GOMBE STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN

(GOMBE STATE MTBESP) 2024 - 2027

ECCDE   **PRIMARY SCHOOL**   **J. S. S.**

**GOMBE STATE MEDIUM TERM BASIC EDUCATION STRATEGIC PLAN
(GOMBE MTBESP) CYCLE 4 (2024 – 2027)**

Gombe State Universal Basic Education Board

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(GOMBE MTBESP) 2024 - 2027**

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Gombe SUBEB 2024

Vision

To become a developer of sound educational policies, and a provider of learning opportunities to all citizens in order to explore their potentialities and enhanced productivity, self-reliance and sustainable development".

Mission

To ensure that all Gombe State children have access to an array of educational opportunities such that every learner achieves success through relevant, engaging and high quality education that prepares them for good citizenship in a democratic and socially just society".

Values

The core values of the basic education sub-sector *(like the general education sector)* are:

- ➢ Quality
- ➢ honesty
- ➢ Transparency
- ➢ Integrity
- ➢ Equality
- ➢ Justice & Fairness

Foreword

The Gombe State Medium Term Basic Education Strategic Plan (SMTBESP) Cycle 4 (2024-2027) serves as a comprehensive blueprint for advancing the quality of basic education in our state. In alignment with the broader Gombe State Development Strategic Plan and under the leadership of His Excellency, Governor Muhammad Inuwa Yahaya, this strategic plan prioritizes a holistic approach to improving both access to and the quality of basic education. It recognizes the critical role of education as the foundation for human capital development and economic progress, reflecting our administration's commitment to ensuring that every child in Gombe State has the opportunity to thrive and succeed through education.

In driving this process, the SMTBESP emphasizes a multi-level stakeholder approach, integrating inputs from government agencies, development partners, community leaders, civil society, and educational institutions. By fostering collaboration across these diverse sectors, we aim to address systemic challenges and leverage resources more effectively. This coordinated effort underscores our determination to create an inclusive education system that leaves no child behind, especially those from marginalized and disadvantaged communities.

Our focus in this cycle extends beyond access to ensure that quality learning outcomes are achieved. Other key interventions include teacher training and development, improved school infrastructure, curriculum enhancements, and the deployment of digital learning tools. By strengthening these core areas, we aim to equip our children with the skills and knowledge needed for the 21st century, while also fostering values of citizenship, critical thinking, and creativity.

As we embark on this journey, I call on all stakeholders to actively engage in the implementation of this strategic plan. Together, we can transform the education landscape in Gombe State and set a new standard for educational excellence in Nigeria. The SMTBESP Cycle 4 (2024-2027) represents not just a plan, but a shared vision and a collective responsibility to build a brighter future for our children, our communities, and our state.

HON. BABAJI BABADIDI
Executive Chairman
State Universal Basic Education Board (SUBEB)

Acknowledgement

The successful development of the Gombe State Medium Term Basic Education Strategic Plan (SMTBESP) Cycle 4 (2024-2027) was made possible through the unwavering support and contributions of key individuals and organizations. First and foremost, our sincere gratitude goes to the Executive Governor of Gombe State, Alhaji Muhammadu Inuwa Yahaya, the Wakilin Ilimin Nafada, whose visionary leadership and commitment to advancing basic education laid the foundation for this strategic document. His dedication to the welfare of the children of Gombe and his continuous support for educational development initiatives has been instrumental in shaping this plan.

We also extend our profound appreciation to the Universal Basic Education Commission (UBEC) under the leadership of Dr. Hamid Bobboyi. His strategic direction, coupled with the tireless efforts of the Director of Planning Research and Statistics, Mr. Osahon Igbinoba, and his dedicated technical team, played a crucial role in guiding the planning process. Their expertise and commitment were vital in ensuring that the SMTBESP aligns with both state and national educational priorities.

Special recognition goes to the Management Staff of Gombe SUBEB and the Technical Working Group (TWG) responsible for the Cycle 4 development. Their hard work and dedication, alongside the invaluable contributions from our Development Partners such as UNICEF, the World Bank BESDA Project, Prof. Abiodun Olatoun Akinsolu and the NIEPA team, and the USAID LEARN to Read Project, significantly enriched the development process. The collaboration and shared vision among these partners have set a strong foundation for impactful educational interventions in the years ahead.

