all and sundry to support the Governor and the State.*

Teachers: *The Summit recognized that teachers in the State lack adequate capacity for imparting knowledge. The issues of unqualified teachers, insufficient in number, poor remuneration, lack of aids and incentives, political interference in appointments and transfers, were identified as bedeviling the sector. The summit recommended elaborate programs for capacity building to enhance the quality of teaching and learning. It was also recommended that future employment of teachers must be thoroughly scrutinized while the leadership of schools must be based on competence and discipline. In addition, the summit emphasized on the need for robust mechanism to ensure adequate and effective supervision and evaluation of schools, teachers and facilities.*

Teaching Facilities: *The summit noted the acute shortage of teaching facilities in the State. The summit recommended massive investment in teaching facilities, improved service delivery and blocking leakages in procurement. The establishment of infrastructure supervisory committee was also proposed.*

Funding: *The Summit agreed that the quality of education is directly proportionate to the availability of resources. Hence, it was emphasized that all avenues and channels of funding be identified and explored. Numerous funding opportunities were identified that Yobe State can access to finance the investment in education.*

Role of Traditional Institutions: *The summit noted the role of traditional institution in mobilizing citizens to ensure adequate enrolment of all school aged children in the State. The summit recommended specific role for the traditional institution.*

Students Enrolment: *The Summit recognizes that the number of out-of-school children in Yobe State is alarming. Hence, the need to improve enrolment and ensure that all school age children have the opportunity for education. In this respect, suggestions proffered includes the establishment of a system of enforcement, sensitization, creating incentives that will motivate parents and pupils such as school feeding, proximity as well as a conducive school atmosphere.*

Students Retention: *The summit recognized that retention is a major challenge as it gives rise to many out-of-school children. The case of retaining pupils until they finish school is even more alarming for the girl child. Hence, a unified approach by stakeholders at all levels, including the family structure to ensure stability in children’s punctuality in school was proposed. The summit noted incentives like, school feeding, clean environment, extra-curricular activities, active school sergeants and supervisors etc.*

Qur’anic Education: *The summit noted the relevance of Qur’anic education in Yobe State. Recollections were made of great personalities and scholars that were product of this aged legacy. The summit recommended the integration of Qur’anic education into the mainstream education system of the state.*

Girl Child Education: *The Summit raised concerns about the plight of the girl child who is often disadvantaged. Available data also suggests how the girl child is often out of school after primary education. Hence, the need for sensitization and workable framework to support the education and the retention of the girl child.*

Special Schools: *The Submit acknowledged the need for establishing special schools for people with disability and special needs.*

Private Schools Development: *The Summit noted that private schools are part and parcel of the education system and must therefore be regulated to ensure standard and transparency in their operations.*

Development Partners: *The Summit acknowledged the key role that development partners play in supporting education in Yobe State.*

2.3. THE BASIC EDUCATION POLICY ENVIRONMENT.

Yobe State has its peculiar requirements and challenges, and it is highly imperative that Yobe State develops and document fit-to-purpose policy narratives as a foundation upon which to situate the current reform to align with the declaration of the state of emergency on Basic & Secondary Education in the state. Policy development and advocacy drive need to be put in place and sustained to give effect to this recommendation.

National and international agreements, policies and targets inform the Basic Education policy in Yobe State. These include the National Policy on Education (FRN 2013), the United Nations’ Sustainable Development Goals (SDGs) and Education for All (EFA), YOSERA IV, etc.

To improve education access and equity, Yobe State has adopted all the existing policies in the Education Sector and, is steadily implementing them. These include the UBE Act, the Inclusive Education Policy and the National Policy on Education, etc. The most recently documented narrative on the Yobe State Education policy environment is contained in the draft Medium-Term Sector Strategy (MTSS) on Education 2020-2022. The key policy thrust and strategies mapped-out for the Basic Education sector are to:

1. Improve and ensure adequate coverage and equitable access in the Basic Education Sector – various strategies highlighted for achieving this policy include advocacy and sensitization, use of incentives, promotion of community participation, the establishment of more non-formal education centres and improved facilities;
2. Improve teacher availability and quality at all levels – strategies highlighted include sustenance of school expansion policy, teacher capacity building and strengthening of the monitoring and evaluation system;

3. Ensure continued maintenance of schools and facilities – strategies highlighted include periodic rehabilitation of schools’ structures, provision of school furniture and expansion of existing facilities; and
4. Considering that over 70% of the student population in Yobe State are enrolled in public schools, and that this situation is expected to remain the same due to the state government’s dedication to providing free and affordable quality education for all, priority has been given to public education in this sector strategic plan and little (beyond quality assurance and regulation) for private schools is planned for.

There are multiple laws relating to the numerous institutions associated or impacting on Basic Education delivery in the State. These laws appear outdated and dormant. In addition, the current regulations are not effective to ensure orderly processes and procedures for effective delivery of Basic Education. It goes without saying that properly articulated laws and associated regulation that have strong synergy with the policy direction on Basic Education is essential to the success and sustainability of the gains that will result therefrom. Consequently, there is the need to conduct a detailed legal and regulatory review of the sector with a view to crafting a new law and set of regulations that will address all thematic issues and provide proper basis for the effective governance of the sector.

An examination of the institutional arrangement governing the Basic Education revealed multiplicity of institutions that are either dormant, ineffective or working at cross purposes. Institutional hierarchy is blurry or appears not to exist at all. This sorry state makes it imperative that the institutional arrangement need to be subjected to a through professional review to synergize them with the renewed policy objectives.

2.4. ENROLMENT, MOTIVATION, MOBILIZATION AND RETENTION.

The Government of Yobe State aspires to fulfil its commitment to the provision of universal access to basic and secondary education for all as enunciated in the Universal Primary Education declaration of 1976, the Universal Basic Education Act of 2004, the United Nations Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs). In particular, the Government intends to vigorously pursue universal access and quality education for girls in the spirit of the United Nations Girls Education Initiative both as an end, and to improving the quality of lives of all its citizens. Identified deficiencies in enrolment, attendance and retention would need to be addressed by adopting strategies for effective motivation and mass mobilization, with a view to closing the gap.

According to the National Population Commission (NPopC), the population of those eligible for enrolment into Basic and Secondary Education in Yobe State is 1,100,136 in 2019, as per Table 2.1 below. Similarly, Table 2.1 further indicates the projected populations eligible for enrolment for the years 2020 up to 2029.

The ESA found that 673,145 children are currently enrolled, compared to the 1,100,136 number of eligible students. This gives a difference of 426,991 (38.8%) to be the total of out-of-school children. In addition to the enrolment deficit is the vexed issue of attendance, which trails behind enrolment by close to 37% as established by a head count of 424,053. This situation stresses the need for a multi-pronged strategy to address enrolment, attendance and retention issues simultaneously. To measure up to expectation, it becomes necessary to adopt the goal of attaining 0% out of school record by the year 2023. This is to be achieved through the instruments of mobilization, enlightenment and motivation, involving all stakeholders such as Local Government Authorities, Traditional Institutions, Political Organizations, Community Based Organizations and Parents.

YEAR	TOTAL	MALE	FEMALE
2018	1,099,365	569,304	530,062
2019	1,100,136	568,666	531,472
2020	1,100,229	567,699	532,530
2021	1,114,616	558,377	526,238
2022	1,056,769	546,784	515,985
2023	1,048,521	539,587	508,935
2024	1,028,801	528,961	499,841
2025	1,020,159	524,047	496,111
2026	1,060,021	543,090	516,931
2027	1,053,789	540,456	513,333
2028	1,050,013	538,970	511,043
2029	1,047,662	538,044	509,618

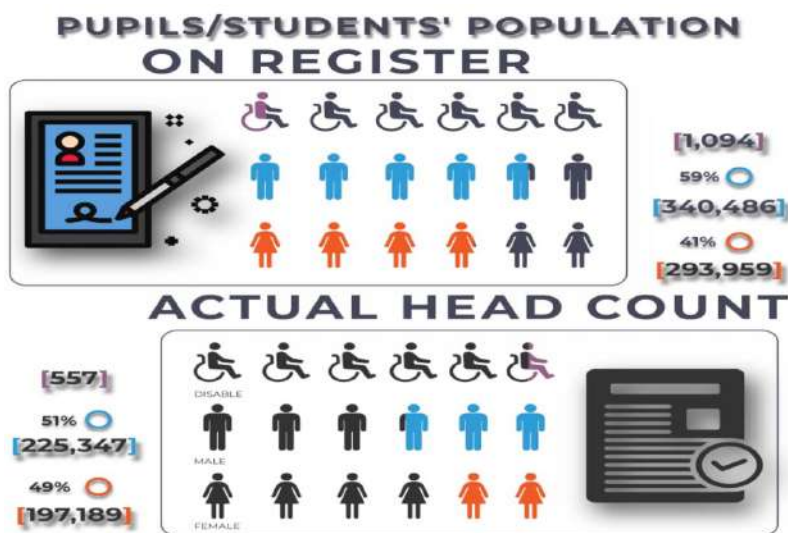


Fig. 2.1:

Statistics of Pupils and Students on Register.

The task of tackling the problem of enrolment, motivation, mobilization, and retention of students in public schools will require a significant transformation of the underlying organizational culture. Therefore, it is imperative that the Government, in collaboration with Stakeholders and Expert Consultants begin systematic transformation process to:

1. Improve access and quality of education to all children by providing the education stakeholders with institutionalized professional development (capacity building) in the areas of research-based instructional strategies, effective school management systems, school reform, accountability, monitoring, technology, and parent/community involvement;
2. Government should establish an effective and consistent system that involves all stakeholders in monitoring student’s progress. Also monitoring the effective implementation of the instructional programmes, strategies and initiatives on a regular basis to ensure the most successful outcomes;
3. Government should establish a strict education accountability system to ensure effective, systematic and consistent implementation of core instructional programmes and initiatives;
4. Government should increase the quantity and quality of teachers by providing effective recruitment, training and retraining programmes;
5. Government should develop and implement clear strategies that will foster trust and strong relationships between all stakeholders, especially parents, students, staff, and the community;
6. Government should establish Education Committees at State, Emirates, Districts, Wards and Village Levels.

Table 2.2: Number of Pupils Registered vs Actual Head Count 2019.

LGA	Male	Female	Disabled	Total	Male	Female	Disabled	Total
BADE	84,401	58,037	60	84,401	20,120	17,864	48	38,032
BURSARI	7,813	7,009	13	14,835	5,472	4,755	20	10,247
DAMATURU	42,198	38,667	53	80,918	27,650	26,365	79	54,094
FIKA	27,994	26,390	71	54,455	23,243	15,845	44	39,132
FUNE	21,373	16,216	102	37,691	12,313	10,332	28	22,491
GEIDAM	11,128	9,795	14	20,937	7,397	6,978	11	14,386
GUJBA	9,794	9,247	26	19,067	5,550	6,420	10	11,980
GULANI	10,706	8,681	51	19,438	5,938	5,339	26	11,303
JAKUSKO	15,091	11,208	0	26,299	10,964	8,206	5	19,175
KARASUWA	4,863	4,193	36	9,092	2,964	2,894	28	5,883
MACHINA	5,258	4,698	34	9,990	1,896	1,953	2	3,851
NNGERE	18,101	11,720	26	29,847	11,765	14,581	12	26,358
NGURU	22,542	21,729	95	44,366	13,469	14,454	55	27,978
POTISKUM	94,034	81,779	471	179,284	66,134	51,823	167	118,124
TARMUWA	4,320	3,785	1	8,106	2,140	2,116	1	4,257
YUNUSARI	9,016	7,807	0	16,823	4,063	3,883	1	7,947
YUSUFARI	9,087	8,472	34	17,593	4,334	4,466	15	8,815
TOTAL	397,719	329,433	1,087	673,142	225,412	198,274	552	424,053

Table 2.3: Closing the Enrolment Gap.

YEAR	ELIGIBLE	ENROLMENT	OUT OF SCHOOL
2018	1,099,365	Na	Na
2019	1,100,136	673,145	426,991
2020	1,100,229	750,000	350,229
2021	1,114,616	850,000	264,616
2022	1,056,769	1,000,000	56,769
2023	1,048,521	1,048,521	0
2024	1,028,801	1,028,801	0
2025	1,020,159	1,020,159	0
2026	1,060,021	1,060,021	0
2027	1,053,789	1,053,789	0
2028	1,050,013	1,050,013	0
2029	1,047,662	1,047,662	0
	12,780,081	10,582,111	1,098,605

Source: Field Data, Yobe State ESA 2019

2.5. STAFFING, LEADERSHIP, SUPERVISION AND MONITORING

According to the ESA, the number of teachers in Basic and Secondary schools in the State is 9,316. They are taking care of 673,145 pupils/students. However, based on the UBE recommended teacher-pupil/Student ratio of 1:40, about 16,829 teachers are required indicating a shortfall of 7,513. In addition, only 6,388 or 67.5% appear to have the required qualification for teaching. It was obvious that Basic and Secondary schools in the State suffer from shortage qualified teachers.

Field assessment show that there is a structure in the state for leadership, supervision and monitoring as well as capacity building for teachers. This is intended to be carried out at School, Zonal, Boards and Ministry levels. However, there is the need to make them effective, devoid of duplication, apathy, laxity and inefficiency. From the performances of pupils and students in various schools across the State and the field reports, evidences of weak leadership, ineffective supervision, poor monitoring and capacity weaknesses. There is also the issue poor motivation teachers and staff who suffer from delays, and non-payment of allowances and other entitlements. Lack of housing for teachers, particularly in the rural areas, which makes it difficult for them to discharge their duties. The abandonment of teachers training colleges contributed to the crisis of the sector.

