



**Jigawa State Government**

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

**2023 - 2025 MTSS  
Rollover Document**

**September 2022**

## Table of Contents

Table of Contents.....	2
Foreword.....	4
Acknowledgements.....	5
Table of Acronyms .....	6
Executive Summary.....	9
Section One: Introduction.....	11
1.1 Background .....	11
1.2 Summary of the Rapid MTSS Rollover Process .....	11
1.3 Role of the SPT and Membership .....	11
Section Two: Sector Strategy and Policy in the Medium Term .....	12
2.1 Overview of Sector’s Institutional Structure.....	13
2.2 Sector’s Institutional Mandate .....	14
2.3 Links between Sector Mandate and CDF II .....	18
2.4 Sector Objectives, Programme, and Outcome deliverables .....	<b>Error! Bookmark not defined.</b>
Section Three: Rapid Projects Assessment and Prioritisation .....	<b>Error! Bookmark not defined.</b>
3.1 Description of Projects Assessment and Prioritisation .....	23
3.2 Output of the Projects Assessment and Prioritisation.....	23
3.3 Observations and Suggestions for Improvement .....	23
Section Four: Rapid Projects Costing .....	23
4.1 Description of Projects Costing Process.....	23
4.2 Specification of Budget Ceiling and Fitting of Projects into Indicative Budget Ceiling .....	24
4.3 Output of the Projects Costing Process .....	24
4.4 Observations and Suggestions for Improvement .....	25
Section Five: Rapid Projects KPIs .....	26
5.1 Description of the Projects Results Framework.....	26
5.2 Output of the Projects Costing Process .....	26
5.3 Observations and Suggestions for Improvement .....	26
Section Six: Conclusion .....	26
6.1 What Went Well with the Rapid MTSS Rollover Process.....	26
6.2 What Did Not Go So Well with the Rapid MTSS Rollover Process.....	26
6.3 Key Lessons from the Process and Their Implications for Our Sector/MDA .....	26

Table 1: Snapshot of sector’s programmes, strategies and outcome deliverables.....	21
Appendix 1: Results of Projects Assessment and Prioritisation Template .....	28
Appendix 2: Results of the Projects Costing Template .....	29
Appendix 3: Results of the Projects KPIs Template .....	30
Appendix 4: Executive Summary Sheet of the Rapid MTSS Rollover Template .....	31

## Foreword

For the past years (from 2007 to date) Jigawa State Government has demonstrated unprecedented commitment in resuscitating the State Education Sector, of recent is the pro-poor policy initiatives that are aimed at providing unfettered access to quality education for all citizens of the state through the education change agenda which was aimed at improving funding of the sector. The policy environment for education service delivery is also undergoing major reforms.

In order to sustain the current Government's initiatives into coherent development path, the Ministry of Education, Science and Technology developed a ten-year Education Sector Plan (ESP) in 2008 in collaboration with DFID/UNICEF and also its first-ever Medium Term Sector Strategy (MTSS) in 2009, also with technical support from the Education Sector Support Programme in Nigeria (ESSPIN). The MTSS is a three-year rolling plan, subject to annual review which ensures that the objectives, goals and targets set out in the ESP are attained. This marked a serious departure from the traditional incremental budgeting systems to activity-based budgeting.

This review undertaken to align MTSS has been supported by DFID - ARC under the chairmanship of the Honourable Commissioner of the Ministry. These new developments in the sector are in line with the philosophy of the current change agenda initiated by the Honourable Commissioner Ministry of Education Science & Technology which lays emphasis on quality learning outcomes. I therefore wish to extend our sincere appreciation to His Excellency, Governor Alhaji Muhammadu Badaru Abubakar MON, mni, for sustaining the transformation of education in the state.

May God continue to bless Jigawa State.

**Dr. Lawan Yunusa Danzomo**  
**The Honourable Commissioner,**  
**Ministry of Education, Science and Technology**

## Acknowledgements

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

My special gratitude and appreciation goes to representatives of the agencies under the Ministry, who despite their tight schedules, worked tirelessly towards a successful completion of this document. Our sincere appreciation also goes to BEPD and PERL-ARC for financing the process and technical support especially the capacity building workshops to the staff of the Sector who participated in coming up with this document. Once again, I would like to register my sincere appreciation to the Planning, Research and Statistics Department of the Ministry, Departments and all other Agencies and the CSOs, especially The Jigawa Education partners (JEP) and Exceptional Leadership and Integrity Promotion Initiative (ELIP) for the successful co-ordination and contributions in the roll over process of the 2023 - 2025 MTSS. I would also like to use this opportunity to once again thank PERL-ARC and Directorate of Budget and Economic Planning for their contribution in the course of producing this document.

