Education Sector Performance Report

Jigawa State Government

Ministry of Education, Science & Technology

Supported by BEPD

June 2015

	Quality Assurance Stage	Responsible	Sign off	Date	Max period
	Date report is due (from ToR)				
1	Report sent to SPM and copied to PDG	TSL			
2	QA for political economy and format and corrections made. Agreed final version and correction of the report and submission to PDG	SPM/TCM			7 days
3	QA of the report providing feedback to the SPM and TSL(PDG reserves the right to request referral)	PDG			14days
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5	Final approval and submission to KM Abuja (for all reports)	SPM			
6	Final QA and submission to PMU	KM			5 days
7	PMU sign-off for uploading to the Fountain.	PMU			
	Is this report suitable for inclusion in the SPARC Resource Centre?				Yes/No

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Acronyms and Glossary of Terms

CoE	College of Education
CSACEFA	Civil Society Coalition on Education for All
EFA	Education for All
EMIS	Education Information Management System
ESSPIN	Education Sector Service Programme in Nigeria
JD	Job Description
JICA	Japanese International Cooperation Agency
KPIs	Key Performance Indicators
KRAs	Key Results Areas
LGAs	Local Government Areas
M&E	Monitoring and Evaluation
MDAs	Ministries Departments and Agencies
MDGs	Millennium Development Goals
MTSS	Medium Term Sector Strategies
NECO	National Examination Council
NGOs	Non-Governmental Organisation
P&S	Policy and Strategy
PPP	Public-Private Partnership
RF	Results Framework
SEIUMU	State Education Inspectorate and Monitoring Unit
SPARC	State Partnership for Accountability, Responsiveness and Capability
SPMRs	Sector Performance Management Reports
SUBEB	State Universal Basic Education Board
TDP	Teacher Development Project
TETFUND	Tertiary Education Trust Fund
UNICEF	United Nations children Education Fund
USAID	United State Agency for International Development
VSO	Voluntary Service Organisation
WAEC	West African Examination Council
WASC	West Africa School Certificate
WASCE	West Africa School Certificate Examination
WB	World Bank

Chapter-1: Introduction and Background

In this chapter, the background and linkages / relationship between other sectors shall be discussed to ensure the establishment and enable the beneficiary of the framework have better insight of the processes and activities of the sector. Likewise, the overview of the sector policies and performance environment shall be discussed. The purpose and processes involved in this report shall be highlighted and there shall be information about the impact and contributions of the sector stakeholders.

For the sector to contribute in achieving the overall State objectives, the sector is also guided by a working Vision and Mission statements as contained in its strategic plan document. However, Jigawa State education sector has a well spelt out vision and mission statement which is being formulated out of the State's broad development strategy as indicated below:

Vision Statement:

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

Mission Statement:

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

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

1.1   Overview of the Sector Policy and Performance Environment

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

1.2   Purpose and Process of the Performance Report

The overarching purpose of the Education Sector baseline review is to:

- Identify the status of interventions that had taken place in the sector in the past five years,
- Establish a baseline performance status; identify the relationship between the financial investment, institutional/organizational capacity in that sector and the results,
- Establish a performance trend on each of the outcome key performance indicators (KPIs) in the results framework for the sector, where data is available ,
- Recommend optimal direction for realistic outcome targets in the Medium Term Development Plan and the MTSS for 2016 – 2018.

1.3   Stakeholders in the Sector

The major stakeholders supporting Education sector in Jigawa State and their related areas of supports are listed in the table below.

The following are the contributions of the above MDAs:

MDAs WITHIN THE SECTOR ---	
Names of Sector MDAs	**MDA's Mandates**
Ministry of Education Science and Technology	• Provide access to quality education for citizens of Jigawa state; • Ensure an environment that is conducive to teaching and learning in schools by providing structures and teaching equipment; • Provide qualified teachers; • Develop policy on Science & Technology • Coordinate Scientific & Technology Research • Ensure constant Inspection and Monitoring of schools for quality assurance; • Cater for staff students' welfare and maintain discipline
Agency for Mass Education	• Provide opportunity for school dropouts wishing to continue their education and also assist our young school leavers to remediate their school certificate examinations.
Agency for Nomadic Education	• Establish, manage and monitor primary schools for nomads children in the state; • Provide literacy classes for nomads; • Liaising with National Commission for Nomad Education; • Ensure wide geographical spread of nomadic educational activities and target in the state. • Promote access to quality education among the nomads at all levels for the attainment of education for all (EFA) and Millennium Development Goals, (MDG's) to be more productive members of the society.
Jigawa State Library Board	• Establishing, controlling and maintenance of public library service in the State; • Supervise and help to organize library services in all primary, ministries and departments of the government in the State; • Promoting and enhancing educational research, cultural pursuit and literacy heritage in the State at all levels; • Inculcating reading habit at all levels; • Disseminating information inform of books and reading materials at all levels and standard of the public; • Maintaining and extending of a collection of books, periodicals, pamphlets, maps, magazines, musical records, films or sound recording as the board may consider appropriate for a library

	of high standard; • Inspecting libraries and library services and making recommendations to and advising on library development or organization by any department or agency of the State including the local government councils; • Establishing and maintaining branches of library services as the board may from time to time determine; • Providing book depot- purchasing and selling books and other library materials.
Jigawa State Scholarship Board	• To encourage Jigawa State indigenes to go for further studies; • To ensure that Jigawa State quota is filled in institutions of higher learning; • To ensure prompt payment of scholarship to Jigawa state indigene pursuing undergraduate studies at tertiary institutions in Nigeria and for some specific Postgraduate studies overseas. • Conduct interview Annually to Authenticate their Identity • It is charged with the Responsibilities of awarding scholarship to deserving/qualified indigenes. • Where desirable to bond a student who is awarded scholarship. • Securing admission for remedial science programme in the university. • To request prospectus and other relevant information within and outside Nigeria. • To liaise with government establishment, philanthropist and other stake holders on matters relating to the award of scholarship. • Monitoring of students' academic progress, payment and conduct of interview. • Review policies and advice Government on new initiative programmes on the award of scholarship • Implementation of new Government policies related to Education.
Jigawa State Universal Basic Education Board (SUBEB)	• Providing basic education; • Enrolling children to primary and junior secondary schools; • Ensuring good and qualitative education based on the new national education curriculum. • Monitor, appraise and evaluate the delivery of basic education in the state.
Islamic Education Bureau	• To formulate broad policies and advise the government on matters relating to Islamic and Arabic education and the moral teachings of Islamic in the state. • To maintain existing public Islamiyya Quranic and Arabic schools, and to establish, maintain and control such new ones as the government may direct. • To assume the management of any institution within the state where so directed by the Hon. Commissioner.