1. **Policy Thrust:** Government should maintain a teaching force that is sufficient and adequate in both quantity and quality that are well motivated and remunerated. They should be capable of delivering 21st century Education poised towards Science, Technology, Engineering and Mathematics (STEM);
2. **Strategy:** Government should establish an ICT based data bank for teachers;

3. **Assessment:** Government should carry out detailed personnel assessment to establishing accurate information on quantity and quality of teachers and staff;
4. **Training:** Government should put in place and sustain a comprehensive teacher training system;
5. **Training Centre:** Government should implement the retraining of existing teachers to upgrade their capacities thereby bridging the deficiency gap by establishing a Teacher Training Centre (TTC) in Damaturu, the State Capital;
6. **Staff Welfare:** Government should implement a review of salaries and wages structure for teachers that meet up the appropriate qualifications, requirements under the Basic and Secondary Education Reform Programme and further put in place a mechanism that will make career in teaching attractive, such as housing and healthcare;
7. **Teacher Recruitment:** Government should implement a gradual, periodic and progressive recruitment exercise to close the teacher shortage;
8. **Performance:** Set up effective and efficient mechanism for supervision, monitoring and evaluation of the activities and performances of all schools. Their output should be measurable and accessible always.

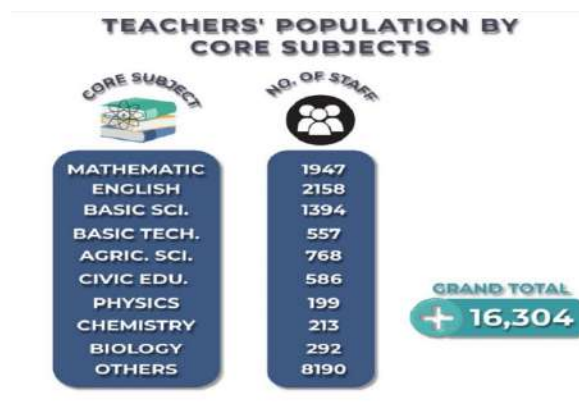


Fig. 2.2: Teachers Population by Core Subjects.

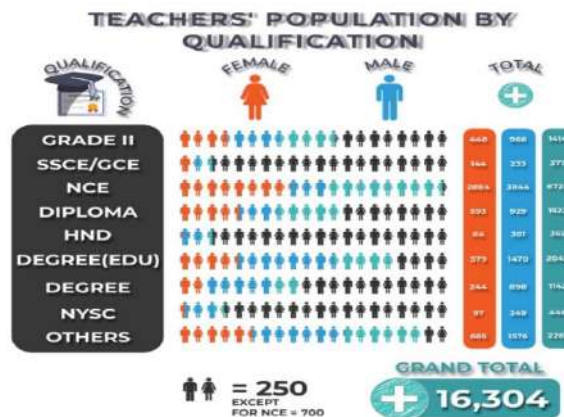


Fig. 2.3: Teachers Population by Qualification.

2.6. TEACHING AND LEARNING ENVIRONMENT (FACILITIES)

Educational infrastructure is one of the key aspects of teaching and learning without which no reasonable development can be achieved in the education sector.

2.6.1. Norms and Standards.

Minimum standards are regulations that determine the infrastructural conditions that make a Basic Education school functional. The Universal Basic Education Commission (UBEC) stipulates the basic level of infrastructure that every school must meet to function properly. A standard school must have, within a secured environment, safe and furnished classrooms with a maximum of 40 pupils/students, water, electricity, working toilets, libraries, laboratories, sports facilities, etc.

Educational infrastructure includes suitable spaces to learn. It is one of the critical elements necessary to ensure access to education. Commonly, structured learning takes place with groups of children in classrooms within the school. The level of resources available to any educational system and the way they are used will determine, to a great extent, the performance of that system. Therefore, the educational system and its productivity depend on the availability and adequacy of the educational infrastructure. The condition of infrastructure in Yobe State as at July 2019, is that of inadequacy and decay. The situation cuts across the whole infrastructure domain. In general, Yobe State presented a gloomy deficit of more than 80% as far as infrastructure adequacy is concerned. A significant level of decay at various degrees in the existing infrastructure.

2.6.2. Classrooms Ratio.

The actual classrooms requirement for Primary and Secondary education in the State was found to be 15,889. However, only 5,499 were functional, which suggests a deficit of 10,390 classrooms (about 65%) as depicted in Fig. 2 below. Hence the State with pupils/students’ population of 673,145 has a classroom to student ratio of 1:123 as against the State adopted benchmark of 1:40. Therefore there is gross shortage in the total number of classrooms for pupils and students in the State.

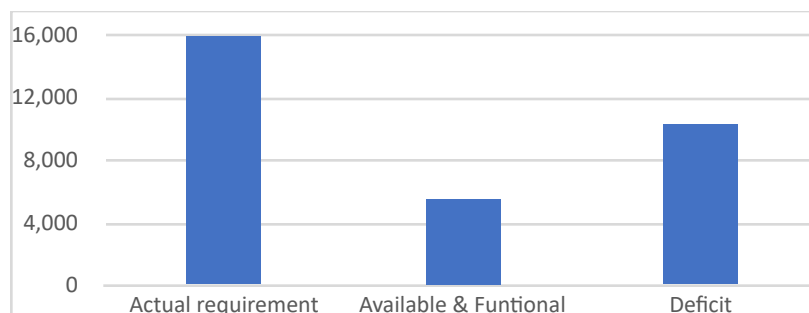


Fig. 2.4: Status of Classroom Infrastructure.

Source: ESA 2019

3. Toilet and Waste Disposal Facilities

The UBEC standard requires at least 2 (two) Ventilated Improved Pit (VIP) latrines per 40 pupil/students. However, the total number of functional toilets available for students at all levels in Yobe State stood at 1,709 as against the actual requirement of 33,367 for the enrolled population of 673,145. This suggests a deficit of 30,068, representing about 95%. However, the staff toilets are more than adequately provided for. The surplus was deduced to be as a result of the newly constructed or renovated toilets by donor agencies. There were no formal waste collection and disposal facilities in most of the schools. However, the schools adopted multiple waste collection points for open incineration.

2.6.4 Other Facilities.

Other educational facilities include the following:

1. **Administrative Buildings:** The report indicated that Administrative buildings in basic and Secondary Schools are generally inadequate standing at only about 50% availability;
2. **Library Buildings:** Libraries and Reading Rooms are grossly inadequate. There is a total absence in lower classes and about 57% at secondary stage. On the whole, only 83 libraries were identified, all of which were found among the 192 Secondary School. Consequently, 109 Secondary level libraries and 1,089 number of Reading Rooms are required at the primary level;
3. **Staff Housing:** Out of the actual requirement of 7,170 staff quarters for Basic and Secondary Schools, only 702 were available, indicating a deficit of 6,468, which represents about 90%;
4. **Dormitory Buildings:** Out, of the 1,218 required dormitories, only 128 were available, representing a deficit of 1,090, which is about 89%;
5. **Technical Workshops:** There was no evidence indicating the availability of Workshops in the schools. However, these schools require the provision of Workshops to facilitate the teaching and learning of technical subjects. In the interim a modest minimum of 192 Technical workshops are required to cover all the 192 Secondary Schools;
6. **Dining Halls:** There are no functional Dining Halls, Kitchen and Stores. It was discovered that most of the schools use unhealthy and unhygienic environments as Kitchens. In the interim a minimum of 192 dining halls of suitable sizes are required. These Dining halls can also be designed and built to double as multipurpose function halls;
7. **Utility Vehicles:** Only Few schools, have functional utility vehicle. It is estimated that each Secondary School should have a minimum of 2 utility vehicles made up of one water tanker and one 40-sitter bus, bringing the total number to 384 utility vehicles;
8. **Utility Services:** Most of the schools have little or no access to utility service facilities. It is recommended that all the 192 Secondary Schools need to have adequate and sustainable facilities for water supply, electricity, and telecommunications;
9. **Science Laboratories:** The Committee identified 72 functional but poorly stocked laboratories. The number is in conflict with requirement for the 192 Secondary Schools, based on the standard of one laboratory per subject per school at the secondary level;
10. **Furniture:** The actual requirement for classroom furniture (desks and chairs) for students of the Basic and Secondary Schools is 336,573. However, only 34,027 were found to be

functional, where each desk is occupied by 2 students as in Fig. 2.6 below. This indicates that, only 68,054 pupils/students have access to desk in their classrooms. In addition, the findings establish that 537,038 pupils/students have no access to classroom furniture (desks and chairs) and hence resort to sitting on the floor during class periods. This translates to about 90% shortage of classroom furniture (desks and chairs) in the Basic and Secondary Schools of the State. The situation is similar in the case of staff furniture, where only 1,698 teacher’s desks and chairs were available against the actual requirement of 16,829. In view of this, a deficit of 15,131, representing about 90% was found.

11. **Books and Teaching Aids:** Due to the paucity of books and teaching aids, the report considers only the Mathematics and English language textbooks and thus the analyses were limited to their availability and deficit in the schools. The total number of English and Mathematics textbooks was found to be 176,266 out of which each student is entitled to one textbook per subject, making the total number of students having access to textbook to be 88,133. This indicates that out of the total students’ population of 673,145 enrolled in Yobe State, 583,012 of them do not have access to textbooks, representing 87%;
12. **Facilities for the Persons with Special Needs:** There is no evidence anywhere in the State that suggests provision of facilities for the persons with special needs. This was evident even in the schools that are designated for them;
13. **Sports Facilities:** Most schools lack sports facilities. However, outdoor fields serve as PHE facility in most schools where space permits. Our findings is that 519 schools have functional PHE facilities, while the remaining 924 (64%) have none;
14. **Security:** Except for the human security personnel, the first and only security facility considered was the perimeter fencing. Data indicates that, out of 1,281 schools in the state, only 141 schools have functional perimeter fencing, representing less than 11%. 1,140 schools (about 90%) have no perimeter fencing or dilapidated perimeter fencing is significant.

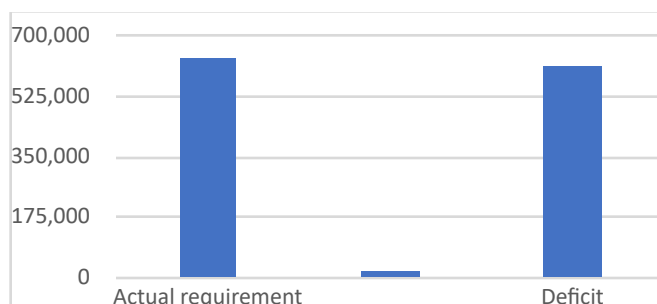


Fig. 2.5: Status of Books and Teaching Aids

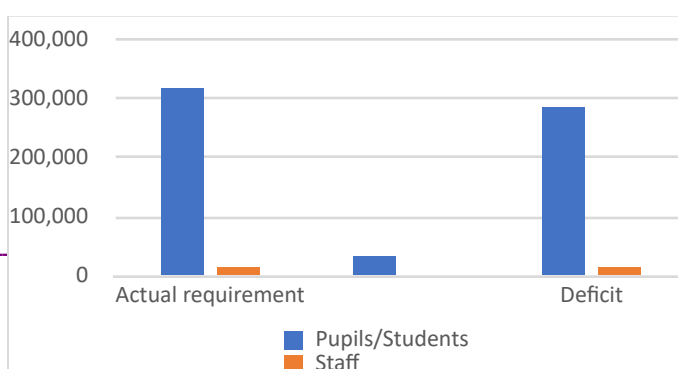


Fig. 2.6: Status of School Furnitures

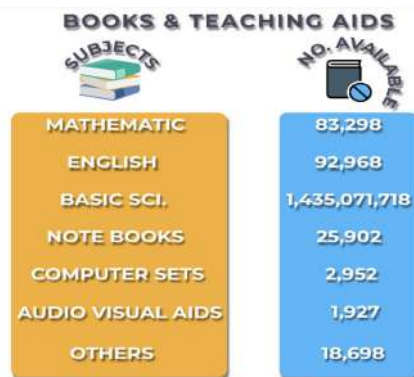


Fig. 2.7: Statistics of Books and Teaching Aids

7. ISLAMIC, QUR'ANIC AND TSANGAYA EDUCATION, IQTE.

IQTE is a system of education for Islamic principles, values, jurisprudence and theology, that is largely informal. Students go through many stages before their graduation. Tsangaya/Qur'anic schools are widely spread all over the State. It is likely that some of the out-of-school children are actually attending these schools.

2.7.1. Challenges of IQTE Schools

1. **Government Policy and Recognition:** There is no clear policy guideline by the State or Federal Government on the status of Tsangaya/Qur'anic Schools;
2. **Poor Organization and Management:** There is no established organization and management framework on these schools. The Tsangaya schools lack proper record keeping on enrolment, graduation, and instructional facilities;
3. **Curriculum:** The absence of curriculum, results in the inability to make proper assessment. Hence no fixed period of staying in school, no certificate issued to graduates. However, some aspects of Islamic education such as Arabic language and Literature, Hadith, Jurisprudence and Tafsir are taught;

4. **Funding:** With no reliable nor recognizable source of funds, both pupils/students and teachers resort to begging and seeking for charity from wealthy persons for upkeep/maintenance of their schools and families;
5. **Infrastructure & Facilities:** Almost all IQTE in the State have no adequate infrastructure and facilities. Teaching and learning take place in open spaces mostly under-shades;
6. **Stereotyping:** One of the major problems faced by IQTE pupils/students is that they are considered as Out Schools Children (OSC), a burden and source of insecurity to the society;
7. **Recommendation:** The Arabic and Islamic education Board (AIEB) should be directed by government to give effect to the relevant provisions of its enabling Law (2001) to study, control, improve, administer and manage the IQTE with a view to updating and according it due recognition.

8. PRIVATE BASIC EDUCATION SCHOOLS

Private schools are increasingly taking advantage of the inadequacy of public schools resulting in their taking up an apparent complementary status. Although they are delivering education in the State, they face a number of challenges among which relate to the following:

1. **Government Policy:** There is no stand-alone policy on private schools nor is there any separate regulatory framework and controls;
2. **Licensing & Protocols:** Despite several inspection visits, few of the Private Schools were given Provisional Approval to operate a school by the State Ministry of Education; Apparently none is fully licensed to operate;

Recommendations: In the light of the challenges, the following recommendations are given;

1. **Policy:** Government should immediately set in motion the process of promulgating a comprehensive policy on Private Schools;
2. **Compliance:** To maintain standards, private schools should be made to submit themselves to government regulations and compliance with licensing conditions;
3. **License:** Operating Licenses for Private schools should be specific and separate for Nursery and Primary Schools; Secondary School. Among the criteria for registration should be getting insurance cover for their schools;
4. **Incentives:** Government should grant appropriate start-up tax holidays to encourage Private Schools.