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

**Abba Mustapha Yola**  
**Ag. Permanent Secretary,**  
**Ministry of Education, Science and Technology**

## Table of Acronyms

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

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

Rapid 2023 – 2025 MTSS Rollover Report

SSG	Secretary to the State Government
SSS	Senior Secondary School
SUBEB STEB	State Universal Basic Education Board Science & Technical Education Board
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children’s Education Fund
VAT	Value Added Tax



## Executive Summary

Attainment of national and international goals in education requires critical overhaul of the entire process, it is therefore the paramount objective of the education sector in the state to empower people through continuous access to qualitative and functional education to enable them become productive members of the society in order to positively contribute to the socio-economic development of the state.

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

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

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

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

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

The main rationale behind selecting the projects within this document was to create more conducive working environment for sustainable high-quality education assurance practices, enhance teachers’ effectiveness and provide opportunities to learners at all levels of education. This and other reasons informed the need by the education sector to develop and adopt the Medium-Term Sector Strategy (MTSS) for the 2023 to 2025 fiscal years.

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

The education sector has set for itself five goals, which were derived from the State and sector's high-level policy documents such as CDF II and SESOP. The goals cover all components of education delivery (Basic Education, IQTE, Post Basic, Higher Education and Planning & Management). Overall, the sector has reviewed the 27 targets to 15 to be achieved over the three-year period. The targets require carrying-out numerous activities that will cost N20bn, N22.7bn and N24.8bn in 2023, 2024 and 2025 inclusive of capital and recurrent expenditure respectively.

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

## Section One: Introduction

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

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

### 1.1 Background

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

This marked a serious departure from the traditional incremental budgeting systems to activity-based budgeting (3- year Rolling MTSS).

### 1.2 Summary of the Rapid MTSS Rollover Process

A Technical rollover process was supported by Budget and Economic Planning Directorate in collaboration with BEPD. The first stage of envelope sharing at the ministerial level took two days under the chairmanship of the Honourable commissioner for education and the Permanent Secretary based on the accepted sharing formulae.

The composition of Sector Planning Team (SPT) was presented to the forum before being constituted for adoption they include; Head of Departments and Agencies and their Directors of PRS, Heads of tertiary institutions and their Bursars. The team also includes SDOs from Budget and Economic Planning Directorate, active CSOs and other stakeholders.

BEPD/PERL-ARC supports the rollover process by organizing a 4-day Intensive training of 40 No. SPT members drawn from all MDAs Under education Sector at Tahir Guest palace Dutse, followed by a 3-day retreat to Tahir Guest Palace, Kano; where some of the planning officers/SPT members and CSOs were trained on MTSS Rollover Templates and Report Template which led to the clear understanding of prioritization, ranking and costing of activities of the MTSS.

It is our hope that future training should include representation from each of the MDAs of the sector.

### 1.3 Role of the SPT and Membership

The sector planning team (SPT) is a team vested with the responsibility of preparing and delivering the sector strategic plan. The SPT needs topmost approval and leadership to ensure effective performance and delivery. Therefore, while the honourable commissioner provide the leadership, the permanent secretary, head of departments and agencies, BEPD - SDOs and key directors, CSOs and other stakeholders remain active members of the team involved in the setting of the goals, policies, strategies and resource allocation for the 2023-2025 MTSS Rollover Templates and Report Template.

## Section Two: Sector Strategy and Policy in the Medium Term

The mandates of all the MDAs in Education sector have been reviewed to ensure proper alignment and non-duplication of functions. The review helped 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 organizational reviews was a Strategic Plan for Ministry of Education covering year 2013-2022.