	• To make such provision for conducting or assisting the conduct of research as appears to the Bureau to be desirable for the purpose of improving Islamic and Arabic education within the State. • To be responsible for Arabic and Islamic studies schools in the state from pre-primary, primary and post primary levels. • To be responsible for the training and re-training of its staff. • To handle recruitment, promotion discipline retirement transfer and posting of staff, subject to the approval of the civil service commission. • To organize or participate in the organization of courses conferences, seminars (including Quranic recitation competitions) for the purpose of discussing questions relating to Islamic and Arabic Education. • To plan and take measures of integrating Quranic and Islamic Education in the State with formal system. • To furnish the Hon. Commissioner with such advice relating to Islamic Education within the State as he may require. • To set up functional departments to supervise and run their day-to day activities. • To determine the scheme of service for all its employees. • To aid, register Private Islamiyya Quranic and Arabic primary and secondary schools in the State, as the Bureau may determine. • To perform such other functions as may be imposed upon it by this edict or under any law.
Science & Technical Schools Board	• Promotion of Science and Technical Education at post primary school level; • Provision of vocational education for the training of artisans and craftsmen; • Establish, manage and control science secondary schools, technical colleges and vocational centers; • Select and admit students into its schools and maintain discipline among same; • Recruit, promote and discipline its staff. • Acquiring any equipment, materials, furniture and other properties required for the purpose of the Board. • Preparation and submission to the governor of an annual report on the administration and activities of the board.
State Education Inspectorate and Monitoring Unit (SEIMU)	• Pedagogical support to teachers to enhance their capability; • Capacity support to school administrators to improve their managerial skills; • Ensuring that inputs into the education sector are properly utilized and coordinated to yield the desired results; • Production and dissemination of periodic reports based on inspectors' findings to ensure that schools are accountable to government and to the general public;

	• Collection and collation of data on education sector for effective monitoring, evaluation and improvement of the system; • Report observations to His Excellency for appropriate directives to affected Agencies • Monitor special events or activities in schools such as the conduct of WAEC and NECO examinations and Sallah celebrations.
Dutse Model International School	• The school, shall be a teaching body and subject to the provision of this law shall have the following powers • To provide in its statutes the rules and conditions under which children may be admitted as pupils of the school • To provide primary, pre primary and secondary education for the pupils • To establish such units of teaching and learning as the purposes may require • To do all such other acts and things incidental to the foregoing powers as may advance the objects of the schools. • Subject to the provisions of this law and of any statutes the powers conferred on the school by subsection 1 of this section shall be exercised on behalf of the school by the board of management.

1.4   Purpose and Objectives of the Performance Review

The overall purpose of conducting Sector Performance Review is to identify the necessary set of recommendations which could be used to adjust the MTSS and budget. The specific objectives are:

- To assess progress made in implementing the Educations MTSS against agreed sector outcome targets.
- Also, to identify the possible factors responsible for the level performance on each Key Results Area (KRA).

Chapter 2: Strategy Performance Analysis

This chapter identifies the purpose, objective and the scope of the performance review as shown in the Education sector performance scorecard. Also it presents a simple comparison of outcome performance of Education sector from 2010 to 2014. The identified key Result Areas (KRAs) and outcome Key performance Indicators (KPIs) that were earlier identified in the Result Framework (RF) were used to judge the performance of the sector. The focus is specifically on the effect of the outputs achieved within the period under review. It analyses results in relation to the strategies by identifying where programme and intervention added positive or negative value to its result as well as ongoing programmes/intervention set to achieve these goals.

2.1 The Key Result Areas and Performance of selected Outcome Key Performance Indicators

There are eight Key Results Areas (KRAs) that were selected for performance assessment of Education sector. The performance of the sector was assessed based on the changes that occur in these eight KRAs using a set of related Key Performance Indicators (KPIs). The analysis in this chapter focuses on sectors performance against the 2014 targets set for the outcome KPIs.

Outcome 1: Increased primary school gross enrolment rate
There is only one KPI used to analyse the performance of the sector in this result area. This KPI is stated below as KPI-1.1 with the related target for 2014.

Outcome KPI- 1.1: Primary school gross enrolment rate
2014 Target: To increase Primary School Gross Enrolment rate from 55% in 2013 to 56% in 2014.

The actual gross enrolment rate in year 2014 is 61%. The 2014 target on gross primary school enrolment of 55% was met and overshot by 8.92%. This means that the achievement in this result area was 108.92% in year 2014. Similarly, the targets for Gross Male and Female Enrolment rates were achieved and over shot respectively. Performance on Male Gross Enrolment rate in 2014 was 107% while that of Female Gross enrolment rate in the same year was 110%.

Based on the related output data for year 2014, the set of outputs with similar successful trend in performance are 'new primary schools established' and 'school enrolment drive campaign conducted'. According to the performance data available, 79 new primary schools were established as against the target of 39 set to be established in year 2014. This records a performance of 187.18%. The data was not disaggregated by location to provide information on

rural and urban disaggregation of this projects.[1] Similarly, a total of 5 enrolment drive campaigns were planned for 2014 but 8 was conducted. This shows a performance of 160% but it was not clear if the campaign focused on rural or urban communities. Another output that indicates contribution to the improved enrolment is the provision of sanitary facilities in primary schools. The output data shows that 41 new sanitary facilities were provided in primary schools as against the 42 targeted. This shows 97.62% achievement. The data did not indicate the location (urban or rural) of the schools where these facilities were provided, neither did it indicate if the facilities were gender friendly or not. It was not clear if these three projects/ activities were among the planned activities in the MTSS of 2014.

Outcome 2: Reduced Primary School Pupil-Teacher Ratio
The sector's performance in this outcome area is measured by one indicator as stated below.

Outcome KPI 2.1: Primary Schools Pupil: Teacher Ratio
2014 Target: To Reduce Primary Schools Pupil: Teacher ratio from 34:1 in 2013 to 30:1 in 2014.

The ratio of primary school pupil per teacher in 2014 was recorded to be 41:1 as against the targeted 30:1. This shows a negative performance worse that the baseline situation in 2013.