3. POLICY & STRATEGIC FRAMEWORK.

3.1. REVIEW OF HIGH-LEVEL POLICY DOCUMENTS

3.1.1 Introduction

The issue of Basic Education and its quality is one of the high priority strands of socio-economic development in Nigeria. To this end, Nigeria has made legal and political commitment at various levels such as explained in this section. Education is considered a constitutional issue in the concurrent list of the Nigeria’s Constitution. The 1999 Constitution of the Federal Republic of Nigeria Section 18(1) states that: Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels; Government shall promote science and technology; Government shall strive to eradicate illiteracy, and to this end government shall, as and when practicable, provide: free, compulsory and universal primary education; free secondary education; free university education; and free adult literacy programme.

Subsequent to this, in 2003, Nigeria adapted and domesticated the global Child Rights Act of the United Nations (UN) convention. A major component of this Act states that, “Every child has a right to free, quality and compulsory basic education”. Yobe State has a long history of implementing free and compulsory basic education. This policy will also help in deepening existing efforts in ensuring right to quality education. The rest of this section presents the summary of a review of the global and national

policy commitments whose contents form the basis of the expositions in this Kaduna State Education Strategic Plan. The review highlights the relevant key elements of the respective high-level policy documents.

3.1.2. Sustainable Development Goals (SDGs)

According to the 2017 publication on the review of implementation of Sustainable Development Goals in Nigeria, the Country recorded significant achievement on the implementation of the Millennium Development Goals (MDGs) and has progressed in the implementation of the Sustainable Development Goals (SDGs). The same report stated that this achievement is heavily linked to progress towards ensuring access to quality, inclusive and equitable universal education for all gender groups including those with disability. SDG number four demands that all Countries at all levels of Government, pay serious attention to the provision of quality education at all levels.

The specific requirement of SDG-4 is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The targets are as follows:

1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes;
2. By 2030, ensure that all girls and boys have access to quality early child care development, care and pre-primary education so that they are ready for primary education;
3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

Yobe State Government has made some progress in contributing to this national and global achievement towards education. Some of its contributions include, but are not limited to, prioritizing teacher training and improvement to raise the standards and quality of education. This was done through recruitment of qualified and well-trained teachers as well as training and retraining of existing teachers. Teachers with specialized skills were recruited to handle students with special needs. These however, contributed to slight improvement in the teacher to pupil ratio and some improvement in the performance of students and learning outcomes.

3.1.3. Nigeria Vision 2020 (NV20:2020)

The NV 20:2020 economic transformation blueprint is a long-term plan for stimulating Nigeria's economic growth and launching the country onto a path of sustained and rapid socio-economic development. It is a rallying call for all Nigerians, regardless of ethnicity, economic status, or religion to unite and stand behind a common cause of placing the country firmly on a path of sustainable growth, and taking it to its rightful place in the comity of nations. The blueprint has therefore been designed to reflect accurately the collective interests of the people of Nigeria, using a bottom-up approach that is anchored on deep understanding of the aspirations of all Nigerian citizens, and knowledge of the future needs of the country.

The vision is underpinned by the need to effectively and efficiently mobilize the nation's resources to serve and improve the lives of its citizens, and to respond appropriately to the growing challenges of an increasingly smaller, mutually dependent, and interconnected world. It encapsulates the key principles and thrusts of the National Economic Empowerment and Development Strategy (NEEDS).

The vision Statement is as follows:

“By 2020, Nigeria will have a large, strong, diversified, sustainable and competitive economy that effectively harnesses the talents and energies of its people and responsibly exploits its natural endowments to guarantee a high standard of living and quality of life to its citizens”.

The two broad objectives are to make efficient use of human and natural resources to achieve rapid economic growth; translate the economic growth into equitable social development for all citizens. The development aspirations cut across four dimensions: social – building a peaceful, equitable, harmonious and just society; economic – developing a globally competitive economy; institutional – having a stable and functional democracy; and environmental – achieving a sustainable management of the nation’s natural resources.

The Nigeria Vision 20:2020 document recognizes that investment in sound quality assurance in the education system is the key to national transformation and building a knowledge driven economy. A quote from the Vision documents states that, “If Nigeria must attain its Vision 20:2020 Goals, EQA function must be repositioned in the National Education System to meet our economic and social expectations.” This quote implies that all the 36 States and the FCT must embrace strong investment and commitment to EQA. Yobe State has demonstrated commitment to this national aspiration through this policy.

3.1.4. Nigeria Economic Recovery and Growth Plan (NERGP)

The Economic Recovery and Growth Plan (ERGP), a Medium Term Plan for 2017 – 2020, builds on the NSIP and has been developed for the purpose of restoring economic growth while leveraging the ingenuity and resilience of the Nigerian people – the nation’s most priceless assets. It is also articulated with the understanding that the role of government in the 21st century must evolve from that of being an omnibus provider of citizens’ needs into a force for eliminating the bottlenecks that impede innovation and market based solutions. The NERGP also recognizes the need to leverage Science, Technology and Innovation (STI) and build a knowledge-based economy. It is also consistent with the aspirations of the Sustainable Development Goals (SDGs) given that the initiatives address its three dimensions of economic, social and environmental sustainability issues.

The Nigeria Economic Recovery and Growth Plan (NERGP), which is the highest socio-economic development policy in Nigeria, also identified improving quality of education as a strategic objective. It provides a highlight of the three broad Policy Objectives for Education in Nigeria as:

1. Ensure quality universal education for Nigeria’s children and youth;
2. Increase the number of youth and adults with the skills required to secure employment and or become enterprising; and
3. Prioritize education for girls.

The NERGP strategic approach to actualize the above objectives of improving quality of education is by:

1. Partner with State governments and the private sector to establish best-in-class vocational and technical institutes;
2. Improve teacher quality by incentivizing performance and building capabilities;
3. Improve the quality of education by strengthening quality assurance;
4. Increase investment in STEM education;
5. Improve funding mechanisms to incentivize education performance and increase access;

6. Prioritize education for girls and infrastructure development.

3.1.5. National Policy on Education

The National Policy on Education (NPE) is the statement on governments regulations, anticipations, expectations, goals, requirements and standards for quality education delivery in Nigeria. The National Policy on Education is anchored on Nigeria's philosophy on education as enunciated through the nation's objectives. Nigeria has five main national objectives as provided by the Second National Development Plan and accepted as the necessary foundation for the National Policy on Education. They are the building of a free and democratic society; a just and egalitarian society; a united strong and self-reliant nation; a great and dynamic economy; and a land of bright and full opportunities for all citizens.

The NPE recommends autonomous inspectorate services supervised by the Minister of Education/ Commissioner for Education as may be appropriate. Yobe State is one of the foremost States in Nigeria that has actualized this quality assurance institutional requirement by establishing the State Quality Assurance Authority, through legislation.

The NPE gave the federal government the responsibility to prescribe the minimum standards of education at all levels. The responsibility for monitoring and maintenance of minimum standards was given to the Inspectorates at federal, states and local government authorities.

The latest reform of the NPE included changes and innovations like Open and Distance Learning, expansion and revitalization of the National Mathematical Centre, establishment of the Teachers Registration Council, introduction of the Information and Communication Technology curriculum as a second language in schools, inclusion of Basic Education in IQTE, simultaneous teaching of science, technical and vocational education in the scheme of national education and general contextual change to reflect the change in professional practice in education.

The problems of national policy on education in Nigeria can primarily be traced to corruption, mismanagement of funds, lack of political will, unreliable data, and lack of continuity of programs.

3.1.6. National Policy on Education Quality Assurance

Education Quality Assurance (EQA) is a process of monitoring, assessing, evaluating and reporting objectively based on agreed quality standards, all aspects of school life to ensure that acceptable standards are attained, maintained and improved upon continually. QA processes and practices are dynamic and provide the needed guidance and support to schools for consistent improvement in learning outcomes.

The Federal Ministry of Education developed a National Education Quality Assurance (NEQA) Policy in 2014. The process of developing the NEQA policy was meticulous, inclusive, and participatory up to its endorsement and approval at the 2014 Joint Consultative Committee on Education (JCCE) and the 60th National Council on Education.

3.2. THE STRATEGIC DIRECTION

This Education Strategic Framework defines our vision, goals and main strategies and what we identified as the main challenges that we will have to overcome in each case; and then proposes a way forward showing the key milestones in this process.

Vision Statement

Fulfil the right of every child in Yobe State to education and build an adequate, well educated, better skilled and competent workforce that contributes to the spiritual, economic and human development of the nation.

Mission Statement

To provide qualitative and equitable education to males, females and persons with special needs, through working with relevant stakeholders for the citizens to attain their full potential, moral uprightness, and defend democratic ideals as well as accept and value our diversity.

Core Values

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

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

The BESSP have been developed based on four broad policy objectives and their intended outcomes of the objectives as presented below in a Table 3.1 below for ease of understanding.

Table 3.1. Strategic Objectives.	
Objective 1: To Improve Quality of Education at all Levels.	
Improve the quality of teaching and learning outcomes	Improved quality of teaching and learning outcomes
Objective 2: To improve Access to Learning Opportunities for all	
Ensure increase in access, retention and completion rate at all levels for all males, females and people with special needs/disabilities	Increased access, retention and completion rate at all levels for males, females and people with special needs/disabilities.
Objective 3: To expand and upgrade education infrastructure	
Ensure adequate infrastructure at all levels	Adequate educational infrastructure provided at all levels of education
Objective 4: To ensure that education is relevant to the labour market with enhanced productivity	
Improve the education information management system	Improved education information management systems
Improve monitoring and evaluation systems	Improved motivation of teachers through enhanced terms and condition of services
Improved motivation of teachers through enhanced terms and condition of services	Improved teacher qualification and teaching quality
Ensure sustainable funding and efficient management of financial resources in the sector	Established sustainable funding with efficient management of education financial management system

3.3. THE BESSP WORKPLAN

The Workplan describes the BESSP from beginning to end, detailing what needs to be done, when it needs to be done and, when appropriate, how much should be spent. It serves as a guide to stakeholders to ensure nothing has been missed. The implementation strategic is summarised below:

3.3.1. Policy Environment, Legal and Regulatory Framework.

Review all education Policies and introduce new one where applicable. Laws and regulations in the Education Sector appear outdated and dormant. There are virtually no regulations in place nor in effect to ensure orderly process and procedures

	TARGETS	STRATEGY	RESPONSIBILITY
1	Develop and documents fits-to-purpose Education policy	The policy is based on the National Policy on Education, Sustainable Development Goals (SDG) and related national and international protocols. Others include the Yobe State Medium Term Sector Strategy (MTSS).	Special Adviser - Education, MoBSE, YB-SUBEB, MDAs
2	Commission the production and publication of the Yobe State Education Sector Strategic plan	The Strategic plan (short, medium and long term) could be used for generating the much-needed funds, from all possible sources, especially from international donor agencies.	
3	Develop ECCDE Policy Guideline.	Publish the Yobe State policy on pre-school education including guidelines on public provision, and circulate to schools, communities and LGEAs – by end of 2022	
4	Promulgate Policy on Private Schools.	There is no stand-alone policy on on private schools nor is there any separate regulatory framework and controls.	
5	Review and develop policy on teacher welfare and terms and conditions of service by end of 2021.	The new policy will take care of teacher welfare and terms and conditions of service based on new realities.	
6	Review monitoring and inspection systems, and issue guidelines - by end of 2021.		
7	Develop a State Education Policy on ICT.		
8	Develop a Financial Management Development Strategy by mid 2021		
9	Develop sexual harassment policy for all educational institutions		

Table 3.3: Conduct Detailed Legal and Regulatory Review of the Laws Educational Sector

TARGETS	STRATEGY	RESPONSIBILITY
1. Conduct review of the Yobe State SUBEB act.	Presented an interim review at YB-SUBEB Management Retreat, 17-19 February 2020.	Special Adviser, MoJ, MoBSE, YB-SUBEB
	It provide penalties against parents and guardians who deny their children and wards secondary school education, especially the girl child.	
2. Produce the legal backing for the establishment of the Teacher Training Centre, Damaturu	The draft law should be ready for submission to the State House of Assembly asap.	
3. Review the the Arabic and Islamic education Board (AIEB) act.	The act gave AIEB the legal backing to study, control, improve, administer and manage the Tsangaya/Quranic system of Islamic Education.	
	It should be made with taking into consideration of current realities in Yobe State.	
4. Present a draft law setting up the Yobe State Basic & Secondary Education Trust Fund	The draft law should be ready to be discussed and approved by the Yobe State Education Council before being sent to the Yobe State House of Assembly.	
5. Produce a draft law re-introducing the Teacher Training System in Yobe State	The abolition of the Teacher Training Colleges had been attributed to the poor quality of our teachers. Also, Yobe State could take any decision in so as as it deemed to be in public interest.	
6. Review the law setting up the Yobe State Science & Technical Schools Board.	A review of the law should be necessary to bring it up to date with the new reforms to STEM education, and to see whether its function is duplicated elsewhere.	
7. Activate enforcement of penalties for flouting any of the provisions of the laws.	In conjunction with the Attorney General & Commissioner of Justice and the law enforcement agencies.	
8. Constitute the Yobe State Education Council		

3.3.2. Institutional Arrangements.

The broad context and objectives of the Institutional Arrangements are to ensure effective coordination, collaboration, synchronization, ownership and sustainability of the sub sector programmes. The institutions managing the Yobe State Basic & Secondary Schools need to be revamped and reorganized.