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

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

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

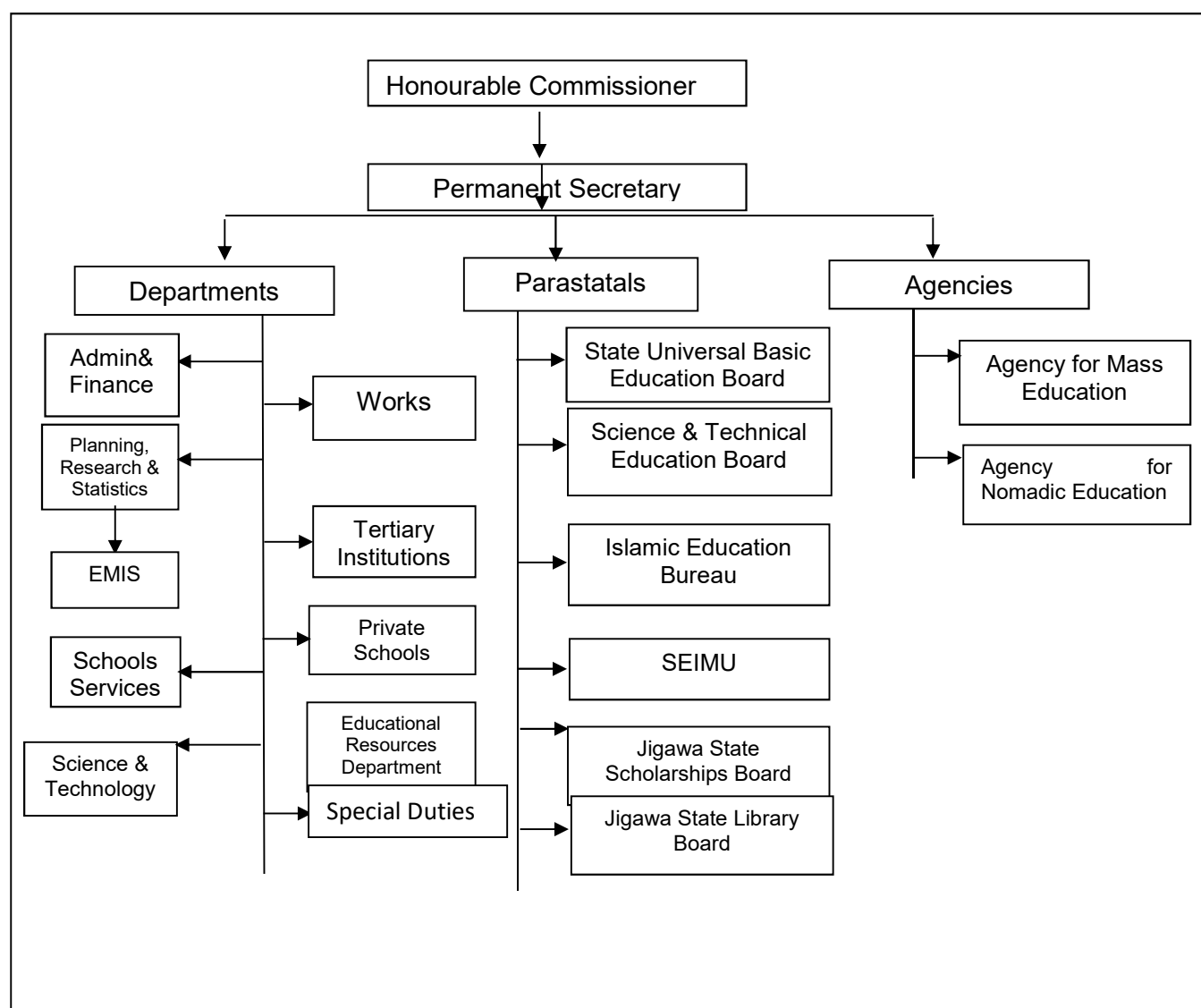
## 2.1 Overview of Sector's Institutional Structure

The State Ministry of Education, Science and Technology (MoEST) has the primary responsibility of initiating educational policies, plans and their implementation. It is also saddled with the additional responsibility of controlling, funding and managing of all public schools and overseeing the conduct of private schools to ensure compliance with laid down policies and regulations. It also supervises and monitors all Parastatals and agencies under it. The linkages between the Ministry and its Parastatals are best appreciated in the organogram below.