Lastly, we acknowledge the vital role played by various stakeholders, including the School-Based Management Committees (SBMCs), Civil Society Organizations (CSOs), and the Planning, Research, and Statistics (PRS) Department at Gombe SUBEB. Your inputs and critical evaluations were key to refining this document. We also dedicate this plan to the children of Gombe State, whose future remains at the heart of our endeavors. It is through your aspirations and potential that this plan finds its true purpose, as we collectively strive to build a brighter future for basic education in Gombe State.

JONATHAN JOHN KUL
Director Planning Research and Statistics,
SMTBESP TWG Chairman

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Acronyms

A.S.C	-	Annual School Census
AIDS	-	Acquired Immune Deficiency Syndrome
AGILE	-	Adolescent Girls Initiative for Learning & Empowerment
BECE	-	Basic Education Certificate Examination
CBECC	-	Community Based Early Child Care Centre
CQA	-	Continuous Quality Assurance
DRC	-	Digital Resource Centre
DEVAGOM	-	Development Agenda for Gombe State
E.C.	-	Executive Council
ECCDE	-	Early Child Care Development Education
ECD	-	Early Childhood Development
ECR	-	Education Crisis Response
EFA	-	Education For All
EiE	-	Education-In-Emergency
EGR	-	Early Grade Reading
EMIS	-	Educational Management Information System
GSDP	-	Gombe State Development Plan
H.E.	-	His Excellency
HIV	-	Human Immuno-deficiency Virus
HQT.	-	Headquarters
IAU	-	Internal Audit Unit
IDEAS	-	Innovation Development and Effectiveness in the Acquisition of Skills
IDPs	-	Internally Displaced Persons
IDP	-	International Development Partner
IsDB	-	Islamic Development Bank
ISP	-	Internet Service Providers
IQTE	-	Integrated Quranic Tsangaya Education
JSS	-	Junior Secondary School
LGA	-	Local Government Area
LGEA	-	Local Government Education Authority
M&E	-	Monitoring and Evaluation
MLA	-	Monitoring of Learning Achievement
MSP	-	Ministerial Strategic Plan
MTBESP	-	Medium Term Basic Education Strategic Plan
MTSS	-	Medium Term Sector Strategy
NA	-	Not Available
NALABE	-	National Assessment of Learning Achievement in Basic Education
NFELCs	-	Non-Formal Education Learning Centers
NFELs	-	Non-Formal Education Learners
NPA	-	National Personnel Audit
OOSC	-	Out Of School Children
OVC	-	Orphaned And Vulnerable Children
P-for-R	-	Programme For Result
PI - P3	-	Primary 1 to Primary 3
SBMC	-	School Base Management Committee

SDG	-	Sustainable Development Goals
SESOP	-	Strategic Education Sector Operational Plan
SESP	-	Strategic Education Sector Plan
SMASE	-	Strengthening Mathematics And Science Education
SUBEB	-	State Universal Basic Education Board
TPD	-	Teacher Professional Development
TVET	-	Technical & Vocational Education Training
VIP	-	Ventilated Improved Pit

GLOSSARY:

Executive Summary

The Gombe State Medium-Term Basic Education Strategic Plan (SMTBESP) Cycle 4 (2024-2027) is a comprehensive blueprint aimed at advancing basic education in line with global, national, and state educational goals. Anchored on the Education for All (EFA) Agenda and Sustainable Development Goal 4 (SDG 4) of achieving universal access and inclusive quality education, this plan also aligns with the mandates of the Universal Basic Education (UBE) Act of 2004, which guarantees free and compulsory education for every child in Nigeria. Building on the successes and lessons of Cycle 3 (2021-2024), the SMTBESP Cycle 4 consolidates previous milestones while setting ambitious targets to further improve educational outcomes across the state.

This plan focuses on scaling up investments in education to enhance both access and quality. By strategically strengthening partnerships with development partners, local stakeholders, and funding agencies, it ensures that the objectives of universal basic education are effectively supported and sustainably financed. The plan is built on a robust framework that draws on national and state educational policies, particularly the National Policy on Education (2013), to deliver a cohesive approach to addressing pressing educational challenges within Gombe State.

The strategic framework is organized around four key pillars: access, inclusiveness, and equity; quality and efficiency; system strengthening and accountability; and sustainable funding. These pillars guide the interventions needed to tackle emerging issues such as the learning crisis, the rising number of out-of-school children, education in emergencies (EiE), and the importance of reliable educational data. By addressing these critical areas, the plan provides a new opportunity to resolve persistent challenges in delivering quality education..