The related output KPI-data for this outcome indicator shows slight increase in the number of primary teachers from a total of 12,862 in 2013 to 13,567 in the same year. However, this increase did not meet the 2014 target of number of primary school teachers which was targeted to be 13,580 teachers. Although there was 99.90% achievement on the target of increasing the number of primary school teachers, this did not adequately reflect on the ratio of primary school pupil to teachers. This could possibly be as a result of great primary school enrolment rate that was achieved far above the anticipated target and not as a result of poor estimation of the output target. It is not clear if this output was planned or unplanned activities in the 2014 Education MTSS activities.

Outcome 3: Improved Quality of Primary Education
The performance of the sector on the quality of primary school education is measured with one indicator as stated below.

Outcome KPI- 3.1: Percentage of primary school leavers that pass first school leaving Examination with distinction

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[1] JS urban centres include LG secretariat while those outside LG secretariate are rural.

2014 Target: To increase the Percentage of Primary School Leavers that Pass First School Leaving Examination with Distinction from 43% in 2013 to 46% in 2014.

The available data shows that only 43% of primary school pupils that sat for first school leaving examination in 2013 passed with distinction. Data was not available to ascertain the proportion that passed with distinction in year 2014 although the target was set to increase the 2013 performance from 43% to 46%. The record also shows that the number of primary school pupils that transited from primary school to secondary school increased from 35,046 in 2013 to 54,275 in 2014. This shows an increase of 64.57% between 2013 and 2014. But the output target for 2014 is set at 29,483 while the achievement is 54,275, showing a performance of 184.09% in relation to the set target. In all these, the performance were not disaggregated by sex to know if girls are also passing along side with boys and vice versa.

Outcome 4: Increased girl-child primary school gross enrolment rate

This Key Results Area tend to track progress on the rate at which female children of primary school age are actually enrolling for primary school education in Jigawa State. The objective here is to implement the programmes and projects that will lead to increase in the proportion of female children of primary school age that get enrolled into primary school every year. One major performance indicator were selected to measure this change in the result area as stated below.

Outcome KPI- 4.1: Girl child primary school gross enrolment rate
2014 Target: To sustain the primary school gross enrolment rate of 48% in 2013 in year 2014
In year 2013, the available data shows that 48% of the total gross primary school enrolment were females and the target was to at least, sustain such level of performance in year 2014. The performance figure shows that in year 2014, girl-child gross enrolment increased to 53% as against the 48% targeted. This shows a performance of 110.42% achievement over the target.

Some of the possible attribution of this level of achievement could also be the increase in the enrolment drive in the State, more primary schools established and provision of good sanitary facilities in primary schools. There is also the provision of free school uniforms, sandals and bags. This was made possible by the social mobilisation department that has incorporated these provisions in their campaign drive. It is unclear which Local Government Areas (LGAs) has the highest number of enrolment.

Outcome 5: Increased girl child basic education completion rate
The objective of this KRA is to track how the enrolled girl-child pursues her education up to the completion level of Basic Education, often called, Junior Secondary School. It also tries to bring

out information that could show if the girls do drop out at some point before completion of the Basic Education after enrolment. One performance indicator was used to measure this results area as shown below.

Outcome KPI- 5.1: Girl-Child Basic Education completion rate
2014 Target: To increase the Girl-Child Basic Education Completion Rate from 90% in 2013 to 91% in 2014

The completion rate for girl child in Basic Education was 90% in 2013 and a target to increase it to 91% in 2014 was set. Data was not available as at the time of this review to ascertain the actual performance in year 2014.

Outcome 6: Increased Junior Secondary School Gross Enrolment Rate

The relevance of the implemented programme and projects towards the objective of increasing gross enrolment rate into Junior Secondary school was assessed with one outcome KPI as analysed below.

Outcome KPI- 6.1: Junior Secondary school gross enrolment rate

The gross enrolment rate for junior secondary school on 2014 was 24%. There was no baseline data on this indicator neither were there any data showing the performance history in prior to 2013. So it was difficult to set any target on this KPI. However, this record on 2014 actual value provide a new baseline value to enable target setting for the coming years to guide MTSS programming. Although the rate was not stated, but the data shows that the number of students enrolled in to Junior Secondary School in year 2013 was 36,539. Out of these total figure, 22,815 were males while 13,724 were females. In year, a total of 41,649 enrolled in to junior secondary school, out of which 25,281 were males and 16,362 were females.

The same data table also shows that the 24% gross enrolment could be related to the following projects undertaken in the same year 2014:

- Establishment of 66 new Junior Secondary schools in the State in year 2014
- Procurement and distribution of 95,583 junior secondary schools instruction materials
- Procurement and distribution of 1,458 junior secondary school furniture
- 20 additional junior secondary schools provided with sanitary facilities

Outcome 7: Increased senior secondary school gross enrolment rate

Only one KPI was used to assess the performance of the sector in this result area as presented below. The performance on the KPI is stated below.

Outcome KPI-7: Secondary school gross enrolment rate
2014 Target: To increase secondary school gross enrolment rate from 25.6% in 2013 to 45% in 2014

Available data shows that secondary school gross enrolment rate was 25.6% in 2013 and the aim is to maintain a minimum of same 45% in year 2014. The target was not achieved. Secondary school gross enrolment rate in 2014 was 28%. This shows an increment of 9.3% over the previous year but did not meet the target for 2014. The factors responsible for non-achievement of target were not clear during the performance analysis.

Outcome 8: Increased quality of senior secondary education

Outcome KPI- 8: Percentage of secondary school leavers that pass WASCE with minimum of 5 credits including English and Mathematics
2014 Target: To increase percentage of secondary school leavers that pass WASCE with minimum of 5 credits from 30.70% in 2013 to 35% in 2014.

Available data indicates that the proportion of secondary school leavers that were able to pass West African School Certificate (WASC) examination including English and Mathematics was 30.70% in 2013. It was targeted that this could be increased to 35% in 2014. The performance data shows a drastic drop to 4.8% in 2014. There are no clear causal factors but this area also requires urgent further investigation. According to the participants at the validation workshop, this situation seem to have affected the North West states. There is inadequate and lack of qualified English & Mathematics teachers. There is a short fall in the availability of qualified teachers in this categories. Though there exist provision on budget for additional teachers, but there are no approval for recruitment. The synergy between SUBEB and COE needs to be strengthened by looking at the syllabus. In the LGA, there exist no political will to uplift the educational sectors. Advice is for government to allow SUBEB to be recruiting teachers for the state. Other issues looked at was examination malpractice using technological provision. The problem is also focused on the supervision of the primary school as the main fault of this failure. Politicization of the education sector is being hacked on. No LGA has been given the mandate to recruit teachers for the past eight years. This is a limitation for getting the right candidates.