**Figure 1: Organizational chart of Jigawa State Education Sector**

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

### ORGANIZATIONAL CHART OF JIGAWA STATE EDUCATION SECTOR



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

## 2.2 Sector's Institutional Mandate

<b>Sector Purpose</b>	To empower people through access to qualitative and functional education that enables them to be productive members of society
<b>Names of Sector MDAs</b>	<b>MDA's Mandates</b>
Ministry of Education Science and Technology	<ul style="list-style-type: none"> <li>• Provide access to quality education for citizens of Jigawa state</li> <li>• Ensure an environment that is conducive to teaching and learning in schools by providing structures and teaching equipment</li> <li>• Provide qualified teachers</li> <li>• Develop policy on Science &amp; Technology</li> <li>• Coordinate Scientific &amp; Technology Research</li> <li>• Ensure constant inspection and monitoring of schools for quality assurance;</li> <li>• Cater for staff students' welfare and maintain discipline</li> </ul>
Agency for Mass Education	<ul style="list-style-type: none"> <li>• Provide opportunity for school dropouts wishing to continue their education and also assist our young school leavers to remediate their school certificate examinations.</li> </ul>
Agency for Nomadic Education	<ul style="list-style-type: none"> <li>• Establish, manage and monitor primary schools for nomads children in the state</li> <li>• Provide literacy classes for nomads</li> <li>• Liaising with National Commission for Nomad Education</li> <li>• Ensure wide geographical spread of nomadic educational activities and target in the state</li> <li>• 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.</li> </ul>
Jigawa State Library Board	<ul style="list-style-type: none"> <li>• Establishing, controlling and maintenance of public library service in the state</li> <li>• Supervise and help to organize library services in all primary, ministries and departments of the government in the state</li> <li>• Promoting and enhancing educational research, cultural pursuit and literacy heritage in the state at all levels;</li> <li>• Inculcating reading habit at all levels</li> </ul>

	<ul style="list-style-type: none"> <li>• Disseminating information in form of books and reading materials at all levels and standard of the public</li> <li>• 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</li> <li>• 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</li> <li>• Establishing and maintaining branches of library services as the board may from time to time determine</li> <li>• Providing book depot- purchasing and selling books and other library materials</li> </ul>
Jigawa State Scholarship Board	<ul style="list-style-type: none"> <li>• To encourage Jigawa State indigenes to go for further studies</li> <li>• To ensure that Jigawa State quota is filled in institutions of higher learning</li> <li>• To ensure prompt payment of scholarship to Jigawa state indigenes pursuing undergraduate studies at tertiary institutions in Nigeria and for some specific Postgraduate studies overseas</li> <li>• Conduct interview annually to authenticate their Identity</li> <li>• It is charged with the responsibilities of awarding scholarship to deserving/qualified indigenes</li> <li>• Where desirable to bond a student who is awarded scholarship</li> <li>• Securing admission for remedial science programme in the university</li> <li>• To request prospectus and other relevant information within and outside Nigeria</li> <li>• To liaise with government establishment, philanthropists and other stake holders on matters relating to the award of scholarship</li> <li>• Monitoring of students' academic progress, payment and conduct of interview</li> <li>• Review policies and advise government on new initiative programmes on the award of scholarship</li> <li>• Implementation of new government policies related to education</li> </ul>
Jigawa State Universal Basic Education Board (SUBEB)	<ul style="list-style-type: none"> <li>• Providing basic education</li> <li>• Enrolling children to primary and junior secondary schools</li> <li>• Ensuring good and qualitative education based on the new national education curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitor, appraise and evaluate the delivery of basic education in the state</li> </ul>
Islamic Education Bureau	<ul style="list-style-type: none"> <li>• To formulate broad policies and advise the government on matters relating to Islamic and Arabic education and the moral teachings of Islamic injunctions in the state</li> <li>• To maintain existing public Islamiyya Quranic and Arabic schools, and to establish, maintain and control such new ones as the government may direct</li> <li>• To assume the management of any institution within the state where so directed by the Hon. Commissioner</li> <li>• To make such provision for conducting or assisting the conduct of research as it appears to the Bureau to be desirable for the purpose of improving Islamic and Arabic education within the State</li> <li>• To be responsible for Arabic and Islamic studies schools in the state at pre-primary, primary and post primary levels</li> <li>• To be responsible for the training and re-training of its staff</li> <li>• To handle recruitment, promotion, discipline, retirement, transfer and posting of staff, subject to the approval of the civil service commission</li> <li>• 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</li> <li>• To plan and take measures of integrating Quranic and Islamic Education in the State with formal system</li> <li>• To furnish the Hon. Commissioner with such advice relating to Islamic Education within the State as he/she may require</li> <li>• To set up functional departments to supervise and run their day-to- day activities</li> <li>• To determine the scheme of service for all its employees</li> <li>• To aid, register Private Islamiyya Quranic and Arabic primary and secondary schools in the State, as the Bureau may determine</li> <li>• To perform such other functions as may be imposed upon it by this edict or under any law</li> </ul>
Science & Technical Schools Board	<ul style="list-style-type: none"> <li>• Promotion of Science and Technical Education at post primary school level</li> <li>• Provision of vocational education for the training of artisans and craftsmen</li> <li>• Establish, manage and control science secondary schools, technical colleges and vocational centers</li> <li>• Select and admit students into its schools and maintain discipline among same</li> </ul>