The financial requirement for implementing this plan over the next four years is estimated at ₦42,392,739,433.74. The plan sets ambitious targets, including a 46% increase in educational access, a 70% improvement in teacher capacity, a 50% reduction in the Gender Parity Index (GPI) gap, a 45% enhancement of educational facilities, an 80% increase in funding, a 70% boost in partnerships, and a 75% uplift in learning outcomes. These goals are designed to create lasting improvements in the basic education sector, contributing to better educational experiences and outcomes for all children in the state.

In conclusion, this plan serves as a guiding compass for the Gombe State Government and all stakeholders in the education sector. It reflects our collective commitment to building a future where every child, regardless of background, has access to quality education that prepares them for success in life. By focusing on sustainable development, equity, and excellence in education, this plan charts a path toward securing a brighter future for the next generation and ensuring that Gombe State remains at the forefront of educational advancement in Nigeria.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

The Gombe State Medium-Term Basic Education Strategic Plan (SMTBESP) is a blueprint for implementing the Universal Basic Education (UBE) program over the period of 2024 to 2027. It aligns with the Development Agenda for Gombe State (DEVAGOM), the Education for All (EFA) framework, Sustainable Development Goal 4 (SDG 4), and the UBE Act of 2004. This plan serves as a comprehensive strategy document that outlines key priority areas for intervention, funding sources, monitoring and evaluation frameworks, and detailed costings. It provides an effective diagnostic approach for achieving desired outcomes. The SMTBESP prioritizes critical areas such as teacher quality, textbook supply, special needs education, Integrated Quranic Tsangaya Education (IQTE) programs, school facilities, and improved learning outcomes.

The development of this plan is rooted in a collaborative process that integrates key program targets in education while setting a new agenda for evidence-based planning. By emphasizing data-driven strategies and leveraging the collective input of stakeholders, the plan seeks to enhance the quality of education in Gombe State. It reflects the aspirations of the State Universal Basic Education Board (SUBEB) to address existing challenges and create a more inclusive, efficient, and sustainable basic education system. Ultimately, this strategic plan aims to translate these aspirations into actionable outcomes that contribute to building a stronger educational foundation for the children of Gombe State.

1.2 General Background to States Medium Term Basic Education Strategic Plan (SMTBESP)

The Gombe State Medium-Term Basic Education Strategic Plan (SMTBESP) is built on key national and state frameworks, including the Ministerial Strategic Plan (MSP), the 10-Year UBE Roadmap, Sustainable Development Goal 4 (SDG 4), and the UBE Act. These guiding frameworks underscore the importance of a structured approach to achieving universal access and quality in basic education. The successful implementation of Cycle 3 (2021-2024) has provided valuable insights into effective programs and interventions that can deliver tangible results. Additionally, the Gombe 10-Year Development Agenda (DEMAGOV) sets a clear direction for the state's development priorities, ensuring that education plays a central role. The alignment of this plan with the State Education Sector Plan (SESP) and the State Education Operational Sector Plan (SEOSP) offers a roadmap for consolidating past successes

while addressing emerging challenges. Together, these strategies provide a robust foundation for advancing basic education in Gombe State.

1.3 Review of 2021-2024 (Cycle 3) SMTBESP

The 2021-2024 plan is still ongoing. However, recognizing the need for proactive planning, the 2024-2027 Gombe State Medium-Term Basic Education Strategic Plan (GSMTBESP) has been developed. Like its predecessor, the 2024-2027 GSMTBESP will focus on four key result areas: Equitable & Inclusive Access, Quality and Relevance, System Strengthening, and Sustainable Funding.

Some notable successes achieved so far include:

1. Improved enrolment in public conventional schools and enhanced inclusivity through the integration of Tsangaya/Almajiri education systems.
2. Establishment of over 220 new ECCDE/primary schools, particularly in hard-to-reach areas, including mega primary schools like Alabura Primary School in Kumbiya Kumbiya, and the creation of 586 Tsangaya learning centres.
3. Construction of a standard Teacher Resource Centre (TRC) in Kwami.
4. Successful professional development and capacity-building activities for over 8,500 teachers and learning facilitators across Tsangaya Learning Centres, ECCDE/Pre-primary, Primary, and Junior Secondary Schools.
5. Provision of over 1,000 newly constructed classrooms, renovation of approximately 759 classrooms, and construction of mega Tsangaya centres in each of the eleven LGAs in Gombe State.
6. Establishment of safeguard mechanisms across the state, LGEAs, and schools.
7. Procurement and distribution of teaching, learning, and other instructional materials.
8. Capacity building for education managers, operators, and administrators across local government areas, the SUBEB headquarters, and other aligned MDAs.
9. Effective development, implementation, and monitoring & evaluation of the state strategic plan.
10. Increased digitization within the education sector.
11. Notable improvement in the prompt and timely disbursement of allocated funds.
12. Strengthened collaboration between SUBEB, LGEAs, the Ministry of Education, the State House of Assembly, aligned MDAs, security agencies, and SBMCs.