Chapter-3: Financial Performance Analysis

This chapter focuses on sector allocation and actual expenditure on Capital, Overhead and personnel over a period of four years i.e. 2010 to 2014 alongside total state budget for the year 2014. It also attempted to report on the assistance from the Development partners and NGO to the sector. It shows few highlight of assistance by development partners by types and agency/programme. However, the method of financial reporting made it challenging for proper analysis of the effect of expenditure on the outcome level results.

3.1 Sector Budget Appropriation, Disbursement and Expenditure Trends

Table 3.1 Budget allocation and expenditure to Education Sector by categories (2010 -2014)

Table 3.1 Education Resources Sector Budget Performance 2010-2014 (N)

Fiscal Year	Total Budget (Captl. & Rect.)	Actual Exp (Captl. & Rect.)	Rate of Impl (%)	Variance
2010	20,568,775,805.00	19,446,038,915.02	95	1,122,736,889.98
2011	22,139,657,000.00	22,566,132,626.57	102	-426,475,626.57
2012	29,331,643,000.00	15,850,445,564.75	54	13,481,197,435.25
2013	31,133,830,000	23,937,618,696	77	7,196,211,304.00
2014	34,745,997,000	32,437,767,912	93	2,308,229,088.00
Total	**137,919,902,805**	**114,238,003,714.34**	**83**	**23,681,899,090.66**

Source: The State approved Budget estimates (for budgeted data) and the audited accounts (for actual expenditure data excluding 2014 data).

Tables 3.2 below shows the annual budget allocations and expenditure disaggregated by capital and recurrent for the period of 2010 and 2014.

Table 3:2 Capital and Recurrent Budget Performance 2010-2014 (N'm)

Year	Capital			Recurrent		
	Budget	Actual	Impl Rate%	Budget	Actual	Impl. Rate %
2010	7,097,947,000.00	5,611,252,896.32	79	13,470,828,805.00	13,834,786,018.70	103
2011	3,611,616,000.00	4,392,668,084.47	122	18,528,041,000.00	18,173,464,542.10	98
2012	7,312,784,000.00	5,333,499,478.25	73	22,018,859,000.00	10,516,946,086.50	48
2013	8,213,000,000	5,541,741,756	67	22,920,830,000	18,395,876,940	80
2014	7,936,000,000	6,960,534,196	88	26,809,997,000	25,477,233,716	95
Total	34,171,347,000	27,839,696,411.04	81	103,748,555,805	86,398,307,303.30	83

The data in the table above shows that in 2014, the total Education sector budget performance was 93% against 77% achieved in year 2013. Similarly, the capital budget performance in 2014 was 88% while it was 67% in year 2013. Again, recurrent budget performance in 2014 was 95% and 80% in 2013.

In relation to the budget performance and outcome results, the financial reporting structure did not allow proper analysis of the implication of the financial performance on the sector outcomes.

3.2   Overview of Development Partner's Assistance

There are many partners supporting education programmes in Jigawa State. Table 3.3 below shows the list of development partners and the programmes of some partners with their corresponding areas of support towards enhancing education programme in the State.

Partners supporting the Sector

S/No	PARTNERS	AREAS OF SUPPORT
1.	Education Sector Support Programme in Nigeria (ESSPIN)	Educational reforms
2.	Teacher Development Programme (TDP)	Teacher Development
3.	State Partnership for Accountability, Responsiveness and Capability (SPARC)	P&S and M&E
4.	Japanese International Cooperation Agency (JICA)	Training and constructions
5.	British Council (Jolly Phonics)	Training
6.	United Nation Children Education Fund (UNICEF)	Provision of teaching and learning materials and water sanitation and Health
7.	Tertiary Education Trust Fund (TETFUND)	Training and constructions
8.	Voluntary Service Overseas (VSO) Nigeria	Teaching and technical assistance
9.	Global Partnership in Education (World Bank)	Education Sector Support Services
10.	USAID	Teacher Training
11	Partnership for Transforming Education(PTE)	Community Mobilization and advocacy
12	Civil Society Action Coalition on Education for All(CSACEFA)	Monitoring
13	Private Schools	PPP
14	Ministry for Local Government	Payment of primary school teachers' salaries
15	Ministry of Environment	Colllaborates with MOEST in school conservation programme and tree planting campaigns
16	Ministry of Information Youth Sports and Culture	Partners with MOEST in planning and conduct of annual school sports Meetings and implementation of the Schools Sports Policy
17	Ministry of Water resources	Collaborates with SUBEB in the maintenance of schools hand pumps
18	Ministry for Women Affairs and Social Development	Collaborates with MOEST in gender issues and in annual children day celebration
19	Ministry of Health	Collaborates with MOEST in the implementation of School Health Policy
20	Ministry of Land, Housing , Urban Development and Regional Planning	Provides land for the establishment of new schools and expansion of existing schools Assist in flood control in schools
21	Private Sector: Commercial Banks and Individuals.	Renovations, Construction of additional structures in schools, Provision of furniture and instructional materials
22	State Emergency Management Agency (SEMA)	Technical and material support

In conclusions, it was difficult to determine the direct effect of the effects of budget on the sector outcome results due to classification used for the financial reporting. Again, 2014 was

the election year and may have contributed to the poor performance of the capital budget of the sector. Finally, there seem to have been higher budget estimation than realistic cash-inflow, this perhaps, might have affected the outcome performance due to non-cash releases to carry out activities as planned.

Chapter-4: Institutional and Organisational Capacity

This chapter focuses on the analyzing the institutional and organisational capacity which include the reforms and corporate planning processes such as mandate review of the MDAs in the sector, functional review, process review, establishment and manpower planning.

4.1 Organisational Development

The mandates of all the MDAs in Education sector has been reviewed to ensure proper alignment and non-duplication of functions. The review helped the MDAs to be sure of their specific expected outputs that would contribute to the outcome performance of the sector. The mandate review was conducted as part of the Corporate Planning process supported by ESSPIN and SPARC. Follow up activities to the mandate review were functional and process review of the various MDAs. The major product of the institutional and organisational reviews was a Strategic Plan for Ministry of Education covering year 2015-2017. However, the recommendations from the mandate, functional and process reviews of these MDAs in Education sector are yet to be implemented as at the period of developing this report.