	<ul style="list-style-type: none"> <li>• Recruit, promote and discipline its staff</li> <li>• Acquiring any equipment, materials, furniture and other properties required for the purpose of the Board</li> <li>• Preparation and submission to the governor of an annual report on the administration and activities of the board</li> </ul>
State Education Inspectorate and Monitoring Unit (SEIMU)	<ul style="list-style-type: none"> <li>• Pedagogical support to teachers to enhance their capability</li> <li>• Capacity support to school administrators to improve their managerial skills</li> <li>• Ensuring that inputs into the education sector are properly utilized and coordinated to yield the desired results</li> <li>• Production and dissemination of periodic reports based on inspectors' findings to ensure that schools are accountable to government and to the general public</li> <li>• Collection and collation of data on education sector for effective monitoring, evaluation and improvement of the system</li> <li>• Report observations to the executive governor for appropriate directives to affected agencies</li> <li>• Monitor special events or activities in schools such as the conduct of WAEC and NECO examinations</li> </ul>
Dutse Model International School	<ul style="list-style-type: none"> <li>• The school, shall be a teaching body and subject to the provision of this law shall have the following powers:</li> <li>• To provide in its statutes the rules and conditions under which children may be admitted as pupils of the school</li> <li>• To provide primary, pre-primary and secondary education for the pupils</li> <li>• To establish such units of teaching and learning as the purposes may require</li> <li>• To do all such other acts and things incidental to the foregoing powers as may advance the objects of the schools</li> <li>• 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</li> </ul>
Jigawa State College of Remedial and advanced Studies ,Babura(JICORAS)	<p>The functions of the Colleges shall be:-</p> <ul style="list-style-type: none"> <li>• to provide pre-degree and remedial courses in science, social science and humanities;</li> <li>• to prepare students for Basic University entry requirements and to groom remedial students for Senior Secondary Certificate Examination, SSCE (WAEC/NECO);</li> <li>• to offer such courses in academic and professional fields</li> </ul>

	<p>as may be approved by the council;</p> <ul style="list-style-type: none"> <li>• to promote through teaching, research and other means the advancement of knowledge in the State;</li> <li>• to conduct and monitor examinations for the courses provided at the College in conjunction with the relevant regulatory bodies;</li> <li>• to take such steps or undertake any activity as may, from time to time, be deemed expedient for such purposes appropriate for the College.</li> </ul>
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## 2.3 Links between Sector's Mandate and CDF II

### Comprehensive Development Framework (CDF)

1. The state's CDF covers four broad areas. These are human capital development, critical infrastructure for pro-poor economic growth, economic empowerment, and governance/institutional reforms. These are summarized below as:
  - (i) A Social Charter Component or the "irreducible minimum" that seeks to improve the "Human Development Index rating" of the State. These include:
    - Education – with special emphasis on basic and vocational education
    - Health – with special emphasis on primary healthcare and the provision of basic and comprehensive emergency obstetric healthcare
    - Portable water supply and sanitation services
  - (ii) Economic empowerment and poverty reduction programmes including among others:
    - Skills acquisition and entrepreneurship development
    - Establishment of Economic Empowerment Trust Fund
    - Development of cooperatives
    - Access to micro-credit
    - Provision of social safety nets
    - Targeted youth and women empowerment programmes
  - (iii) Pro-Poor Economic Growth Components: This is the pursuit of policies and programmes that will facilitate economic growth and provide a climate that will be conducive for investment through:
    - Infrastructure development (roads, ICT and power supply including alternative energy development)
    - Agriculture and food security