1.4 Rationale and Purpose of the 2024-2027 Plan

The rationale for the 2024-2027 Gombe State Medium-Term Basic Education Strategic Plan (SMTBESP) is informed by the need to build on the achievements and lessons learned from the previous cycle (2021-2024) while addressing emerging challenges in basic education. The plan is designed to align with the state's Development Agenda (DEVAGOM), SDG 4, the UBE Act 2004, and national educational policies to ensure equitable access, inclusiveness, and quality education for all children in Gombe State. It seeks to consolidate gains in enrolment, improve learning outcomes, enhance teacher capacity, and strengthen system efficiency and

accountability. By focusing on key areas like reducing out-of-school children, promoting inclusivity, and improving educational infrastructure, the 2024-2027 SMTBESP aims to create a more resilient and sustainable basic education system that meets the aspirations of the state and prepares learners for future success.

1.5   Scope of the 2024-2027 SMTBESP

The 2024-2027 Gombe State Medium-Term Basic Education Strategic Plan (SMTBESP) covers a four-year period and addresses all levels of basic education, including Early Childhood Care Development and Education (ECCDE), primary education, and junior secondary education. The plan outlines comprehensive strategies across key areas such as equitable access, quality teaching and learning, inclusive education, and sustainable funding. It incorporates priorities like infrastructure development, teacher capacity building, integration of out-of-school children, and the strengthening of monitoring and evaluation systems. The SMTBESP also aligns with national policies and global commitments, ensuring a holistic and evidence-based approach to improving basic education in Gombe State.

1.6   Strategic Vision

1.6.1   Vision

To become a developer of sound educational policies, and a provider of learning opportunities to all citizens in order to explore their potentialities and enhanced productivity, self-reliance and sustainable development".

1.6.2   Mission

To ensure that all Gombe State children have access to an array of educational opportunities such that every learner achieves success through relevant, engaging and high quality education that prepares them for good citizenship in a democratic and socially just society".

1.6.3   Values

The core values of the basic education sub-sector *(like the general education sector)* are:

➢ Quality
➢ honesty
➢ Transparency
➢ Integrity
➢ Equality
➢ Justice & Fairness

1.7 Situation Analysis

1.7.1   Socioeconomic Context of the State

The origins of Gombe State can be traced back to its creation from the old Bauchi State by the late General Sani Abacha's administration. This significant administrative decision was officially announced by the Federal Military Government on October 1st, 1996, during a national broadcast marking Nigeria's Independence Day. The creation of Gombe State fulfilled the longstanding aspirations of the people who had sought autonomy from the larger Bauchi State. Today, Gombe State comprises eleven local government areas (LGAs): Akko, Balanga, Billiri, Dukku, Funakaye, Gombe, Kaltungo, Kwami, Nafada, Shongom, and Yamaltu-Deba.

Gombe State represents a successful fusion of two distinct cultural and political entities: the Gombe North Emirate and the ethnic communities of Gombe South. The Gombe Emirate was established by Bubayero during the early 19th-century Jihad, emerging as part of the broader state-building efforts of the Sokoto Jihad. The emirate, headquartered in Gombe Abba, governed much of what is now Gombe State until the arrival of British colonial forces in the early 20th century.

During the British colonial era, the area now known as Gombe State was divided into two administrative units: the Gombe Native Authority and the Tangale-Waja Native Authority. These two entities formed the Gombe Division under colonial administration. Following Nigeria's independence in 1960 and subsequent military regimes, several administrative changes led to the establishment of new local government areas. From 1976 to the present, the original two native authorities have evolved into the current eleven local government areas that make up Gombe State.

1.7.2   Demographic Context

The 2006 census recorded a population of 2,365,040 for Gombe State, comprising 1,244,228 males and 1,120,812 females. By 2020, this figure was projected to reach 3,761,773. The state has a nearly balanced gender distribution, with a sex ratio of 100 males to 98.9 females. Notably, three local government areas—Akko (15.24%), Yamaltu-Deba (14.79%), and Gombe (11.33%)—account for 41.86% of the total population. In contrast, the three least populated LGAs—Shongom (4.37%), Nafada (5.01%), and Billiri (5.83%)—constitute 15.21% of the population.