4.2 Human Resource Management

The expected next phase of the corporate planning process in the development of job description and establishment plans. As at the period of this sector performance review, all the MDAs in the sector were yet to produce job descriptions for their staff. What exits was schedule of duties which are generic for the same grade level of staff in the same MDA. There were no clarity of roles and responsibility of each staff in relation to their job description. As a results of this, the appropriate staffing level and skills mix in relation to the job description for actualising the organisational mandate and sector outcome were yet to be determined.

The sector MDAs have adequate fund for staff training and some of these funds were reported to have been well utilized for the training. But there was non-existence of proper staff skills enhancement plan in relation to job description and skills requirement. There were adequate office space and equipment for all the MDAs in the sector to operate optimally. Such equipment that exist in the educational institutions include but not limited to the following: classrooms, laboratories, libraries, Hostels, dining/examination halls, toilets facilities, ICT facilities, laboratories, lecture theaters/rooms sick-bays, power generating plants, instructional equipment, sporting equipment, sanitary materials among others.

4.3 Data Availability and Results Orientation of the SPMR and MTSS

The Sector has developed Sector performance scorecard that provides performance scores on each of the outcome and output KPI targets. The Scorecard represents the Results Framework for the sector upon which the 2014 sector performance review was conducted. Thus, the 2014 sector performance review report was results oriented.

On the MTSS, the programmes in the 2014-2016 were based on the outcome targets in the Scorecard but not in all cases. This could be improved better during the roll-over of the 2016-2018 MTSS of the sector. Although all the activities in the MTSS were split into the four quarters for effective execution of projects and programmes. However, the MDAs were yet to develop standard operational plan.

Regarding the availability of data, the sector performance scorecard contains a total of 112 outcome and output KPIs out of which data is available for 91. This represents 81.25% of data available. Although the Ministry of Education has Education Sector Information Management Systems (EMIS), but the KPIs and data in the sector performance scorecard are yet to be incorporated in the EMIS. In addition to that, other MDAs in the sector are yet to establish their Information Management system to be linked to the EMIS on the Ministry of Education. Even the EMIS is yet to be linked to the central –MIS in the Budget and Economic Planning Directorate.

Chapter-5: Summary of Findings and Recommendations

5.0 Key Findings

1. There is a general poor performance in quality of education in year 2014, measured by the proportion of students that passed WASCE with 5 credits including English and mathematics. Poor implementation of capital budgets in the sector which was worse in year 2014 compared to year 2013. This could be linked to unrealistic budget and budget priority given to election related activities in the same year.

2. The classification used for budgeting and financial statement was not helpful in tracing the proportion of the MTSS activities that received cash releases for proper analysis.

3. The corporate planning activities relating to job description and skills enhancement were yet to be implemented as at the period of this review.

4. The 2014-2016 MTSS was not fully aligned with the outcome targets in the Sector Performance Scorecard (Results Framework).

5. There are some delays in getting data available for establishing the performance score for the year to be reviewed. In many cases, the data were not disaggregated by sex or urban and rural. This made it difficult for gender performance analyse.

5.1 Recommendations

The following are the recommendations made by the participants during the validation workshop:

1. The Honourable Commissioner for Education should develop and present a Policy Brief to the Executive Governor and the Executive Council on the issue relating to quality of Education and non-recruitment of qualifies teachers by SUBEB since the past 8 years.

2. The State government should enhance the recruitment of qualified teachers in English and Mathematics irrespective of their State of origin.

3. The Government should continue with the implementation of common entrance examination

4. There is need for the BEPD to enhance the level of compliance in the use of MTSS activities and cost in sector budget preparations and linked to the IPSAS Chat of Accounting Codes.

5. The BEPD should work closely with the sector MDAs to ensure better quality of data, timely availability and that the selection of strategies and activities for the MTSS are based on the outcome KPI targets set in the Results Framework and the Sector Scorecard to enhance relevance.

6. The mandate and process review reports with their recommendations should be re-presented to the new Head of Service with request for implementation of the acceptable recommendations, especially as it relates to job Description (JD).

Annex: Section 6 of the Education Sector Performance Scorecard

Section 6: Related Output KPIs for Each Outcome KPI

	Outcomes KPIs And Related Output KPIs	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Target	2014 Actual	2014 Perf. Score	KPI Targets		
									2015	2016	2017
1.1	**Primary School Gross Enrolment Rate (%)**	**53.72**	**62.0**	**66.0**	55 M62 F48	56 M63 F48	61 M-68 F-53	108.92 M-107 F-110	56 M63 F48	57.5 M66 F49	58 M67 F49
1.1.1	Number of pupils enrolled in primary schools – male and female	96,027 M 58,178 F 37,849	98,800 M 55,982 F 42,818	109,635 M 63,109 F 46,526	113,325 M 63,791 F 49,534	116,447 M 65,130 F 51,317	108,607 M-60,155 F-48,452	93.27 M-92 F-94	118,539 M 66,042 F 52,497	121,514 M 67,495 F 54,019	124,879 M 69,115 F 55,764
1.1.2	Number of new primary schools established	33	30	55	36	39	**79**	187.18	40	43	38
1.1.3	Number of dilapidated classrooms in basic schools renovated	988	1,184	270	207	1,783	679	38.08	872	2,080	2,723
1.1.4	Number of additional classrooms in primary schools constructed and	235	n.a.	341	110	229	0	0	227	189	215

	furnished											
1.1.5	Number of primary schools furniture procured and distributed	11,379	0	35,437	15,185	54,415	2,920	5.37		81,412	140,889	240,438
1.1.6	Number of primary schools instructional material procured and distributed	247,965	198,372	168,616	330,621	413,276	108,784	26.32		516,595	604,416	719,255
1.1.7	Number of primary schools provided with basic sanitation facilities	42	42	43	0	42	41	97.62		42	43	42
1.1.8	Number of primary school inspections conducted	542	1,425	489	552	819	466	56.89		822	620	731
1.1.9	Number of primary schools enrolment drive campaign conducted	8	3	4	2	5	8	160		3	3	3
1.1.10	Number of primary schools with functional school basic management committees (SBMC)	N.A.	198	303	501	334	102	30.54		379	405	373
2.1	**Primary School Pupil: Teacher Ratio (%)**	**25:1**	**36:1**	**45:1**	**34:1**	**30:1**	**41:1**	**170.09**		**35:1**	**35:1**	**36:1**
2.1.1	Number of primary school teachers – male and female	13,824 M 12,098	13,774 M 12,158	13,141 M 11,627	12,862 M 11,162	13,580 M 11,961	13,567 M-11,956 F-1,611	99.90 M-99.9		13,580 M 11,961	13,259 M 11,649	12,955 M 11,317