- Promotion of small and medium scale enterprises development, including solid minerals development
  - Jigawa State Talakawa/Economic Summit
  - Jigawa State Endless Opportunities
- (iv) Reform programmes that Centre on:
- Public financial management, including fiscal responsibility and public procurement
  - Public service reforms
  - Other governance and service delivery reform programmes; and
  - Societal reorientation and resuscitation of positive value systems
2. The paramount objective of education in Jigawa State is to empower people through continuous access to qualitative and functional education that enables them to be productive members of the society in order to positively contribute to the socio-economic development of the state. The following define the primary and secondary objectives of education in the State.
3. **Primary objectives are as follow:**
- To entrench a modern and vibrant educational delivery system that contributes to the production of high quality manpower in the state
  - To provide quality education as the surest and fastest way to human capital formation, a prerequisite for sustainable human development.
  - To bring Jigawa State to the forefront of scientific and technological development in Nigeria's march to joining the 20 topmost economies in the world by 2020.
  - To embark on targeted intervention towards elimination of rural/urban and gender disparities in the provision of basic education. This would involve introducing measures in form of incentive programs aimed at improving enrolment ratio and regular school attendance particularly for girls in rural communities.
4. **Secondary objectives are as follows:**
- Continuous improvement in accessibility to qualitative basic education for all children of school-going age through **increased gross enrolment** of 65% in 2015 to 80% by 2018 in primary schools and 20% **increase in transition rate** into Senior Secondary Schools by 2017 with special emphasis on girls' education.
  - Ensuring that the learning needs of young people and adults are met by **increasing literacy rates** of the adult population from 56% in 2015 to 63% by 2017. A special target group in this respect will include rural farmers, trainees in women development and skill acquisition centers and school dropouts as identified in recently concluded Out of Schools Survey.

- Improve the overall quality of basic education through sustained improvement in key education quality indicators. In particular, this will **include improving pupil-qualified teacher ratio** from the current level of 93:1 in 2015 to 50:1 by 2018 for primary schools

The education sector in Jigawa state works closely with the state CDF II and the Change Agenda in sustaining human development and socio-economic empowerment of the citizenry. The Education Sector Planning Team under the Honourable Commissioner has developed an “Education Change Agenda” which is also in line with the CDF to squarely address the numerous challenges facing the Sector as a whole. The agenda has come up with a number of policy actions to be pursued over the medium-term in order to provide quick-fixes to the challenges and be on track towards the attainment of key sectoral objectives and set targets. The Change Agenda also takes into account the 10-year Education Sector Plan, the Sustainable Development Goals and other national policies initiated or adopted by the Federal Government such as the EFA Goals, SD goals & AU Agenda 2063.

## 2.4 Sector’s Objectives, Programme, and Outcome deliverables

### **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 pursue education and vocational training towards the development of themselves, communities, state and the nation in general.

### **Our Core Values**

- **Teamwork**

We are a strong team of education professionals with diverse skills working together to ensure strong education systems that are tailored towards achieving our educational goals and targets. We carry along all stake holders in education through shared ideas and respect for the views of others.

- **Transparency and Accountability**

We are responsible, open and accountable to one another, our partners and stakeholders on how we use all resources entrusted to us. We measure our impact and are always striving to improve on our performance.

- **Equity and Justice**

We are unbiased and do not discriminate in providing services that are good, inclusive and respectful to all people, no matter their religion, gender, physical and intellectual ability or their socio economic status.

- **Mutual Respect**

We recognize the innate worth and dignity of all people and show respect for differences and the values in diversity at all levels. We value true, open and honest partnership with all stakeholders and act together in the spirit of patience, perseverance, compassion and sympathy to ensure that all children have access to quality education.

**Table 1: Snapshot of sector's programmes, strategies and outcome deliverables**

Sector Objectives	Programme	Strategies	Outcome Deliverables
To address poor learning outcomes at all levels with special attention to basic education;	Recruitment of qualified and competent teachers J-Power Teachers Initiative	<ul style="list-style-type: none"> <li>Conduct of aptitude test for teachers prior to recruitment</li> <li>Selection /interview processes</li> </ul>	<p>Qualified and Competent teachers recruited</p> <p>4000 J- Teachers recruited</p>
To address rural-urban disparities in the provision of infrastructure, teachers, instructional materials, enrolment and retention	Establishment of new senior secondary schools, deployment of teachers from urban to rural and procurement of instructional materials	<ul style="list-style-type: none"> <li>Construction /Establishment of New day secondary Schools at rural non catchment areas</li> <li>Renovation /upgrading of senior secondary schools at rural area</li> <li>Admission of students from rural non catchment area in boarding schools</li> </ul>	<p>106 new day secondary schools established at rural non catchment area</p> <p>Competent teachers deployed to rural areas</p> <p>J-Power Teachers posted</p>
To increase overall access and inclusive education to bridge gender disparities in primary, secondary and tertiary institutions	Free education for girls at all levels, provision of free uniforms to girl-child	<ul style="list-style-type: none"> <li>Conduct of FTS in some Selected Girls Senior secondary schools</li> <li>Free Education for girls at all levels</li> <li>Distribution of free school uniforms for girls</li> <li>Establishment of Girls day Senior secondary Schools</li> <li>Procurement and distribution of Free school uniforms to all girls</li> <li>Payment of Tuition fee for all girls admitted into tertiary institution</li> <li>Payment of</li> </ul>	<p>More female students enrolled into basic, post basic and tertiary institutions</p>