About 46% of the population is under 15 years old, placing them in the adolescent age group, while 51% fall within the working-age group (15-64 years), and roughly 3% are aged 65 and above. This population structure highlights the need for targeted interventions to reduce poverty by addressing youth opportunities and the high dependency ratio. The relatively small proportion of the elderly population reflects the state's low life expectancy—a significant factor

in its human development index. Gombe State is characterized by a diverse ethnic composition and a multi-religious society.

1.7.3 Macroeconomic Context

Gombe State's macroeconomic context is heavily influenced by its predominantly agrarian economy, with agriculture forming the backbone of the state's economic activities. The sector employs the majority of the population, contributing significantly to income generation and food security. Key crops such as maize, millet, sorghum, rice, and groundnuts, along with livestock farming, dominate agricultural activities. Despite these strengths, the state faces challenges related to low productivity, limited mechanization, and climate change impacts. However, efforts are being made to modernize the agricultural sector through improved inputs, extension services, and value-chain development to boost productivity and rural incomes.

Beyond agriculture, Gombe is diversifying its economy by leveraging its natural resources, particularly in the solid minerals sector. With deposits of gypsum, limestone, and other minerals, the state is focusing on industrial development, particularly in cement production and other value-added industries. Additionally, Gombe's strategic location as a transit hub between the Northeast, Northwest, and North-Central regions of Nigeria positions it as a regional commercial center. This advantage has spurred growth in trade, services, and small-scale manufacturing, especially in the urban areas, contributing to increased revenue and economic activity.

The state's economic trajectory is also shaped by public sector investments and fiscal policies, which are guided by the Gombe State Development Agenda (DEVAGOM). The government allocates substantial resources to infrastructure, education, healthcare, and social welfare to improve living standards and promote sustainable development. These investments are funded through a mix of federal allocations, internally generated revenue (IGR), and partnerships with development agencies. However, the state remains vulnerable to macroeconomic challenges such as inflation, exchange rate fluctuations, and regional security issues, which can affect public spending, economic stability, and investment flows.

1.7.4 Social Context

Gombe State faces a range of social challenges that significantly impact basic education, including poverty, early marriage, child labor, and cultural practices that hinder school attendance, particularly among girls. High levels of poverty often force families to prioritize income-generating activities over education, leading to a rise in out-of-school children, especially in rural areas. Additionally, social norms and cultural expectations around early marriage and gender roles limit girls' participation in education, exacerbating gender disparities. These issues contribute to low enrolment, high dropout rates, and poor learning outcomes in the state. The 2024-2027 SMTBESP seeks to address these challenges through targeted interventions, including community sensitization campaigns, conditional cash transfers, and inclusive education programs that promote gender equity and reduce barriers to

education. By strengthening partnerships with traditional leaders, religious institutions, and civil society organizations, the plan aims to shift social attitudes, increase community support for education, and create an enabling environment where all children, regardless of socio-economic background, can access quality basic education.

1.7.5 Humanitarian Context/Education in Emergencies

The ongoing insurgency in the North East has severely impacted education in Gombe State, leading to the closure of schools and displacement of both teachers and students. This disruption has significantly set back educational programs, particularly in areas most affected by the conflict. To address these challenges, the Education in Emergencies (EiE) framework within the 2024-2027 SMTBESP aims to develop a resilient educational response. The plan includes establishing temporary learning spaces, adapting the curriculum to meet the needs of displaced children, and engaging communities and stakeholders in the educational process. Additionally, it incorporates trauma healing programs to support the emotional well-being of students. With over 50 IDP camps in Gombe housing displaced individuals from neighboring states like Adamawa, Yobe, Bauchi, Taraba, and Plateau, the plan focuses on providing continuous and supportive education to children affected by these conflicts, ensuring they have access to basic education despite the challenging circumstances.

CHAPTER TWO

2.0 BASIC EDUCATION SECTOR ANALYSIS (BESA)

2.1 Introduction

This chapter presents a comprehensive analysis of the basic education sector, drawing upon data from the National Personnel Audit (NPA) 2022, the National Assessment of Learning Achievement in Basic Education (NALABE) 2022, and other relevant published sources. It aims to provide an in-depth understanding of the current state of basic education in Gombe, evaluating key metrics and trends. Additionally, this section reviews the legal and policy frameworks that underpin the implementation of the Universal Basic Education (UBE) program in the state. By integrating data analysis with policy review, this chapter seeks to offer a holistic view of the sector's performance and challenges, setting the stage for targeted interventions in the 2024-2027 strategic plan.