		F 1,726	F 1,616	F 1,514	F 1,700	F 1,619		99.5	F 1,619	F 1,610	F 1,638
2.1.2	Number of new primary school teachers employed	620	536	812	0	656	0	0	656	668	712
2.1.3	Number of qualified primary school teachers – male and female	4,954 M 4,275 F 679	5,814 M 4,747 F 1,067	12,407 M 5,868 F 725	5,388 M 4,722 F 666	4,362 M 3,538 F 824	6,936 M-6,011 F-925	159.01 M-169.8 F-112.3	4,362 M 3,538 F 824	5,931 M 5,112 F 819	5,447 M 4,709 F 738
2.1.4	Number of unqualified primary school teachers – male and female	8,900 M 7,853 F 1,047	7,960 M 7,411 F 549	6,549 M 5,759 F 790	7,474 M 6,440 F 1,034	7,803 M 7,008 F 795	6,631 M-5,945 F-686	84.98 M-84.8 F86.29	7,803 M 7,008 F 795	7,328 M 6,537 F 791	7,275 M 6,402 F 873
2.1.5	Number of primary school teachers trained	3,370	4,050	2,666	2,159	3,362	4,329	128.76	3,362	2,958	2,729
2.1.6	Number of primary school teachers retrained	n.a.	1,094	915	726	912	2,004	219.74	912	851	830
3.1	**Percentage of primary school leavers that pass first school leaving exams with distinction grade (%)**	**n.a.**	**n.a.**	**n.a.**	**43 M23 F20**	**46 M25 F21**	**N.A**	**N.A**	**48 M26 F22**	**50 M27 F23**	**53 M29 F24**

3.1.1	Number of Primary 6 Pupil that transit to JSS 1	27,689	29,551	31,208	35,046	29,483	54,275	184.09	31,935	31,912	32,155
4.1	**Girl child Primary School Gross Enrolment rates**	**n.a.**	**n.a.**	**n.a.**	**48**	**48**	**53**	**110.42**	**48**	**49**	**50**
4.1.1	Number of girls enrolled in basic schools	47,436	54,258	57,802	63,258	53,165	**235,709**	443.35	58,439	58,075	58,287
5.1	**Girl child basic education completion rate (%)**	**n.a.**	**n.a.**	**n.a.**	**90**	**91**	**N.A**	**N.A**	**92**	**93**	**94**
5.1.1	Number of communities sensitised and mobilised on enrolment, attendance, retention and completion of girls in basic schools	100	100	100	50	83	8	9.64	67	61	67
6.1	**Junior Secondary School Gross Enrolment Rate (%)**	**n.a**	**n.a**	**n.a**	**n.a**	**n.a**	**24**	**N.A**	**n.a**	**n.a**	**n.a**
6.1.1	Number of students enrolled in junior secondary schools – male and female	26,901 M 17,314 F 9,587	30,260 M 18,820 F 11,440	28,828 M 17,552 F 11,276	36,539 M 22,815 F 13,724	28,663 M 17,895 F 10,768	41,649 M-25,281 F-16,362	145.31 M-141 F-151.9	31,876 M 19,729 F 12,147	25,379 M 13,456 F 11,923	26,394 M 14,181 F 12,213

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6.1.2	Number of new junior secondary schools established	19	0	0	68	0	66	N.A	0	5	5
6.1.3	Number of additional classrooms in junior secondary schools constructed and furnished	55	n.a.	79	26	63	0	N.A	53	56	47
6.1.4	Number of junior secondary schools furniture procured and distributed	2,669	0	8,312	3,562	4,848	1,458	30.07	5,574	4,661	5,028
6.1.5	Number of junior secondary schools instructional material procured and distributed	58,165	46,532	39,552	77,553	96,941	95,583	98.59	121,176	141,777	168,714
6.1.6	Number of junior secondary schools provided with basic sanitation facilities	42	42	43	n.a.	42	20	47.62	42	42	42
6.1.7	Number of libraries constructed and equipped in junior secondary schools	n.a.	n.a.	9	0	2	0	N.A	2	2	2
6.1.8	Number of laboratories constructed and equipped in junior secondary schools	n.a.	n.a.	9	0	2	0	N.A	0	2	2

6.1.9	Number of junior secondary school inspections conducted	125	245	188	201	186	186	100	211	192	199
6.1.10	Number of junior secondary school teachers	146	126	190	0	154	4,012	26.05	156	166	158
6.1.11	Number of new junior secondary school teachers employed – male and female	n.a	n.a	n.a	n.a	n.a	**67**	N,A	n.a	n.a	n.a
6.1.12	Number of junior secondary school teachers trained – male and female	790	950	625	507	788	0	N,A	694	640	663
7.1	**Secondary school gross enrolment rate (%)**	**n.a.**	**n.a.**	**n.a.**	**25.60** **M36.00** **F 9.00**	**45.00** **M36.00** **F 9.00**	**28** **M-39** **F-18**	**62.22** **M-108.33** **F-200**	**46.00** **M37.00** **F 9.00**	**48.00** **M39.00** **F 9.00**	**50.00** **M41.00** **F 9.00**
7.1.1	Number of students enrolled in senior secondary schools – male and female	58,196 M 37,421 F 20,775	69,425 M 58,430 F 10,995	71,791 M52,616 F 19,175	84,504 M 62,508 F 21,966	101,272 M 75,010 F 26,262	87,040 M-59,358 F-27,682	85.95 M-79 F-105	120,786 M 89,262 F 31,524	147,359 M108,900 F 38,459	176,778 M132,858 F 46,920
7.1.2	Number of new senior secondary schools established	0	10	3	9	15	**18**	120	24	33	39