Rapid 2023 – 2025 MTSS Rollover Report

		<p>Scholarship for girls at tertiary level</p> <ul style="list-style-type: none"> <li>• Conduct of female teacher development Scheme(FTS)</li> </ul>	
To address high student - classroom ratio to reduce classroom congestions	Decongestion of classrooms through construction of new classrooms, renovations, establishment of more schools and recruitment of more teachers	<ul style="list-style-type: none"> <li>• Construction of additional blocks of 3-classrooms,</li> <li>• Upgrading of existing day Senior Secondary Schools,</li> <li>• Establishment of New Day Senior Secondary Schools at Non Catchment areas</li> <li>• Establishment of Mega Schools at emirate headquarters to accommodate out – of school Children.</li> </ul>	<p>New day secondary schools established</p> <p>3-seater students desks and benches procured and distributed</p> <p>New classrooms constructed</p> <p>More classrooms renovated</p> <p>Hostels constructed and renovated</p>
To address low skills levels among secondary school graduates through vocational education	Introduction of technical and vocational courses, entrepreneurship education and remediation programs	<ul style="list-style-type: none"> <li>• Establishment of Day Science Senior secondary Schools,</li> <li>• Establishment of more women centres under AME</li> <li>• ,accreditation of new vocational Courses</li> </ul>	<p>New vocational courses introduced and accredited at technical colleges</p> <p>entrepreneurship education introduced as a core subject</p>
To address infrastructural decay in all institutions	New constructions and renovations	<ul style="list-style-type: none"> <li>• Renovation of School structures(Classrooms ,Toilets 7 hostels)</li> <li>• Construction of new blocks of 3-classrooms</li> <li>•</li> </ul>	<p>Procurement and distribution of Classroom furniture</p> <p>Renovation of existing school structures</p> <p>New educational structures constructed</p>
To address the declining esteem attached to the teaching profession through enhanced quality of teachers and special training of female teachers.	CPD short-term course for teachers & teacher motivation and award	<ul style="list-style-type: none"> <li>• Training and retraining of teachers</li> <li>• Conduct of CPD short-term course for teachers &amp; Head teachers</li> </ul>	<p>Teachers and Head teachers trained on CPD</p> <p>Special incentives for teachers</p>

### 3.1 Description of Projects Assessment and Prioritisation

Education Sector being the largest Sector with 16 MDAs has profiled over Three Hundred projects on the project assessment template, the projects so far identified ranges from construction of Educational structures , renovation /renewal of structures, procurement of instructional materials, scale up of existing programmes ,training, decongestion ,establishment of science and technology centres of excellence, upgrading of existing schools ,establishment of effective schools and deployment of e-learning facilities.

All these projects were ranked based on priority using the project assessment template.

### 3.2 Output of the Projects Assessment and Prioritisation

Appendix 1

The table below presents the projects outline of the sector ranging from Constructions, Renovations, Procurements, trainings and scale up of some special programmes:( refer to appendix 1)

### 3.3 Observations and Suggestions for Improvement

## Section Four: Rapid Projects Costing

The Projects that were not implemented/executed in the previous year (2018) MTSS were rolled-over and costed before insertion of new projects based on priority. Though the ministry and its Parastatals have outlined a number of projects based on the available budget ceilings.

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

### 1.4 4.1 Description of Projects Costing Process

The projects were costed by estimating the total amount each project will cost, the cumulative total releases to-date for on-going projects and amount required to complete the project was also estimated thus given the cumulative capital budget requirement for the years under review (2023-2025).