Table 3.4: Establishment of New Educational Bodies

TARGETS	STRATEGY	RESPONSIBILITY
1. Establish the Yobe State Education Council by the end of 2020.	The Council shall oversee, coordinate, monitor and control the activities of all arms of government directly or indirectly involved in the Education Sector.	HE Governor, Special Adviser Education, MoJ, MoBSE
	The Council Chair is the Executive Governor. Other members are the Honourable Commissioners of Basic & Secondary Education, Higher Education and Finance, Budget Affairs,	
	Others include Commissioners of Humanitarian Affairs and Disaster Management, Attorney General & Commissioner of Justice, and the Special Adviser - Legal Matters.	
	The Secretary to the State Government, the Head of Service, and the Special Adviser - Education will serve as the Coordinator of all decisions reached by the Council.	
2. Establish the Yobe State Basic & Secondary Education Trust Fund	The Hon. Commissioner MoBSE to push this forward expeditiously.	
	launch the Yobe State Basic & Secondary Education Fund	
	The proceeds will be part of the accruable into the Trust Fund.	

Table 3.5: Professional Review of Educational Institutions.

TARGETS	STRATEGY	RESPONSIBILITY
1. Submissions to be made to the Yobe State Education Council	Multiplicity of institutions that are either dormant, ineffective or working at cross purposes. A Consultant can be engaged to produce the draft document for consideration by the Council.	MoBSE, YB-SUBEB, Special Adviser
2. Re-establish Teachers Training system	Re-establish Teachers Training system as a bedrock to properly develop the next generation of professional teachers. The product of the system will mature to pursue further studies in Colleges of Education, Universities (degrees in Education), without prejudice to established entry requirements.	
3. Establish the Yobe State Teachers Certification and Registration Office.	Establish Teachers Certification and Registration Unit under the YB-SUBEB This will be driven on an ICT-based Personal and Payroll Management Information System Database It will contain only those Teachers that had been properly vetted and approved.	
4. Constitute the Yobe State Education Summit into an annual affair	This will serve as the think tank and feedback on the activities of the Education Sector This should be a signature summit for the Special Adviser - Education. It should be the regular annual platform where education matters were discussed, progress assessed and the way forward determined.	
5. Create a special Directorate/Unit	The Directorate/Unit will deal solely with the education of the Girl Child, Special Needs, Disadvantaged children, etc.	

3.3.3. Enrolment, Motivation, Mobilization and Retention of Pupils in Schools

Strategic Goal: Provide equitable access to good-quality child-friendly universal Basic Education, by improving opportunities for all children in the first cycle of education at nursery, primary and junior secondary school levels

Table 3.6: Improve ECCDE Enrolment and Teacher Capacity Building

TARGETS	STRATEGY	RESPONSIBILITY
1. Increase the ECCDE enrolment by 30% yearly	Distribute ECCDE Policy Guidelines	MoBSE, YB-SUBEB, LGEAs, MDAs
	Establish ECCDE centers in every Primary School	
	Encourage community/private support to ECCDE development to increase GER to 15% by 2025.	
	Provide instructional materials on ECCDE to all schools	
	Reduce Pupil:Teacher ratio to 40:1 by 2026	
2. Introduce ECCDE in-service teacher/caregiver training programmes.	Develop and provide in-service training programme for ECCDE teachers/caregivers to include classroom management (large class sizes, multigrade teaching, etc.).	MoBSE, YB-SUBEB, LGEAs, MDAs
3. This is based on NERDC ECCE curriculum developed and established by mid 2022.	Continued provision of teaching and learning materials.	
	Undertake assessment of current provision of teaching and learning materials	
	Develop a defined set of teaching and learning materials for ECCE classes – by end 2021.	
4. Procure teaching materials	Procurement and distribution of teaching and learning materials ongoing from 2021.	

Table 3.7: Produce Public and Private Child-friendly Basic Education for All

TARGETS	STRATEGY	RESPONSIBILITY
1. 90% NER in Basic Education schools by 2025	Conduct periodic school mapping (at least every 5 years) to determine extent of public and private Basic Education schools.	MoBSE, YB-SUBEB, LGEAs, MDAs
2. 100% GER in Basic Education schools by 2025	Construct, refurbish and maintain Basic Education classrooms as necessary (without land encroachment, using vertical development where land is scarce)	
	Gender parity in Basic Education schools by 2027	
	Conduct periodic school mapping (at least every 5 years) to determine extent of public and private requirement of schools.	
	Conduct needs assessment for the establishment of more Basic Education schools	
	Carry out regular media (radio, television and print) activities on enrolment into Basic Education and Secondary Schools.	

Table 3.8: Ensure Gender Parity in Access to Education

TARGETS	STRATEGY	RESPONSIBILITY
1. Improve Gender Parity Index (GPI) to 0.90 in Basic Education by 2025.	Giving her equal opportunity particularly in areas of critical needs.	MoBSE, YB-SUBEB, LGEAs, MDAs
2. Gender parity in Basic Education enrolment, attendance and completion 2025.	Provision of essential learning and other essential packages	
3. Full enrolment of out of school children by 2014	Develop capacities of Women SBMC members to engage effectively with communities to promote girls child education	
4. Ensure that girl-friendly guidance and counselling systems are in place centrally and in Districts	Disaggregate data by sex where appropriate	
	Maintain and update statistics and relevant indicators and establish an ongoing monitoring and reporting system	
	Provide ongoing training to all Basic Education schools staff on community mobilisation, guidance and counselling, planning and implementation and other relevant activities to enhance performance.	
	Coordinate GEU and Guidance and Counselling (G&C) to establish procedures and systems related to girls education – e.g. to sanction sexual harassment or bullying of female pupils/students by male peers	
5. Provide Girl Child friendly infrastructure	Design public awareness programme on basic education with focus on the girl child.	
	Ensure school infrastructure plans include adequate facilities for girls e.g. toilets/sanitation facilities, etc. going from 2021	
6. Increase the proportion of female teachers by 50% by 2025	Provide more spaces for girls in Senior Secondary Schools and Science Colleges by building more Girls Schools and expanding girls streams in existing Basic Education schools.	
	Develop a plan for the training, recruitment and deployment of female teachers by mid 2021, including sponsorship and incentive packages.	
7. Improve access to the Girl Child to education	Introduce Fee free for female students in secondary schools	
	Implement targeted programmes to increase access for disadvantaged and vulnerable groups (including complementary/non-formal programmes)	

Table 3.9: Ensure that Basic Education Pupils Have Access to Relevant up-to-date Teaching/Learning Materials.

TARGETS	STRATEGY	RESPONSIBILITY
1. Primary textbook ratio of 1:1 for core subjects by 2012.	Adhere to textbook policy procurement and distribution	MoBSE, YB-SUBEB
2. Junior Secondary School textbook ratio of 1:1 for core subjects by 2025	Ensure access to textbooks/relevant digital content in core subjects for all students at BE levels	
3. computer teaching laboratory per Basic Education (30% of schools by 2025)	Review and publish list of essential teaching support materials for Basic Education levels	
4. All Basic Education teachers to have access to teaching support materials, including library facilities, by 2025.	Provide teaching and learning aids, including library resources, to all Basic Education schools/teachers	
5. 10 Resource Centres established by 2025	Procure and supply computers and accessories , phased over time, with preference given to deprived areas (that have electricity) and schools with maintenance capability	
	Review guidelines on the use and maintenance of textbooks, computers, teaching equipment and materials in Basic Education schools	
	Develop programme involving LGEAs, communities and the Private Sector, for the provision of computer/laboratories at the community level	

Table 3.10: All Primary School Graduates Should be Literate and Numerate (in English and a Nigerian Language)

TARGETS	STRATEGY	RESPONSIBILITY
1. Apply minimum National Standards applied in literacy and numeracy	1. Minimum National Standards applied in literacy and numeracy in English and Nigerian languages at Basic Education level.	MoBSE, YB-SUBEB, LGEAs, MDAs
2. Literacy and numeracy in a Nigerian language by 70% of Primary School pupils by 2025.	Strengthen internal monitoring and supervision of literacy and numeracy teaching in schools through head teachers and SBMCs	
3. Literacy and numeracy in English by 80% of Primary School pupils by 2025.	Provide at least one specialist teacher in literacy and one in numeracy to serve a cluster of primary schools	
	Support the development of textbooks and other teaching/learning materials in English and Nigerian Languages in line with Language Policy	
	Distribute the recommended textbooks and teaching guides for the Nigerian Languages	
	Develop and implement effective methodologies for teaching in local languages particularly in Primary 1 to Primary 3	
	Develop and implement an effective methodology for the use of English Language as a medium for teaching and learning, particularly in Primary 4 to Primary 6.	
	Revise timetable to increase time allocation for the teaching of literacy and numeracy in English and Nigerian Languages	
	Organise and conduct tests to measure literacy and numeracy standards in P3 and P6 according to agreed standards.	
	Provide remedial sessions on basic literacy and numeracy skills for the lowest performing children in Primary 1 to Primary 3.	

Table 3.11: Maximise Learning Time in Schools

TARGETS	STRATEGY	RESPONSIBILITY
1. Ensure that contact hours in Basic Education conform to national norms.	Through inspection and monitoring/unannounced visits ensure that school is open for correct times and teachers are prepared for classes.	MoBSE, YB-SUBEB, LGEAs, MDAs
	Through dissemination ensure that local communities are aware of the school calendar and the number and length of periods that are available.	
	Provide clear policy on teacher absenteeism and tardiness and involve SBMCs in monitoring teacher attendance.	
	Policy on integrated IQTE schools to ensure that learning time devoted to core curriculum subjects is the same as in conventional schools.	

1. Consider Children with Special Needs.

Children with special needs child are those who require special attention and specific necessities that other children do not. The Yobe State government may declare this status for the purpose of offering benefits and assistance for the child’s well-being and growth.

The definition of special needs pertaining to a child includes a wide variety of conditions including physical ailments, learning disabilities, and terminal illness. Some special needs children may attend public schools that offer a wide range of educational and emotional support programs, like occupational therapy and one-on-one teacher aides in the classroom.

Table 3.12: Enhance the Quality and Relevance of Special Needs Education

TARGETS	STRATEGY	RESPONSIBILITY
1. Improve learning condition for male and female persons with special need	Undertake needs assessment for children with special needs – by mid 2010 Provide enabling environment for special need education	MoBSE, YB-SUBEB
2. Increase attendance of pupils with special needs in schools	Provide incentive packages for persons with special needs	
Integrate all challenged children with non-severe SENS in mainstream schools by 2022.	Develop and implement systems for screening and identification of children with special needs.	
3. Establish a special needs school for children with severe SENS-by 2023.	The systems include teacher sensitization, and strengthening special education assessment capacity in all LGEA's by end of 2021.	
4. Incorporate training for SENS in all NCE teacher training courses – by end of 2010.	Design school infrastructure plans to accommodate pupils/students with special needs – by mid 2022.	
	Provide teaching and learning materials for children with special needs – by mid 2010	

Table 3.13: Mobilisation and Awareness of Special Needs Education

TARGETS	STRATEGY	RESPONSIBILITY
1. Develop and implement an Information, Education and Communication programme for special education by the end of 2021.	Develop and implement an Information, Education and Communication programme for special education.	MoBSE, YB-SUBEB, LGEAs, MDAs
2. Organize sensitization workshop for parents and children with special needs – from mid 2021.	Organize sensitization workshop for parents and children with special needs.	
3. Develop a policy and innovative strategies for providing educational opportunities to orphaned, marginalised and vulnerable children	Develop a policy and innovative strategies for providing educational opportunities to orphaned, marginalised and vulnerable children	

3.3.4. Staffing, Leadership, Supervision and Monitoring

Ensure that the leadership of the education sector is effective, devoid of duplication, apathy, laxity and inefficiency. The leadership structure exists at the School, Zonal, Boards and Ministry levels but need strengthening

Table 3.14: Institute a Comprehensive Teacher Training Scheme

TARGETS	STRATEGY	RESPONSIBILITY
Institute a comprehensive Teacher Training scheme	Consultations already going on with the Yobe State University	MoBSE, YB-SUBEB
Establish a Teacher Training Centre at Damaturu	The Executive Governor had already given orders to that effect, but the necessary legal backing needs to be promulgated	
Ensure the takeoff of the Teacher Training Centre	It is imperative for the Centre to takeoff as soon as possible.	

Table 3.15: Establish a Fit-to-Purpose Initiative, in-house Teacher and Curriculum Development, Teacher Certification, Registration and Education Management System for the State.

TARGETS	STRATEGY	RESPONSIBILITY
1. Periodically review Basic Education curricula at all levels by 2022.	Review Basic Education curricula at all levels in collaboration with key stakeholders to ensure relevance to national needs, skills development and social norms by 2022. The curriculum review should incorporate essential values such as, honesty, respect, inclusiveness, integrity and Compassion, especially from the primary school level. Additionally, skills and competencies on literacy, numeracy, leadership, technology, financial literacy, communication, creativity, critical thinking, and collaboration. Others should include Knowledge such as Multiple Languages (English, Arabic and French) which are to be made core and compulsory). Others should include Knowledge such as Multiple Languages (English, Arabic and French) which are to be made core and compulsory). Establish curriculum research and development capability to focus on trending global skills, values and qualities.	MoBSE, YB-SUBEB, LGEAs, MDAs
2. Make the curriculum available to all schools	Print syllabus updates and distribute to Basic Education and Secondary schools Develop proposal for changes to the curriculum for tabling at National Council of Education by the end of 2021. Procure and distribute National Curriculum for all subjects	
3. Develop and up-grade teacher training programmes	Develop and up-grade teacher training programmes to train teachers in the new curricula at all levels Train teachers on how to use the National Curriculum Improve teachers capacity to adopt the National curriculum to suit Yobe State peculiarities	
4. Conduct Basic Education examinations based on new curricula	Establish policy on textbooks and teaching-learning materials	
5. Textbooks, after revision in line with curriculum, are approved only if they conform to new curricula	Provision of 4 core textbooks to 100% of the students by 2025 (lifespan: 3 years for textbooks and 4 years for teacher guides) Appropriate ICT and Skills Development (SD) curriculum within the Basic Education system by 2025 and reviewed periodically.	
6. Establish Curriculum Oversight Committee within the MoBSE – by end 2020	Establish Curriculum Oversight Committee within the MoBSE – by end 2021	

3.3.4.1. Improve School Management Capacity.

School Management Capacity refers to the act of ensuring schools maximizes its potential activities at all times, under all conditions. School capacity reflects the number of students that will fit into the school based on the number of teaching spaces (for example, ECCDE rooms, Primary school rooms, Junior Secondary School rooms, Special Education rooms, Physical Education (PE) teaching spaces, laboratories, art rooms, etc.) and the class sizes.