7.1.3	Number of existing senior secondary schools renovated	0	3	5	4	6	1	16.67	7	8	9
7.1.4	Number of additional classrooms in senior secondary schools constructed and furnished	108	1	18	6	12	0	N.A	16	22	28
7.1.5	Number of senior secondary schools furniture procured and distributed	1,380	2,000	775	6,000	6,000	3,860	64.33	720	840	960
7.1.6	Number of senior secondary schools uniform procured and distributed	0	0	0	26,564	31,875	25,000 Sets	78.43	38,888	46,278	56,459
7.1.7	Number of sets of sanitary materials provided to senior secondary school girls	0	0	0	0	26,262	0	0	31,524	38,459	46,920
7.1.8	Number of libraries constructed and equipped in senior secondary schools	0	0	0	0	0	0	0	5	7	9
7.1.9	Number of laboratories constructed and equipped in senior secondary schools	12	1	0	12	12	0	0	15	18	21

7.1.10	Number of workshops constructed and equipped in senior secondary schools	0	0	0	0	0	0	0	0	0	0
7.1.11	Number of senior secondary schools inspections conducted	0	103	97	128	144	176	122.22	144	144	144
7.1.12	Number of senior secondary school teachers – male and female	1,989 M1,821 F 168	2,380 M2,155 F 225	2,624 M2,304 F 320	1,847 M1,677 F 170	2,024 M1,822 F 202	1,903 M-1,734 F-169	94.02 M-95 F-83	2,153 M 1,913 F 240	2,294 M 2,008 F 286	2,448 M2,108 F 340
7.1.13	Number of new senior secondary school teachers employed – male and female	n.a.	n.a.	230	54	60	54 M-47 F- 7	90	74	89	107
7.1.14	Number of senior secondary school teachers trained – male and female	0	184	0	0	193	141 M-133 F- 8	74.06	38,888	46,278	56,459
8.1	**Percentage of senior secondary school leavers that pass WASC with minimum of 5 credit including English and Mathematics**	**2.30**	**10.40**	**12.40**	**30.70 M20.70 F10.00**	**35.00 M13.00 F12.00**	**4.88 M-4.5 F-0.4**	**13.94 M-34 F-3.3**	**41.00 M17.00 F14.00**	**42.00 M18.00 F14.00**	**48.00 M22.00 F16.00**
8.1.1	Number of core textbooks for all subjects offered	0	0	2,000	30,000	37,500	**0**	0	46,750	58,438	73,047

	provided to students										
8.1.2	Number of students who benefit from payment of WAEC registration fees for SSS 3 students	11,336	15,552	17,339	19,423	23,308	**16,972**	72.82	27,970	33,564	40,277
8.2	**Percentage of senior secondary school leavers that pass NECO examinations with minimum of 5 credit including English and Mathematics**	**6.5**	**1.8**	**11.4**	**32** **M21** **F 11**	**37** **M24** **F13**	**38.14** **M-32** **F-6.4**	**103.08** **M-133** **F-49**	**43** **M27** **F16**	**45** **M28** **F17**	**50.** **M30** **F20**
8.3	**Percentage of senior secondary school leavers that pass JAMB with a minimum score of 200**	**n.a.**	**n.a.**	**n.a.**	**10** **M6** **F4**	**11** **M7** **F4**	**N.A.**	**N.A**	**12** **M7** **F5**	**13** **M8** **F5**	**14** **M8** **F6**
8..3.1	Number of JAMB scratch cards procured and distributed free to final year SSS students.	6,000	7,000	8,000	7,500	8,500	**5,000**	5,88	9,500	10,500	11,500
9.1	**Secondary school retention rate**	**n.a.**	**n.a.**	**n.a.**	**90** **M91** **F89**	**91** **M92** **F90**	**98%** **M-97** **F-95**	**107.69** **M-105** **F-105**	**92** **M93** **F90**	**92** **M93** **F90**	**92** **M93** **F90**
10.1	**Technical schools enrolment rate**	**n.a.**	**n.a.**	**n.a.**	**97** **M98**	**98** **M99**	**1.3**	**1.33**	**98** **M99**	**98** **M99**	**98** **M99**

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					F97	F97			F97	F97	F97
10.1.1	Number of students enrolled in technical schools – male and female	323	636	634	641	692	**1,936**	279.77	747	806	870
10.1.2	Number of new technical schools established	4	n.a.	n.a	n.a	5	**0**	0	6	7	8
10.1.3	Number of existing technical schools renovated	4	4	4	4	4	**0**	0	4	6	7
10.1.4	Number of additional classrooms constructed and furnished in technical schools	10	6	11	18	6	**0**	0	7	8	9
10.1.5	Number of technical schools provided with basic sanitation facilities	0	0	0	0	0	**0**	0	0	0	0
10.1.6	Number of libraries constructed and equipped in technical schools	0	0	0	0	0	**0**	0	0	0	0
10.1.7	Number of laboratories constructed and equipped in technical schools	2	3	0	0	2	**0**	0	1	2	3
10.1.8	Number of workshops constructed and equipped	2	4	0	0	1	**0**	0	1	1	1

	in technical schools										
10.1.9	Number of technical school inspections conducted	4	6	5	5	6	**4**	66.67	7	8	9
10.1.10	Number of technical school teachers	84	89	97	103	108	**105**	97.22	109	110	111
10.1.11	Number of new technical school teachers employed	4	6	8	6	8	**6**	133.33	9	10	11
10.1.12	Number of technical school teachers trained – male and female	0	3	4	0	10	**4**	40	0	10	0
11.1	**Percentage of technical school leavers that pass NABTEB with minimum of 5 credit including English and Mathematics**	**11%**	**16%**	**0%**	**49%**	**51%**	**9.8%**	**19.22%**	**54%**	**57%**	**60%**
11.2	Percentage of technical school leavers that pass JAMB with a minimum score of 200	n.a.	n.a.	n.a.	2.6 M1.5 F1.1	2.6 M1.5 F1.1	N.A.	N.A	2.6 M1.5 F1.1	10.4 M6 F4.4	12.4 M7 F5.4
11..2.1	Number of students who benefit from payment of NABTEB registration fees for technical school students	219	226	360	333	347	**636**	183.29	364	382	401