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

### 1.5 4.2 Specification of Budget Ceiling and Fitting of Projects into Indicative Budget Ceiling

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

The table below shows Sector envelope allocation by MDA

<b>MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY, JIGAWA STATE</b>				
<b>EDUCATION SECTOR ENVELOPE ALLOCATION BY GOAL AND AGENCY 2023-2025 MTSS</b>				
<b>7,975,558,000.00</b>				
<b>GOAL 1.0</b>	<b>BASIC EDUCATION</b>		<b>% BY AGENCY</b>	<b>ALLOCATION</b>
1.1	SUBEB		28.57%	2,278,751,893.80
1.2	ANE		3.51%	279,634,965.40
1.3	AME		2.50%	199,388,950.00
1.4	LIBRARY		0.76%	60,614,240.80
1.5	BAMAINA ACADEMY		1.48%	118,038,258.40
	<b>SUB-TOTAL</b>		<b>36.82%</b>	<b>2,936,428,308.40</b>
<b>GOAL 2.0</b>	<b>IQTE</b>	<b>IQTE</b>	<b>0.43%</b>	<b>34,511,160.00</b>
	<b>SUB-TOTAL</b>		<b>0.43%</b>	<b>34,511,160.00</b>
<b>GOAL 3.0</b>	<b>SECONDARY EDUCATION</b>		<b>%</b>	<b>ALLOCATION</b>
3.1	MOEST		25.79%	2,056,890,026.60
3.2	STEB		4.87%	388,715,199.60
3.3	IEB		4.53%	361,598,302.40
3.4	DUTSE MODEL		1.21%	96,504,251.80
3.5	SEIMU		0.31%	25,000,000.00
	<b>SUB-TOTAL</b>		<b>36.72%</b>	<b>2,928,707,780.40</b>
<b>GOAL 4.0</b>	<b>TERTIARY EDUCATION</b>		<b>%</b>	<b>ALLOCATION</b>
4.1	CILS RINGIM		2.79%	222,272,052.80
4.2	COE GUMEL		1.84%	146,504,251.80
4.3	SLU KAFIN HAUSA		6.90%	550,313,502.00
4.4	POLYTECHNIC DUTSE		1.83%	145,706,696.00
4.5	JSIIT KAZAURE		4.70%	375,156,751.00
4.6	BU POLY HADEJIA		2.35%	187,179,597.60
4.7	JICORAS BABURA		2.63%	209,511,160.00
	<b>SUB-TOTAL</b>		<b>23.03%</b>	<b>1,836,644,011.20</b>
<b>GOAL 5.0</b>	<b>PLANNING &amp; MGT</b>		<b>3.00%</b>	<b>239,266,740.00</b>
	<b>SUB-TOTAL</b>		<b>3.00%</b>	<b>239,266,740.00</b>
<b>GRAND-TOTAL</b>			<b>100%</b>	<b>7,975,558,000.00</b>



### **4.3 Output of the Projects Costing Process**

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

#### **1.6 4.4 Observations and Suggestions for Improvement**

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

## Section Five: Rapid Projects KPIs

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

### 1.7 5.1 Description of the Projects Results Framework

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

### 1.8 5.2 Output of the Projects Result Framework

Please Refer to Appendix 3 for details.

### 1.9 5.3 Observations and Suggestions for Improvement

Looking at the large number of education sector projects which the state may not necessarily finance due to the small size of the sector envelope, it is therefore vital to prioritise the projects which will in return enhance proper budgeting and of easy population of the projects template.

## Section Six: Conclusion

This section presents the key conclusions from carrying out the Rapid 2018 – 2020 MTSS Rollover process; representing the summaries of what went well, what did not go so well and key lessons from the process (Maximum: One page).

### 1.10 6.1 What Went Well with the Rapid MTSS Rollover Process

The sector sponsored its planning team for a three day workshop with the help of PERL-ARC and BEPD in order to complete the 2019-2021 MTSS Rollover Process. Also in attendance are the Honourable Commissioner, the Permanent Secretary, GPE/NIPEP Project Coordinator, Directors and Deputy Directors of the Ministry. In the process, series of group discussions took place which led to the realization of the MTSS document.

### 1.11 6.2 What Did Not Go So Well with the Rapid MTSS Rollover Process

The major challenges were time factor in which the three days were not sufficient to complete the process, non-availability of the sector envelop at the time of the process which led to inability to cost the 2019 projects.

### 1.12 6.3 Key Lessons from the Process and Their Implications for Our Sector/MDA

The process was transparent, inclusive and interactive because it was conducted with full participation of all MDAs in the sector where everybody (including CSOs, CBOs and Members of the House of Assembly) were allowed to give their inputs. The Development partners (PERL-ARC) have given technical support throughout the exercise. able consultant has taken the participants through the project

assessment template, project costing template, KPIs template and projects ranking process where questions were raised and issues deliberated upon accordingly.

## **Appendix 1: Results of Projects Assessment and Prioritisation Template**

## **Appendix 2: Results of the Projects Costing Template**

## **Appendix 3: Results of the Projects KPIs Template**

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