Table 3.16: Improve Basic Education & Secondary School Management Capacities

TARGETS	STRATEGY	RESPONSIBILITY
1. 250 supervisors and Inspectors to be trained continuously in School Management Practice through 2025	Organize training and workshops at State and Zonal levels for supervisory inspectors, PTA & SBMC members	MoBSE, YB-SUBEB, LGEAs
2. Continuous School Management Training for all Headmasters, School Heads and Principals	In liaison with COEs and Yobe State University, provide professional capacity building to teachers on regular periodically.	
3. Ensure teachers register with the Teachers Registration Council, TRCN immediately.	Introduce School Development Planning in all Basic Education schools from 2022.	
4. Introduce and improve imprest funds for Heads of Schools - Headmasters, Principals, etc.	Introduce a NGN 30,000 - 100,000 monthly imprest to Basic Education and Secondary Schools (Headmasters, Principals, etc.) to support school development plans. The imprest funds to be used for regular school maintenance and teaching and learning materials	

Table 3.17: Management of Teachers Performance and Output.

TARGETS	STRATEGY	RESPONSIBILITY
1. Recruitment of teachers - in quality and quantity.	Carry out detailed personnel audit and assessment to establish the accurate quantity and quality of teachers and staff Constitute Teachers Audit and Verification Committee. Conduct regular employment of qualified teachers through intensive screening, aptitude test and interviewing the applicants to ascertain capable teachers. Establish the process of recruiting Teachers annually. Stop the recruitment of teachers without NCE/PGDE qualification by beginning of 2021. From 2022, make sure that at least 30% of all newly recruited teachers to be female. The number of Teachers and other staff to be recruited and for which particular area shall be based on the assessment of the staff strength by the Director Human Resources Management, YB-SUBEB	MoBSE, YB-SUBEB, LGEAs, MDAs
2. Reduce % of untrained teachers more than 5% by 2025 (% defined by payroll criteria)	Unqualified/under qualified primary school teachers be upgraded through part-time courses to achieve NCE (primary education studies) qualification.	
3. Teachers Development Strategy	Ensure professional and pedagogical upgrading of teachers. Prepare motivational packages for teachers posted to rural areas Train 100% of unqualified teachers for Basic Education and SSS by 2023. Improve and implement the annual in-service training in subject matter, fluency in language of instruction, bilingual teaching, how to use teaching and learning materials, classroom management (large class sizes, inadequate teaching and learning materials etc.) and reflection skills – by mid 2022. Upgrade unqualified/under qualified Basic Education and Secondary school teachers through part-time courses to achieve NCE and PGD qualifications	
4. Conduct annual performance reviews of Basic Education teachers from 2021.	Define and institutionalise a multi-level career path with a clearly defined promotion and allowances package based on equity and merit	
5. Reduce teacher absenteeism from to 5% (those who are ill or have legitimate reasons) by 2023.	Review policies and procedures for promotion and staff development, teacher allowances, teacher support and disciplinary procedures	
6. Increase pupil time-on-task of classroom time to 80% (min) by 2025	Draw up and circulate guidelines to all schools, and through SBMCs, communities on timetabling that ensures maximum teacher-pupil contact time – with SBMC oversight of time-on-task	

Table 3.18: Management of Teachers. Promotion and Discipline.

TARGETS	STRATEGY	RESPONSIBILITY
1. Review criteria for promotion, conditions of service, incentives allowances and career progressing for Basic Education teachers by 2022.	Introduce performance monitoring Basic Education School Report Card Review and develop policy on teacher welfare and terms and conditions of service by end of 2008, This includes: • recruitment, including transparent and gender equitable procedures • deployment, including recruitment of teachers from local area • introduction of incentives to encourage teachers to teach in rural and remote areas • gender issues, identify strategies to increase female teachers teaching in Basic Education • remuneration • promotion • fairness – teachers with same qualifications and experience to receive same remuneration, etc. Review the salaries and wages structure of teachers	MoBSE, YB-SUBEB, LGEAs, MDAs
2. The promotion exercise for the promotion of teachers and other staff to be done twice in a year.	The promotion exercise should include a written test and an oral interview. Conduct internal annual reviews of staff (including appraisal by pupils, SBMCs and Headmasters) with reports forwarded to YB-SUBEB.	
3. Staff disciplinary processes and procedure to be properly and adequately reviewed, then publicised to every staff.	Staff disciplinary process virtually non-existent. This gave some unscrupulous staff to perpetrate and get away with misconducts. Develop and implement a system that effectively monitors and deals with teacher absenteeism and tardiness (by means of support and sanction) Provide guidelines to Headmasters and SBMCs on monitoring teacher attendance	

Table 3.19: Set up Effective and Efficient Mechanism for Supervision, Monitoring and Evaluation of the Activities and Performance of all Schools

TARGETS	STRATEGY	RESPONSIBILITY
1. Strengthen inspection and monitoring	Conduct review of monitoring and inspection systems for management at Ministry of Basic & Secondary Education, YB-SUBEB, Local Government Levels and at all school levels	MoBSE, YB-SUBEB, LGEAs, MDAs
	Design and implement effective school inspection and teacher supervision systems.	
	Improve the teacher supervision system to provide support for professional development and enhanced teacher performance – by end of 2021.	
	Provide capacity development support for supervisors and inspectors, including provision of adequate operational budgets from 2021.	
2. Establish an ICT based data bank for teachers.	To know and keep track of every teacher.	
3. Devolve responsibility to school-level-management and hold the Head and school management accountable;	School Heads - Principals, Headmasters - need to be given the full responsibility to run their institutions	
4. Constitute an Enrolment/Mobilisation Taskforce.	Taskforce comprising seasoned educationists, traditional rulers, community leaders, Local Government Councils, alumni associations, as well as the representatives of the PTA to commence work with adequate incentives.	
	Develop and maintain a database of inspection outcomes, linked to EMIS and made publicly available through the news media and internet	
	Provide material and logistical support for supervisors and inspectors	
	All schools to be inspected at least once a year by a single inspection team under by MoBE and YB-SUBEB.	
	Train supervisors and inspectors in revised inspection instruments: 1st phase by end 2021, ongoing thereafter	
	Ensure 95% attendance of teachers in their classes in all Basic Education Schools by 2022.	

Table 3.20: Develop an Effective Operational SBMCs in Basic Education & Secondary Schools.

TARGETS	STRATEGY	RESPONSIBILITY
1. SBMC Policy and SMC Management Handbook developed and circulated. 2. Training in SBMC Policy & Handbook in all the Basic Education schools by 2022.	Formally evaluate SBMCs in selected Basic Education schools across the State.	MoBSE, YB-SUBEB, LGEAs, MDAs
	Clarify the role of the SBMC in school accountability	
	Upgrade and strengthen School Based Management Committee (SBMC) in all schools.	
	Membership of the SBMCs to include PTA, traditional rulers, religious based organisations, civil society organisations, women groups, teachers, students, skilled artisans and members of the local community	
	Develop a SBMC Policy and SBMC Management Handbook (based on the evaluation findings)	
	Undertake training in SBMC Policy & Handbook (reviewing and revising manuals as necessary). Stage 1 by 2022, Stage 2 by 2023 and Stage 3 by 2024.	
	All Headmasters to be included in training initiatives	
	Review and roll out training to the remaining Basic Education schools from 2024 onwards.	
	Provide basic SBMC management training to the Headmaster and at least 5 SBMC members per Basic Education school	
	SBMCs to oversee the production of annual School Performance Improvement Plans (SPIPs)	

3.3.4.2. Improving Educational Planning and Management (EPM)

Educational Planning is used by the public authorities to direct and align educational development with the requirements of other sectors to ensure economic and social progress. Educational planning helps governments and other actors to set priorities, direct interventions, and extend funding support to achieve economic and social objectives.

Educational Management on the other hand, is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desire and expected goals or objectives. This implies the practical measures for ensuring the system to work for achieving the goals or

objectives of an educational institution. So educational management operates in educational organizations or institutions.

Table 3.21: Have a Functional Educational Management Information System, EMIS

TARGETS	STRATEGY	RESPONSIBILITY
1. Capacity building/development on ICT Application and Data Analysis for EMIS personnel.	Conduct Needs analysis for EMIS for all Basic Education and Secondary schools.	MoBSE, YB-SUBEB, MDAs
	Develop and implement EMIS Development Plan by the mid of 2021.	
	EMIS Development Plan includes Equipment and IT procurement, Connectivity and networking, EMIS programme and system development, Staff recruitment, Training/skills upgrading, Clarity of roles and responsibilities between MoBSE and YB-SUBEB	
	Regular systematic training on various aspects of educational data work at all levels of operation (data collection, storage, processing, retrieval, analysis, report development and generating key-performance indicators).	
	Provision of ICT to support e-learning and e-working environment in the MoBE and YB-SUBEB.	
	Provision of computers, laptops, printers, photocopiers, projectors and scanners.	
	Full-scale maintenance and updating of ICT tools (as an integral part of the overall ICT strategy) by competent personnel at all levels.	
2. Institutionalizing the use of EMIS data in decision making.	Ensuring efficient record keeping	MoBSE, YB-SUBEB, MDAs
	Generating reliable data for meaningful decision making by 2022.	
3. Personnel capacity building on EMIS	Deliver intensive, short term, job-demand-driven, hands-on training on a regular basis, predicted on systematic needs assessment.	MoBSE, YB-SUBEB, MDAs
	Resource Planning and management-related training and continuous retraining for: directors, education officers, admin and technical personnel and LGEAs Education Secretaries, inspectors, head teachers & classroom teachers, etc.	
	Attaining computer literacy and fluency by 2022	
	Attaining data analysis capability with aid of computer by 2022	

Table 3.22: Strengthen Management Roles and System at all Levels in the Organisation.

TARGETS	STRATEGY	RESPONSIBILITY
1. All officers at all levels must have supervised and agreed work programmes in place by the mid of 2021.	Prepare detailed work programmes for desk officers at all levels of management – by the mid of 2021.	MoBSE, YB-SUBEB, LGAs, MDAs
2. Work programmes shall be reviewed annually	Put in place an Annual appraisal/review and audit systems at all levels in place by the mid of 2021 for MoBSE, YB-SUBEB, LGA, MDAs, etc.	
	Develop and put in place Operational Manuals for officers in the MoBE, YB-SUBEB, LGAs, MDAs, etc, etc.	
	Establish Management/Communication systems, ensuring monthly and quarterly meeting of Boards and monthly meetings of MoBSE, YB-SUBEB, LGAs, MDAs, etc, etc.	
	Identify HRD needs and competencies at all levels of the management system and provide targeted training to upgrade the technical competence of selected staff – by the end of 2021.	
	Prepare guidelines for drawing up school development plans and distribute to LGEAs and school – by end of 2021.	
	Strengthen pre-school/ECCDE unit in YB-SUBEB to deliver effectively.	
	Ensure the systematic management training of school heads - Headmasters, Principals, etc.	
	Design and implement a system to monitor and evaluate the operation of SBMCs by end of 2021.	
	Conduct annual headcounts to ensure accuracy in the MoE and SUBEB payroll (with an emphasis on removing ghost names) through the centralised payment system.	
	Develop and implement a system/process through which harassment of pupils by teachers – sexual and otherwise can be formally reported and sanctioned – by the end of 2020.	

3.3.4.3. Promote Information and Communication Technology (ICT) in Schools and Institutions.

Information Communication Technologies (ICT) at present are influencing every aspect of human life. They are playing salient roles in workplaces, business, education, and entertainment. Moreover, many people recognize ICTs as catalysts for change; change in working conditions, handling and exchanging information, teaching methods, learning approaches, scientific research, and in accessing information communication technologies.

In this digital era, ICT use in the classroom is important for giving students opportunities to learn and apply the required 21st century skills. ICT improves teaching and learning and its importance for teachers in performing their role of creators of pedagogical environments. ICT helps of a teacher to present his teaching attractively and able to learn for the learners at any level of educational programmes.

Information and Communication Technologies (ICTs) exemplified by the internet and interactive multimedia are obviously an important focus for future education and need to be effectively integrated into formal teaching and learning – especially in a teacher education institution.

Table 3.23: Promote Information and Communication Technology (ICT) in Schools and Institutions.

TARGETS	STRATEGY	RESPONSIBILITY
1. Gradual expansion of ICT facilities in schools and tertiary institutions –targets to be determined	Develop a State education policy on ICT.	MOBSE, YB-SUBEB, LGAs, MDAs
	Undertake a needs assessment and feasibility study to provide ICT infrastructure in schools/institutions and develop a fully costed plan for gradual expansion of ICT facilities.	
	The phased approach should be adopted beginning by the end of 2021.	
2. Organise annual Management Retreat starting with 2019	1. Organise annual Management Retreat for Directors in the Ministry and Heads of Parastatals	
	Areas include strategy, effective school management systems, school reform, accountability, monitoring, technology, parent/community involvement	
3. Organise at least four (one each quarter) capacity building workshops	Organise at least four (one each quarter) capacity building workshops for Heads of Schools per annum	
4. Establish Education Committees at State, Emirates, Districts, Wards and Village Levels	To be supported by the Executive Chairman, YB-SUBEB	
1. Feed all Basic and Secondary School pupils/students.	To ensure three square meals for boarding students and one meal for day students. This is without prejudice to the Federal Government supported Home Grown Feeding System. The government should go a step further to improve the protein content of boarding school children throughout the Basic and Secondary Schools in the State.	

3.3.5. Teaching & Learning Environment.

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. It also encompasses the culture of a school or class - its presiding ethos and characteristics, including how individuals interact with and treat one another - as well as the ways in which teachers may organize an educational setting to facilitate learning. Learning environments have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety.

Table 3.24: Set Up Quality Control Mechanisms.

TARGETS	STRATEGY	RESPONSIBILITY
1. Review and revamp the Project Monitoring & Evaluation Process	Constitute the Project Monitoring Team for Basic Education and Secondary schools.	MoBSE, YB-SUBEB
	The Project Monitoring Team to include the Head of the School, SBMC and Representatives of Private Schools in the affected area	
2. Direct labour strategy and private sector participation in projects	Adopt a modified direct labour strategy and private sector participation in projects	

Table 3.25: Modernise and Upgrade Existing Infrastructures.