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11.2.2	Number of JAMB scratch cards procured and distributed free to final year students.	1,000	1,500	1,500	1,500	1,500	**223**	14.87	1,500	1,500	1,500
12.1	**Science school's enrolment rate**	**n.a.**	**n.a.**	**n.a.**	**4** **M2** **F2**	**4** **M2** **F2**	**1.3** **M-1.2** **F-1.5**	**32.5** **M-60** **F-75**	**6** **M3** **F3**	**6** **M3** **F3**	**8** **M4** **F4**
12.1.1	Number of students enrolled in science schools	1,217	1,472	1,372	1,378	1,954	4,151 M-1,775 F-2,376	212.44	2,775	3,940	5,595
12.1.2	Number of new science schools established	0	0	0	0	1	0	0	2	2	2
12.1.3	Number of existing science schools renovated	2	4	4	1	2	0	0	2	2	3
12.1.4	Number of additional classrooms constructed and furnished in science schools	6	18	0	0	3	0	0	3	6	9
12.1.5	Number of science schools furniture procured and distributed	0	0	0	0	400	159	39.75	450	500	550
12.1.6	Number of science schools uniform procured and distributed	0	0	0	810	972	2,246	231.07	1,166	1,399	1,679

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12.1.7	Number of science schools inspections conducted	4	6	5	5	6	5	83.33	7	8	9
12.1.8	Number of science schools provided with basic sanitation facilities	5	5	5	810	972	0	0	1,166	1,399	1,679
12.1.9	Number of libraries constructed and equipped in science schools	0	0	0	0	0	0	0	0	0	0
12.1.10	Number of laboratories constructed and equipped in science schools	0	1	0	0	1	0	0	1	1	1
12.1.11	Number of science school teachers	126	116	104	129	135	**133**	98.52	135	136	136
12.1.12	Number of new science school teachers employed	11	20	31	25	26	**29**	111.54	27	28	28
12.1.13	Number of science school teachers trained – male and female	0	0	0	0	0	**14**	0	0	0	0
13.1	**Percentage of school leavers of Science Colleges that pass WASC with a minimum of credit in English, Mathematics, Physics, Chemistry and Biology (%)**	**n.a.**	**n.a.**	**n.a.**	**31** **M17** **F14**	**44** **M24** **F20**	**18.8** **M-18.8** **F-N.A**	**42.73** **M-78** **F-N,A**	**62** **M34** **F28**	**78** **M41** **F37**	**81** **M43** **F38**

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13.2	Percentage of school leavers of Science Colleges that pass NECO examinations with a minimum of credit in English, Mathematics, Physics, Chemistry and Biology (%)	n.a.	n.a.	n.a.	33 M18 F15	50 M26 F24	67 M-38 F-29.3	134 M-146 F-122	65 M5 F30	80 M42 F38	84 M44 F40
13.3	Percentage of school leavers of Science Colleges that pass JAMB with a minimum of score of 200 (%)	n.a.	n.a.	n.a.	4.2 M2.2 F2	6 M3.5 F2.5	N.A.	N.A	7.7 M4.4 F3.3	9.5 M5.5 F4	11.2 M6 F5.2
14.1	**Tertiary institutions gross enrolment rate (%)**	**49.9**	**42.4**	**n.a.**	**28 M15 F 13**	**30 M16 F14**	**N.A.**	**N,A**	**30 M16 F14**	**32 M17 F15**	**34 M18 F16**
14.1.1	Number of students enrolled in tertiary institutions – male & female	7,067 M 5,419 F 1,648	7,367 M 5,620 F 1,747	9,585 M 7,408 F 2,177	20,979 M 17,979 F 3,000	20,665 M 15,991 F 4,674	21,399 M-17,430 F-3,969	103.55 M-109 F-84	18,254 M 13,948 F 4,306	16,879 M 12,617 F 4,262	30,648 M 25,531 F 5,117
14.1.2	Number of lecture theaters constructed in tertiary institutions	5	4	4	5	5	**0**	0	5	6	2
14.1.3	Number of hostels constructed in tertiary institutions	5	8	2	12	12	**0**	0	6	4	1

14.1.4	Number of computer equipment provided in tertiary institutions	110	0	110	210	252	**29**	11.51	302	362	434
14.1.5	Number of libraries built and equipped in tertiary institutions	1	17	1	39	2	**0**	0	3	2	1
14.1.6	Number of laboratories built and equipped in tertiary institutions	5	37	9	18	3	**0**	0	2	1	1
14.1.7	Number of workshops built and equipped in tertiary institutions	0	6	6	17	2	**0**	0	1	1	1
14.1.8	Amount (in Naira) of scholarships provided to students of tertiary institutions	N48.3m	N789.2m	N784.3m	N702.3m	N842.8 m	**N.A**	N.A	N900.0m	N900.0m	N950.0m
15.1	**Percentage of graduates from tertiary institutions with Distinction or second class upper division and above**	**n.a.**	**n.a.**	**n.a.**	**22 M12 F10**	**25 M13 F12**	**N.A.**	**N,A**	**29 M15 F14**	**32 M15 F17**	**36 M19 F17**
16.1	**Literacy rate**	**n.a.**	**n.a.**	**51.2 M43 F61**	**56 M44 F61**	**57 M45 F62**	**56 M-44 F-56**	**98.25 M-97 F-90S**	**59 M46 F63**	**61 M47 F64**	**63 M49 F64**

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16.1.1	Number of citizens enrolled in adult education centres – male & female	20,250 M 13,500 F 6,750	33,750 M 20,250 F13,500	35,317 M20,500 F14,817	37,978 M 21,775 F 16,203	39,179 M 22,789 F 16,390	35,952 M-22,158 F-13,794	91.76 M-101 84	41,000 M 24,000 F 17,000	42,600 M25,000 F17,600	45,000 M26,500 F18,500
16.1.2	Number of adult education centres created across the State – urban & rural	U 189 R 756	U 216 R 1,134	U 189 R 1,161	U 135 R 1,215	U 1,639 R 1,188	**U-306 R-1,080**	U-18 R-90	U 500 R 1,000	U 500 R1,100	U 500 R1,200
17.1	**Early child care gross enrolment rate**	**5.46**	**6.71**	**9.4**	**22 M12 F10**	**25 M13 F 12**	**N.A**	**N.A**	**29 M15 F14**	**32 M18 F 14**	**36 M19 F17**
17.1.1	Number of children enrolled in early child care facilities – male % female	n.a.	n.a.	n.a.	n.a.	n.a.	N,A	N.A	n.a.	n.a.	n.a.
17.1.2	Number of early child care givers– male & female	n.a	n.a	n.a	n.a	n.a	N.A	N.A	n.a	n.a	n.a
17.1.3	Number of early child care facilities provided in schools in the State – furniture and play gadget	n.a.	n.a.	n.a.	n.a.	n.a.	N.A	N.A	n.a.	n.a.	n.a.