TARGETS	STRATEGY	RESPONSIBILITY
1. Conduct comprehensive school mapping of Basic Education & Secondary schools	School mapping determines physical infrastructure needs by early 2021 for each LGA including:	MoBSE, YB-SUBEB, LGAs, MDAs
	Infrastructure needs include • Location for new schools • Classrooms • Administrative facilities • Furniture • Water supply • Toilets • Adequate school health provision	
	Identify poorly served LGAs and provide additional support for construction	
2. Adopt new, low cost, durable and weather friendly technology.	For example, the Hydra-form machines available in the state for the construction of public institutions including schools.	
3. Reduce classroom construction costs by 35% by 2023.		
4. Renovate 1,000 existing classrooms annually	In order to decongest overstretched capacities and to accommodate fresh enrolments.	
5. Construct 100 new classrooms in existing schools annually	International Donor Agencies could play a role here. UNICEF had already promised some classrooms.	
	YB-SUBEB and LGAs to explore cost effective ways of expanding the number of classrooms in partnership with communities and the private sector.	
	Potential strategies to include: • Community designed and built classrooms • Cheaper construction of current designs • Using available land in primary schools to support and build JSS school/classes	
6. Construct at least five new Basic Education schools annually	For a start, 1,000 new classrooms in 2020.	
7. Construct at least three new Secondary Schools annually	Consistent and dedicated attempt to remade to try and bridge the infrastructure gap. The budget had to be provided for annually.	
8. Build three Normadic School annually until 2021	Recruit more qualified teachers	
	Procure and distribute teaching and learning materials to schools and pupils	
	Support the provision of additional classrooms and utilities	
	Provide capacity building to the existing teachers	

3.3.5.1. Use STEM to Improve Competitiveness in Science and Technology Development

Science, Technology, Engineering and Mathematics (STEM), is typically used when addressing education policy and curriculum choices in schools to improve competitiveness in science and technology development.

Table 3.26: Use STEM to Improve Competitiveness in Science and Technology Development.

TARGETS	STRATEGY	RESPONSIBILITY
1. Establish a 21st century model STEM school in each of the senatorial zones of Yobe State.	The Executive Governor had given orders to that effect, and a Consultant already engaged.	MoBSE, YB-SUBEB
	Machinery should be set in motion to undertake the needs assessment for the STEM schools. There should be adequate arrangement for the girl child.	
	There should be adequate arrangement for the requirements of the girl child.	
2. Engage a competent and knowledgeable consultant with background in Science Technology Engineering and Mathematics (STEM).	To advise on the implementation of the STEM and perform the need assessment. Already done.	MoBSE, YB-SUBEB
3. Adopt whole sale the recommended standards on Science Technology Engineering Mathematics (STEM) schools.	The Government should completely depart from current practices in developing schools and adopt whole sale the recommended standards on Science Technology Engineering Mathematics (STEM) schools set by UNGA at its 74th Assembly.	

Table 3.27: Provide ICT and Transform the Classroom Environment.

TARGETS	STRATEGY	RESPONSIBILITY
1. Provide relevant opportunities for ICT and skills development	Modernise ICT and SD curriculum components, making them relevant and sensitive to all users and to national needs	MoBSE, YB-SUBEB
	Provide suitable ICT and SD school facilities for all (students and teachers) at all levels	
2. Adopt new and appropriate technologies for the choice of classroom teaching and learning facilities	Provision of digital and media technology, solar energy solution, interactive boards, learning software, e-classroom, etc	
3. Equip all schools with full ICT facilities.	This will give the students and pupils the skills to form the foundation for knowledge acquisition to achieve international competitiveness.	
4. Provide access to education through mobile platforms.	This can be done by providing content and devices for learning.	

Table 3.28: Improve Health, Safety & Environment in Schools.

TARGETS	STRATEGY	RESPONSIBILITY
1. Improve HSE in all Schools	Develop, publish and circulate guidelines on applying minimum standards for health care and sanitation in schools by end of 2009	MoBSE, YB-SUBEB
	To work hand in hand with the Executive Chairman YB-SUBEB. Government should encourage recycling of wastes, carbon trading, solar technology, biotechnology, etc.	
	Construct incinerators in all schools for the disposal of waste	

Table 3.29: Promote the use of Languages in Basic Education

TARGETS	STRATEGY	RESPONSIBILITY
1. Make Classic Arabic, Quranic and Islamic Studies core and compulsory in the Basic and Secondary Education system of the State.	This will allay the misgivings of the public against the so-called Western education which is branded as incomplete in its current outlook and content.	MoBSE, YB-SUBEB, AIEB
2. Promote the learning of French and Arabic Languages.	Through strategic partnerships with Niger Republic, the Republic of Sudan and other friendly countries.	
3. Promote the use of local languages in early learning (Primary 1 to Primary 3).	This is in line with in line with the National Policy on Basic Education.	

3.3.6. Islamic, Qur’anic and Tsangaya Education, IQTE.

The IQTE had stages from elementary to advanced and had its distinct of pedagogy and at the top of which there is educational delivery. There is a strong relationship between teacher and student, respect for knowledge either for students or teacher, blending activities between teaching and learning and daily morality that can be useful for the modern era.

Table 3.30: Improving Access to Islamic, Qur’anic and Tsangaya Education (IQTE)

TARGETS	STRATEGY	RESPONSIBILITY
1. The AIEB should study, control, improve, administer and manage the Tsangaya/Quranic system of Islamic Education.	The Arabic and Islamic Education Board (AIEB) should be up and doing about Tsangaya/Quranic system of Islamic Education	MoBSE. AIEB, YB-SUBEB
2. Give effect to the relevant provisions of its enabling Law (2001)		
3. Set. up a Technical Committee on Tsangaya & Quranic Education	To advise Government on the way forward	
4. Organise a summit on Tsangaya & Qur’anic Education	This is a stakeholders forum for discussing the way forward	
5. Make Classic Arabic, Quranic and Islamic Studies core and compulsory	Make Classic Arabic, Quranic and Islamic Studies core and compulsory in the Basic and Secondary Education schools	
	This will improve perception and understanding of IQTE	

Table 3.31: Improve IQTE Teachers and Teaching Environment

TARGETS	STRATEGY	RESPONSIBILITY
1. Provide 4 Nos. Islamic study teachers in IQTE schools	The teachers in IQTE schools to be paid flat rate of N30, 000 per month.	MoBSE. AIEB, YB-SUBEB
2. Core national curriculum subjects taught in IQTE registered Basic	Core national curriculum subjects taught in IQTE to be taught in registered IQTE schools	
3. Provide alternative Basic Education programmes with clear entry points into the formal Basic and Secondary Education system.	Provide alternative Basic Education programmes with clear entry points into the formal Basic and Secondary Education system.	
4. Develop capacity to adequately inspect IQTE integrated schools by end of 2021.		

Table 3.32: Mainstreaming and Integration of IQTE Schools.

TARGETS	STRATEGY	RESPONSIBILITY
1. Establish clear policy on integration of IQTE schools	Have clear registration guidelines and level of support provided once IQTE schools are integrated.	MoBSE. AIEB, YB-SUBEB
	Identify and inspect Islamiyya schools that apply for integration to ensure suitability according to registration guidelines.	
	Have clear guidelines on learning hours, language of instruction, levels of teacher education and training	
	Integrated curriculum that ensures sufficient learning time and uniformity	
2. Review the regulations by mid 2021.	Review the regulations regarding the minimum standards and management of non-government schools and revise and publish if necessary – by mid 2021.	

3.3.7. Private Basic Education Schools

The Private Sector and Public-Private Partnerships (PPPs) are used in education as a means of improving both the delivery and financing of Basic and Secondary Education. The bulk of private participation involves the ‘traditional’ model of privately operated/privately financed schools.

Table 3.33: Improve the Administration and Management of Private Schools

TARGETS	STRATEGY	RESPONSIBILITY
1. Promulgate an official policy on Private Schools by end of 2021.	Official policy on Private Schools should be done in consultaion with the National Association of Proprietors of Private Schools in Nigeria (NAPPS).	MoBSE
2. All Private Schools must be regitestered by end of 2021.	Register all private schools into the Education Management System, to be subjected to monitoring, evaluation and quality assurance protocols.	
3. Appoint a Director of Private Schools	Establish a new Directorate charged solely with the management of Private Schools	MoBSE, YB-SUBEB
	The Private Schools are increasing in number and complexity. Besides, monitoring and evaluating them need a closer hands-on-approach.	
	The Government should encourage the establishment of Private Schools in the higher education sector.	
4. All Private Schools to be inspected twice a year.	All private schools to be subjected to monitoring, evaluation and quality assurance protocols.	

Table 3.34: Improve the Process of Evaluation, Assessment and Registration of Private Schools

TARGETS	STRATEGY	RESPONSIBILITY
1. All qualified Private Schools should be given provisional registration as of when due	No unlicensed Private School should be allowed to operate in Yobe State	MoBSE, YB-SUBEB
2. Full professional licences to operate as Private Schools to be issued as of when due.	Review the process of Licensing Private Schools, to include insurance cover, etc.	
3. All Private Schools to know their status within a month after the evaluation visits	Every Private School must know its status at every point in time	
4. Every Private School must know its registration status - whether Full License, Provisional, Not Approved at all times	Operating Licenses to be issued based on the type of school - ECCDE, Primary School, Junior Secondary School and Senior Secondary School as required.	
5. ECCDE	Encourage provision of pre-school education by communities and the private sector through dissemination activities outlining the importance of ECCE. The categories to be (1) Nursery & Primary School and (2) Secondary School (both junior and senior)	
1. Stakeholders to be encouraged tp participate.	Encourage private sector contribution in the establishment and management of Basic Education and Secondary schools	
2. Provide incentives for the establishment of Private Schools.	This should include but not limited to tax holiday, easy access to land, invitation to send delegates to Ministry organised capacity building workshops,	
3. Stakeholders should participate in the adminidtration of public schools	Representative of Private Schools to be incorporated in SBMC, Project Monitoring Committees, etc The personnel from Private Schools could be used to give an independent view about the process	
4. First Annual Review of sector performance in October 2021 and annually thereafter	4. First Annual Review of sector performance in October 2021 and annually thereafter	
5. Institute an institutional structure.	Establish an institutional structure to ensure broad based stakeholder participation and consultation in education policy formulation, implementation and monitoring –by the end of 2021	
	Review and streamline administrative procedures for the management of ECCDE, Basic Education and Secondary schools This will ensure a holistic focus on the education system (irrespective of religious affiliation) as provided by the UBE Act – from 2021.	

Table 3.35: Strengthen the Involvement of Stakeholders - Civil Society, Private Sector, Religious Bodies, etc.

TARGETS	STRATEGY	RESPONSIBILITY
1. Stakeholders to be encouraged to participate.	Encourage private sector contribution in the establishment and management of Basic Education and Secondary schools	MoBSE, YB-SUBEB
2. Provide incentives for the establishment of Private Schools.	This should include but not limited to tax holiday, easy access to land, invitation to send delegates to Ministry organised capacity building workshops,	
3. Stakeholders should participate in the administration of public schools	Representative of Private Schools to be incorporated in SBMC, Project Monitoring Committees, etc The personnel from Private Schools could be used to give an independent view about the process	
4. First Annual Review of sector performance in October 2021 and annually thereafter	4. First Annual Review of sector performance in October 2021 and annually thereafter	
5. Institute an institutional structure.	Establish an institutional structure to ensure broad based stakeholder participation and consultation in education policy formulation, implementation and monitoring –by the end of 2021	
	Review and streamline administrative procedures for the management of ECCDE, Basic Education and Secondary schools This will ensure a holistic focus on the education system (irrespective of religious affiliation) as provided by the UBE Act – from 2021.	

3.3.8. Funding Basic & Secondary Education.

Basic Education is a right guaranteed by the 1999 Nigerian Constitution as amended. It is free and compulsory for all children of school age.

Table 3.36: Improve Funding Radically and Progressively.

TARGETS	STRATEGY	RESPONSIBILITY
1. Enhance the Yobe State and LGAs Budgetary/Appropriation allocations for Basic and Secondary Education by 3% annually	Increasing the level of budgeting and actual releases, increasing spending efficiency and radical mobilisation of funds, attracting funds from non-treasury sources such as Public Private Partnerships and International Development Partners.	MoFED, MoBSE, YB-SUBEB, LGAs, MDAs
2. Education share of State budget to be at least 20% by 2022	Strive to improve the Education share of State budget to the minimum of at least the internationally recommended level of 20% by 2022	
3. scale up Budget/Appropriation performance to 100% releases of all budgeted funds	This will show of Government commitment to the Basic & Secondary Education	
4. launch a vigorous lobby for International financial assistance	Government should ensure 100% disbursement of all funds budgeted for Basic and Secondary Education.	
5. Institute the Basic and Secondary Education Tax for companies and certain categories of businesses that exploit resources from Yobe State.	That includes International Development Finance and Official Development Assistance for Basic and Secondary Education.	
6. Make adequate funding for all components	Make adequate funding for all components necessary to achieving free, compulsory, qualitative and functional Basic and Secondary Education for all. Tax is one of the best ways to improve the internally generated revenue of the state Such components include teachers, physical infrastructure, books, teaching aids, uniforms, boarding and feeding and general security	

Table 3.37: Implement Best Practices in Governance and Fiscal Accountability Processes

TARGETS	STRATEGY	RESPONSIBILITY
1. All staff to be captured electronically in PMS	All staff to be captured electronically in a modern up-to-date Personnel Management system (software)	HoS, MoFED, MoBSE, YB-SUBEB, LGAs, MDAs
	The total number of staff - both Teachers and others - should be known at all times.	
2. All payments to be done electronically	All sources of financial leakages to be plugged or brought to the barest minimum	
	No more payments via cash or cheques	
3. No payment should be made for any item not in the approved budget	No payment should be made for any item not in the approved budget of the Ministry of Basic & Secondary Education or any parastatal	
	All expenditures must be pre-approved and budgeted	
4. The use of a single consolidated account for all revenues.	All revenues should go to a single consolidated account and be properly accounted for	
	The Ministry and all Parastatals to have only one designated account only for revenues	
5. The Ministry of Basic & Secondary Education and all its Parastatals should produce its audited accounts annually	The audit shall be done by a qualified external auditor.	

Table 3.38: Properly Implement Resource Allocation

TARGETS	STRATEGY	RESPONSIBILITY
Increase and sustain the education resource allocation	Criteria for resource allocation to the various sub-sectors should be based on agreed priorities areas,	HoS, MoFED, MoBSE, YB-SUBEB, LGAs, MDAs
	Criteria includes assessment of the unit cost of education per student in each sub-sector related to returns on investment defined	
	Non salary expenditure share of State, LGAs and education agencies recurrent budget to reach 30% by 2025.	

Table 3.39: Financial Management Capacity Development Strategy

TARGETS	STRATEGY	RESPONSIBILITY
1. Financial Management Capacity Development Strategy in place by end of 2021	Undertake financial management capacity needs assessment	HoS, MoFED, MoBSE, YB-SUBEB, LGAs, MDAs
	Develop a Financial Management Development Strategy by mid 2021, and implement accordingly	
	The strategy include strengthening: Budget preparation, Budget management, Financial monitoring and reporting, Procurement and Audit.	
	Re-evaluate the costs of all capital spending projects and key recurrent education inputs	
	Review of procurement YB-SUBEB procedures by 2021.	
	Introduce School Development Planning in all Basic Education and Secondary schools from 2021.	
	School improvement plans to be supported by a school grant. For example, funds to be used for regular school maintenance, teaching and learning materials including workshop and laboratory materials	

Table 3.40: Student Scholarship Scheme.

TARGETS	STRATEGY	RESPONSIBILITY
Improve and enhance the Scholarship Scheme	Canvass and look for Scholarships at every possible level for both students of Basic & Secondary Education as well as Higher Education students	HoS, MoFED, MoBSE, YB-SUBEB, LGAs, MDAs
	Yobe State Government will increase funding to the Basic and Secondary Education Trust Fund by amounts equivalent to savings as a result of the scholarships.	
	Such sources of scholarships may include but not limited to the following; Common- wealth; Organisation of Islamic Countries (OIC) and Bilateral Scholarships.	

4. PERFORMANCE MONITORING & EVALUATION.

4.1. INTRODUCTION

The growing importance of ensuring the effectiveness and efficiency of funding for education has led to the emergence of issues of governance and transparency, such as accountability and sustainability. The importance of involving stakeholders, including Civil Society Organizations (CSOs) and the local communities has led to a growing interest in participatory approaches to Monitoring and Evaluation (M&E).

This new approach to M&E has also confirmed the necessity for the introduction of a well-established system of reporting on programmes and initiatives; the availability of quality and reliable data; the efficient coordination among all departments and stakeholders at all levels; and the availability of necessary infrastructure and capacity for implementing the improved system.

4.2. IMPLEMENTING THE BASIC EDUCATIONAL SECTOR STRATEGIC PLAN.

The BESSP will be implemented through Education Sector Operational Plans (ESOPs) or Workplans. The ESOP contains an outline of five-year operational work programmes that cover the policy goals that underpin the strategic plan. The ESOP is an important component of the implementation process. The purpose of the ESOP is:

1. To provide a sequenced work programme in terms of expected outcomes over the plan period;
2. To identify priorities, the scope of work and technical requirements for institutions, departments and agencies designated by the YB-SUBEB; and
3. To assist with progress review on the ESP work plan.

The ESSP will assure the following important elements in sector management and implementation:

1. Greater and detailed articulation of the linkage between Education Sector development and broader development ambitions and plans;
2. The central role of a policy framework in developing strategies and guidelines for sector reform;
3. Prioritization and phasing of interventions;
4. Preparation of a comprehensive ESOP financing framework, including an assessment of requirements, existing recurrent and development budget commitments and analysis of likely financing shortfalls linked to the state budgetary process;
5. Preparation of strategies for integrating existing activities into broader sector-wide programmes, in terms of both management of implementation and financing;
6. Uniform and internally consistent financial management, monitoring, audit and procurement systems;
7. Joint YB-SUBEB and donor agency partnership arrangements, including regular monitoring and review processes against agreed performance indicators and reporting systems; and
8. Analytical work, studies and capacity building initiatives.

1. Approach to Strategic Plan Implementation Monitoring

The BESSP is for the Education Sector, therefore, an important feature is that there should be joint oversight function between the State Government and stakeholders during its implementation. The YB-SUBEB will work in partnership with the Ministry of Basic & Secondary Education, other governmental and non-governmental organizations, to guide the implementation of the BESSP. External stakeholders that will be involved in the implementation include:

1. The private sector, NGOs, CSOs and CBOs;
2. Religious Boards of Management (FBOs);
3. School-Based Management Committees, Faith-Based Organizations and/or Parents Teachers Associations;
4. Ministries of Local Government & Chieftaincy Affairs, Health, Finance and Economic Development, Budget & Planning, Women Affairs, Works, Transport and Energy, Youth, Sports & Social Development;
5. The LGEAs; and
6. Development partners, including external donor agencies.

The YB-SUBEB will monitor how the plan is being implemented to ensure that targets are met. It is recognized that the development of a multi-year sector plan approach in Yobe State is at an early stage. Therefore, with respect to external assistance, the most important issue is to ensure that all support is consistent with Yobe State Education Policy and strategic priorities as outlined in the BESSP, and to facilitate increased levels of external assistance in support of achieving the BESSP targets.

3. SECTOR PERFORMANCE EVALUATION.

Performance indicators are key components of the evaluation process. Quantitative and qualitative data will inform sector performance assessment and, as a result, any subsequent decision-making relating to the implementation of the BESSP. This system is aimed at ensuring a comprehensive evaluation framework, which will yield timely, relevant and evidence-based information for decision-making. The indicator system will address the following requirements for evaluating sector performance:

1. **The need to have a holistic and comprehensive grasp of the state of implementation in relation to BESSP targets:** Policy and decision makers, including managers of implementing agencies and other stakeholders at all levels, will be informed about the issues, challenges, successes and progress in the sector so that evidence-based analyses are made, and decisions are taken that support commitment to the relevant issues;
2. **The need to maintain focus on problem areas, key issues, critical concerns and priorities:** In addition to the five areas of focus identified earlier, there should be provision for special and possibly unforeseen policy directions, which may need monitoring. The tracking of indicators will provide an early warning of unexpected circumstances;
3. **The need to generate support for educational interventions:** Support for specific interventions will be necessary to increase the probability of their successful implementation. This may call for a revision of indicators and implies that the system should be flexible;

4. **The need to provide feedback to all stakeholders:** The indicator system should assist in providing clear and unambiguous feedback to stakeholders through periodic reporting procedures.

4. RESULTS FRAMEWORK

A results framework is both a planning and management tool that provides the basis for monitoring and evaluation. It provides a programme-level framework for managers to track and guide structured documentation of implementation and achievement of results and to adjust relevant programmes, activities and targets when necessary. It gives an instant idea of what a program is trying to achieve. A Results Framework focuses especially on impact and the outcomes of the work done through the program.

A comprehensive results framework, which will guide the implementation of the BESSP and act as a Monitoring and Evaluation tool to assess progress towards achieving the objectives of the Education Policy will be developed in the course of preparing the Operational Plan or Workplan for this Strategic Plan. A high-level Results Framework that will guide the preparation of the comprehensive would be developed subsequently. Also, a performance management framework will need to be developed when the operational guide for the policy is ready. The later will serve as a progress tracker for the implementation of the operations.

Several key priority actions will need to be taken to facilitate effective implementation monitoring and evaluation this Strategic Plan. First is to establish reliable baseline data and to further define indicators (jointly with Development Partners). Second is to develop and establish an effective monitoring and evaluation system in the YB-SUBEB and other relevant agencies. Third is the need to priorities the strengthening and institutionalization of EMIS for effective M&E of the BESSP.

5. APPROACH TO PLAN REVISION

5.1. Annual Education Sector Performance Review (AESPR)

The process of accountability, to which the YB-SUBEB is committed, dictates that there should be a regular review of Education Sector performance. YB-SUBEB and its internal and external development partners will conduct this review. The purpose of the review process is to ensure that there are effective returns on the investments being made in the Basic Education Sector and that the intended beneficiaries (pupils, students, parents and all other stakeholders) are indeed benefiting.

The AESPR will be scheduled to coincide with the school year performance assessment and to complement the budgetary cycle so that informed decisions can be taken prior to budget preparation. Likewise, the review will take place prior to the revision of the Education Sector Operational Plan (ESOP). It is expected that annual reviews will eliminate the need for development partners to request separate reviews for individual projects and support programmes. The review will cover whole sector performance and, based on necessity, will cover all aspects of annual educational development, including projects and sub-programmes.

The first AESPR for BESSP will be undertaken in July/August 2021. In preparation for the AESPR, YB-SUBEB, through the monitoring and evaluation function in BESSP, will produce a comprehensive Annual Education Sector Performance Report, including assessment of progress towards meeting indicators and targets, and implementation of ESOP. The report will include lessons learned and recommendations as a basis for discussions during the AESPR meeting. The Annual Education Sector Performance Report is currently a feature of the annual planning and budgeting cycle aimed at assisting strategic planning and

budget preparation. The recommendation in the annual education performance report will be used to rollover/revise the ESOP; as well as for adjusting the sector budget for 2021.

6. CRITICAL SUCCESS FACTORS OF PLAN IMPLEMENTATION

The success of the BESSP will be measured by its ability to achieve the vision and mission for the Education Sector. The following will be the critical success factors for the implementation:

1. **Strategic Alignment.** The purpose and role of the Education Sector must be aligned to the state's developmental needs; and the internal capacity and structure of the YB-SUBEB must match the strategic direction articulated in the plan;
2. **Funding adequacy.** Commitment on the part of the government to fund the plan at a viable level; Diversification of funding sources; Effective fiscal stewardship; Effective mobilization of Private Sector funding through Public-Private-Partnership; Strategic mobilization and effective utilization of Development Partners' support; and Relentless efforts to do more with less (Value for Money proposition!).
3. **Effective internal capacity and capabilities.** The acquisition and development of superior talent in the Education Sector; Development and provision of specialized education e.g. special needs, early child care development, etc.; and effective systems and processes capable of meeting the new demands created by the need for transformation of the education system;
4. **Creation of an enabling environment that:** Embraces change and new challenges; Inspires educators, staff, and students alike; nurtures performance; and is execution and results focused.
5. **Staff and faculty engagement.** Faculty and staff must feel a sense of belonging to the institution; and Faculty and staff must be involved in planning, designing and managing change;
6. **Integration and use of technology.** Use of technology in teaching and learning; Creation of technology friendly processes; Training of staff and administrators to become ICT compliant; Empower faculty/departments, staff and students in the use of technology; and Integration of technology in the management of the system;
7. **Learner-centred system.** An educational system that places students and their needs at the heart of its operations.

7. INSTITUTIONAL FRAMEWORK FOR MANAGING THE IMPLEMENTATION OF THE BESSP

The YB-SUBEB's organizational and institutional Corporate Plan is aimed at improving the execution of the functional responsibilities of all levels of the education system in an efficient and effective way. During the implementation of the ESP, it will devolve power, authority and the relevant functions to all levels to directly link institutional reform to improvement in academic performance of learners in the Education Sector.

The efficacy of the YB-SUBEB administrative support systems and structures at all levels will be key to the implementation of the BESSP. It is, therefore, necessary to outline the system within which the organization will operate commensurate to the needs arising from the BESSP. This then calls for the restructuring and strengthening of management systems and structures for the efficiency and effectiveness of BESSP implementation. The institutional framework for implementing the BESSP comprises of:

1. Ministry of Basic & Secondary Education and YB-SUBEB. The management, roles and responsibilities for education service delivery is shared between the three tiers of government: The Federal Government, the state government and the Local Government have been well documented in the ESA;
2. Thematic Working Groups (TWGs) - are consultative bodies aimed at providing multi-stakeholder participation in improving the coordination, planning, implementation and monitoring of programmes and projects relevant to the BESSP. TWGs will meet a minimum of twice annually and will be chaired by the Executive Chairman YB-SUBEB and shall comprise technical representatives of MDAs, the private sector, Civil Society Organizations and International Development Partners.

8. MANPOWER DEVELOPMENT STRATEGY

YB-SUBEB recognizes that decentralization should constitute an important instrument in its efforts to improve institutional and organizational performance. Since decentralization has an immediate impact on human resource management, building the capacity of lower levels to manage this critical function is at the center of YB-SUBEB's interventions during this ESP period.

The YB-SUBEB Human Resource function, aims to develop, revise and improve the overall approach to human resource management and administration. Strengthening the HR function will include establishing an HR information management system that will be complemented with effective staff retention initiatives and a performance evaluation system. System strengthening interventions are currently ongoing to ensure this aspiration and special provision has been made for manpower training and development annually at all levels. Institutional linkage and support from development partners will be vigorously pursued and intensified in the development of YB-SUBEB education system capacity, especially in the area of training.

9. CONCLUSION

It is anticipated that if this Basic Education Sector Strategic Plan is well implemented alongside the Yobe State Education Policy and the Education Quality Assurance Policy developed, the existing weaknesses in the Yobe State Basic Education system will improve. For instance, the observed low capacity in the understanding of policies, programmes and activities at the Local Government level; low level of public awareness of government education policies and programmes and the structural defects of some school buildings could be largely improved upon by taking advantage of strengths and existing opportunities, while mitigating the risks.

5. FINANCING THE STRATEGIC PLAN.

5.1. INTRODUCTION

The Yobe State Government funding of the whole education sector is in the region of 24% of the recurrent budget. Notwithstanding the level of budget allocation, the sector performance continues to be poor. From the analysis of historic annual budgetary and expenditure profiles on Basic and Secondary Education from the Yobe State Ministry of Finance, and Ministry of Budget and Planning as per Table 5.1 below, it is apparent that the allocation of funds to the Basic and Secondary Education Sector need to be radically and progressively increased.

This could be achieved by increasing the level of releases, increasing spending efficiency and radical mobilization of funds. However, in order to achieve optimum effect, it is highly necessary to implement best practices in governance and accountability processes, being the most critical challenge to attracting funds from non-treasury sources such as Public Private Partnerships and International Development Partners.

Appropriation	2014	2015	2016	2017	2018	2019
Budget, NGN Billion	12.4	10.8	13.1	13.04	12.5	16.8
Releases, %	49	63	71	13	71	Tbd
Capital, % of Budget	41	25	42	45	34	Tbd
%Recurrent	59	75	58	55	66	Tbd

Source: Yobe State Ministry of Education.

5.2. COSTS OF BASIC EDUCATION

The annual Operational Planning process is most ideal in providing cost estimates for the BESSP. However, there is a need to estimate the total cost of implementing the BESSP and provide policy makers and managers some ideas on resources available to fund Government projects and programs as well as capture where the financial pressures will lie.

5.2.1. Increase in Costs.

Basic Education costs are in a large part driven by the increase in access under the BESSP. However, there are a number of other key reforms that increase the cost of the education system. These include:

1. Declines in pupil teacher ratios;
2. Provision of textbooks and teacher guides;

3. Cost of upgrading primary and secondary school teachers and the subsequent increases in teacher salaries;
4. Provision of support to non-government teachers in schools;
5. Reductions in class sizes, particularly at the secondary level;
6. Provision of school grants to all government and supported non-government primary and secondary schools.

Comparing the costs of the BESSP with the resources that are available to the education sector in Yobe State provides a useful check on the feasibility of the plan. As part of the BESSP, it is expected that real resources to education will increase due to:

1. Annual real increases in overall State and LGA budgets. The BESSP is based on the assumption that these budgets will increase by 5% per annum in real terms over the plan period. Given increased oil revenue at the Federal level and recent increases in budgets, this assumption is relatively conservative;
2. Increase share of State and LGA budgets to education to 30%. On the average, 24% of the Yobe State budget and 15% of LGA budgets were devoted to education;

Based on these assumptions the gap between costs and available resources is projected to grow over the 5 year plan period. By 2023, projected costs will exceed resources by approximately 40%. It should be noted that while this gap is large it will decline over the longer term as intake rates into the education system will stabilise at a similar level to the 6 year old population and the bulk of upgrading of teachers is completed. It is possible for the gap to be filled by:

1. Further increases in State and LGA budgets devoted to education;
2. Private sector financial support;
3. Increases in federal allocations to education possibly through UBEC;
4. Development partner support.

5.2.2. Cost Estimates

The projected overall budget requirement for the Education Sector at all levels was required to compute education cost estimates.

The United Nations Committee on Economic, Social and Cultural Rights (OHCHR) had defined the irreducible minimums on the right to education. They are availability, accessibility, acceptability and adaptability. Availability refers to functional programmes, schools, facilities, libraries, computers, information technology, qualified and competent teaching staff, etc.

Cost analysis can contribute significantly to decision making, planning and monitoring in education. The different concepts of costs explain how they can contribute to improve policy decisions in education. Costs can be classified into two types: (a) individual and private costs; (b) institutional or public or social costs.

Types of costs includes total costs, total fixed costs and total variable costs, current and capital costs, opportunity costs or foregone earnings costs, social or total costs of education and unit costs of

education.

5.3. BASIC EDUCATION FINANCING.

Education is an expensive social service, especially given Yobe State’s goal to make Basic Education free at all levels and accessible to all. This requires adequate financial provision for the successful implementation of the education programme. Funding is critical to actualizing the implementation of the education policy. There are many sources of financing Basic Education. The identified funding sources are:

1. **Federal Government** - UBEC matching grant; FTS monthly allowance; ETF intervention; Self help projects funds
2. **Yobe State government** - monthly salaries and allowances; capital projects; running costs; provision of teaching and learning materials; provision of scholarships to tertiary institutions students;
3. **The 17 Local Government Area Councils** - payment of salaries to primary schools teachers; assistance to Local Government Education Authorities; provision of uniform and other items for new intakes into junior secondary schools; conveyance to and from schools of students etc.;
4. **Development Partners** - International development partners, including UNICEF, UNESCO, DFID, and the World Bank;
5. **Private donations**, given by individuals towards the upliftment of education in the state;
6. **Philanthropic organizations.**

Yobe State Government is the main source of public funding for Basic Education and it provides the state matching grant to access UBEC Intervention Funds. The salaries of the teaching and non-teaching staff at government primary schools are the responsibility of Local Government Education Authorities.

In 2019, the Yobe State government and LGAs education budgets, taken together, represent 96 percent of all domestic public resources (44 percent by the state and 50 percent by LGAs). Federal direct funding (UBEC matching grant, Self help project and ETF) represented 5 percent. International development partners’ financial support has been marginal in the order of less than 1 percent of resources

5.3.1. Development Partners Intervention

Development Partners Intervention on Basic and Secondary Education showed that several Development Partners intervened, in kind, to support Basic and Secondary Education in Yobe State. Such partners include the UNICEF (United Nation Children’s Fund); USAID and the World Bank (WB).

The interventions are significant in guiding capacity building and the inculcation of international best practices. Notwithstanding that, they constitute but a minuscule portion of the treasury funding of Basic and Secondary Education. The implementation of such projects could be enhanced by improvements in program management, as well as adequate injection of counterpart funds where necessary. Going forward, there is the need to build and effectively manage a strong and well populated basket of Development Partners interventions in Basic and Secondary Education. A sample of the key possible partners per category are as follows:

1. International Development Finance Institutions:

- i. The World Bank (WB): World Bank is an international financial institution that provides loans and grants to the governments of poorer countries for the purpose of pursuing capital projects. It comprises two institutions: The International Bank for Reconstruction and Development (IBRD), and the International Development Association (IDA);
- ii. The African Development Bank (AfDB): African Development Bank Group or Banque Africaine de Développement is a multilateral development finance institution. The AfDB was founded in 1964 and comprises three entities: The African Development Bank, the African Development Fund and the Nigeria Trust Fund. President and CEO: Akinwumi Adesina; Headquarters: Abidjan, Côte d'Ivoire; CEO: Akinwumi Adesina (1 Sep 2015–) Founded: 10 September 1964; Membership: 80 countries Purpose: Regional development;
- iii. The Islamic Development Bank (IsDB): Islamic Development Bank is a multilateral development finance institution that is focused on islamic finance located in Jeddah, Saudi Arabia. There are 57 shareholding member states with the largest single shareholder being Saudi Arabia. Headquarters: Jeddah, Saudi Arabia; Location: Jeddah, Saudi Arabia, Number of employees: 932. Founded: 1975. Subsidiaries: United Bank of Albania, IDB Trust Services Limited. Parent organization: Islamic Development Bank Group;
- iv. The Arab Bank for Economic Development in Africa (BADEA): The Arab Bank for Economic Development in Africa (BADEA) was established pursuant to the resolution of the 6th Arab Summit Conference at Algiers (28th November 1973). The Bank began operations in March 1975. BADEA is a financial institution owned by eighteen Arab countries members of the League of Arab States (LAS) which signed its Establishing Agreement in 18th February 1974. The Bank is an independent International Institution enjoying full international legal status and complete autonomy in administrative and financial matters. It is governed by the provisions of its Establishing Agreement and the principles of international law. Headquarters: Bank's Headquarters is located in Khartoum, the capital of the Republic of the Sudan. Objective: The Bank was created for the purpose of strengthening economic, financial and technical cooperation between the Arab and African regions and for the embodiment of Arab-African solidarity on foundations of equality and friendship. To achieve this end, the Bank was given a mandate to: Participate in financing economic development in African countries. To Stimulate the contribution of Arab capital to African development. Help provide the technical assistance required for the development of Africa.

2. Official Development Assistance (ODA) Bilateral.

- i. Department for International Development (DFID), UK: The Department for International Development is a United Kingdom government department responsible for administering overseas aid. The goal of the department is "to promote sustainable development and eliminate world poverty". DFID is headed by the United Kingdom's Secretary of State for International Development. Founded: 1997. Officeholder: Alok Sharma (Secretary of State). Annual budget: 13.4 billion GBP Headquarters location: London, United Kingdom.

Jurisdiction: United Kingdom. Department executive: Matthew Rycroft, Permanent Secretary (22 January 2018 onwards);

- ii. United States Agency for International Development (USAID): The United States Agency for International Development is an independent agency of the United States federal government that is primarily responsible for administering civilian foreign aid and development assistance. Headquarters: Washington, D.C., United States Agency executives: Mark Green, Administrator; Bonnie Glick, Deputy Administrator; Employees: 3,893 career U.S. employees (FY 2016). Annual budget: 27.2 billion USD (FY 2016 Budgetary Resources). Founder: John F. Kennedy. Founded: 3 November 1961;
 - iii. Japan International Cooperation Agency (JICA): The Japan International Cooperation Agency is a governmental agency that coordinates Official Development Assistance for the government of Japan. It is chartered with assisting economic and social growth in developing countries, and the promotion of international cooperation. Budget: ¥1.478 billion yen. Purpose: Official development assistance. President: Shinichi Kitaoka. Founded: August 1974. Staff: 1845 (March 2015). Headquarters location: Tokyo, Tokyo, Japan;
 - iv. Korean International Cooperation Agency (KOICA): The Korea International Cooperation Agency was established in 1991 by the Ministry of Foreign Affairs of South Korea as a governmental organisation for Official Development Assistance to enhance the meeting of basic human needs as well as to foster human resources development of developing countries. It was found on 1 April 1991. : in the Ministry Of Foreign Affairs. The current chief executive is Lee Mi-kyung;
 - v. QATAR FUND: Qatar Fund for Development (QFFD) or Qatar Development Fund (QFD) aims to help the Arab countries and other developing countries in developing their economies and implements development programs, by providing loans, grants and technical assistance to these countries or legal institutions following them or holding their nationality, and that contribute to the economic and social development of these countries. Providing financial tools to developing countries in the Arab and Muslim world and beyond for responsive and effective humanitarian and development aid. Empowering populations through the promotion of education, healthcare, social services, infrastructure and economic development. Engaging in local and international partnerships to optimise impact. Capitalising on Qatar’s expertise, capabilities and skills to maximise results. Adopting global leading practices and fostering innovative solutions in the provision of services. QFFD’s strategy is in line with the objectives of United Nations’ Sustainable Development Goals. The most important Sustainable Development Goals of the Fund: • Goal 4: “Ensuring fair and inclusive education for all and enhancing lifelong learning opportunities for all”. • Goal 3: “Ensure that all people enjoy healthy and well-being for all ages.” • Goal 8: “Promoting sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”;
3. **United Nation Agencies:** UNDP; UNESCO/UNICEF; World Health Organization (WHO); International Committee of Red Cross (ICRC); World Food Programme (WFP); etc. The United Nations Agencies intervene in deferent aspects from which Yobe State can leverage directly and indirectly on components that contribute to Basic and Secondary Education. It also provides window into international best practice. International recognition can also be achieved for the programme, through diligent partnerships with the United Nations Agencies;
 4. **International Non-Governmental Organisations:** There are a number of International non-governmental Organisations currently operating in Yobe State whose interventions have some

bearing on Basic and Secondary Education. Their presence is predominantly as a result of the state of insecurity in the region. It would serve Yobe States Interest to strengthen engagement with the ones on ground as well as reach out to others in a well-structured manner with a view to getting optimum result relating to Basic and Secondary Education. Such agencies include but not limited to the following;

5. **Scholarships:** The State may deliberately canvas for Scholarships at every possible level with a proviso that the State will increase funding to the Basic and Secondary Education Trust Fund by amounts equivalent to savings as a result of the scholarships. Such sources of scholarships may include but not limited to the following; Commonwealth; Organization of Islamic Countries (OIC) and Bilateral Scholarships;
6. **Other Sources:** The State Government would specifically reach out to National and International philanthropists and corporate bodies to contribute into the Basic and Secondary Education Trust Fund, which is to be established as a matter of urgency. To elicit appreciable support from such sources, it would be necessary for the State to showcase considerable land mark achievement from its effort. Such sources would include but not limited to the following: Endowment Funds; Corporate Social Responsibility (CSR); Victim Support Fund; etc.
7. **Strategic plan** (short, medium and long term) for generating the much-needed funds, from all possible sources and the diligent application of such funds (management processes and procedures) to revitalize and sustain the effective delivery of Basic and Secondary Education in the State, requires to be well articulated, organized and vigorous. The dominant and primary source of funding for Basic and Secondary Education is the Treasury. Because the funding requirement may be daunting on the treasury, it becomes necessary to explore all available avenues to seek augmentation. In this regard, the following strategic approach is recommended:

5.4. BUDGET & BUDGETARY PROCESS.

In Yobe State, the implementation of the Basic Education budget is problematic. There is wide disparity between approved budget and actual release of funds. The share of education in the State Government budget was 24.5% on the average. However, 40% of the total allocation was not released, which represents the share of educational expenditure of 15%, that is far less than half of the approved total budget.

There is increased commitment by the new government to 100% release of budgetary provisions with renewed emphasis on accountability and transparency for the year 2021 to 2026. In the next Fiscal Year 2021, the YB-SUBEB should look for more contribution from other sources outside the State Government.

To enhance the Budgetary/Appropriation allocations for Basic Education, the Yobe State Government should:

1. To scale up Budget/Appropriation performance to 100% releases to Basic and Secondary Education;
2. To modernize the financial management and governance system in the state with a view to directing gains to increase funding of Basic and Secondary Education;
3. To establish a Yobe State Basic and Secondary Education Trust Fund;

4. To request the President, Federal Republic of Nigeria for a financial grant from the Natural Resources Development Fund to develop Yobe State's human capital, which is its primary natural resources;
5. To launch the Yobe State Basic and Secondary Education Endowment/Appeal fund. The proceeds will be part of the accruable into the Yobe State Trust Fund;
6. To Institute Basic and Secondary Education Tax for certain categories of businesses that exploit resources from Yobe State;
7. To launch a vigorous lobby for International Development Finance and Official Development Assistance for Basic and Secondary Education.