2.2 Policy and Legal Context

The provision of basic education in Gombe State is guided by a robust framework of national and state laws, policies, and global goals. At the national level, the Free and Compulsory Universal Basic Education (UBE) Act of 2004 mandates the provision of accessible, inclusive, and equitable access to quality and efficient basic education for all children. This act is supported by the National Policy on Education (NPE 2013), which outlines the broad objectives and strategies for educational development in Nigeria. The Sustainable Development Goal 4 (SDG 4) further reinforces these commitments, emphasizing quality education and lifelong learning opportunities for all.

In Gombe State, the policy and legal framework is shaped by both national directives and local priorities. The Gombe State Universal Basic Education Board (SUBEB), established under the State UBE Act of 2005, is tasked with implementing and coordinating the UBE program within the state. The State Ministry of Education (SMoE) plays a pivotal role in policy coordination and oversight. Additionally, the UBEC Roadmap and the Federal Ministry of Education (FME) Roadmap provide strategic guidance for educational planning and execution. The State's commitment to education is reflected in its priorities, with the government consistently placing the UBE program at the forefront of its development agenda. This comprehensive framework ensures that Gombe's basic education system aligns with both national and global standards for quality and inclusivity.

2.3 Governance and Management

In Gombe State, the governance and management of basic education are streamlined through a well-defined structure that integrates various educational bodies and policy frameworks. The State Ministry of Education (SMoE) serves as the central coordinating body, overseeing the implementation of educational policies and ensuring alignment with national standards. The SMoE is responsible for setting educational priorities, developing strategic plans, and liaising with other educational agencies and stakeholders to ensure cohesive policy execution.

At the core of basic education management is the Gombe State Universal Basic Education Board (SUBEB), which operates under a Board system headed by an Executive Chairman and supported by three Board Members appointed by the Executive Governor. SUBEB's primary role is to oversee the implementation of the Universal Basic Education (UBE) program, manage educational facilities, and ensure the delivery of quality education across the state. SUBEB works closely with the SMoE to ensure that the state's educational strategies are effectively executed and monitored.

Supporting SUBEB and the SMoE are several specialized parastatals: the Library Board, which manages library services and supports educational resource development; the Education Resource Centre, which provides instructional materials and professional development; the Agency for Nomadic and Adult Education (ANFEA), which focuses on the educational needs of nomadic and adult learners; and the Community Education Resource Centre, which facilitates community-based education programs. These organizations collaborate to enhance educational delivery and address specific needs within the state's diverse educational landscape.

Table 2.3: Governance and Management

Organization	Duties	Interrelationships
State Ministry of Basic and Secondary Education (SMoE)	Coordinates educational policies, aligns with national standards	Works with SUBEB and other parastatals for policy execution
Gombe State Universal Basic Education Board (SUBEB)	Oversees UBE program implementation, quality control, and resource management	Coordinates with SMoE and other parastatals for policy alignment
Library Board	Manages library services and resources	Supports SUBEB and SMoE by providing educational resources
Agency for Nomadic and Adult Education (ANFEA)	Focuses on education for nomadic and adult learners	Works with SUBEB and Community Education Resource Centre to reach target populations

Community Education Resource Centre	Facilitates community-based education programs	Partners with SUBEB and ANFEA to implement localized education initiatives

2.4 Capacity and Diagnosis

The Education Sector Analysis (ESA) for Gombe State draws on data from the National Personnel Audit Report (NPA) 2022, the National Assessment of Learning Achievement in Basic Education (NALABE) 2022, and other relevant educational reports to evaluate the current state of basic education. The analysis assesses indicators across key pillars: access and inclusiveness, quality and efficiency, system strengthening and accountability, and sustainable funding. The results highlight significant achievements, such as increased enrollment rates and improved infrastructure, while also identifying persistent issues such as inadequate teacher quality, uneven resource distribution, and gaps in educational outcomes. This comprehensive diagnosis provides a basis for targeted interventions and strategic planning to address existing challenges and enhance the overall effectiveness of the education system in Gombe State.

2.4.1 Access to and Equity in Basic Education (Pre-primary, Primary, and Junior Secondary Schools)

Table *2.4.1.1 Access to and Equity in Basic Education (Pre-primary)*

CLASS	MALE	FEMALE	TOTAL	% MALE	% FEMALE
PLAYGROUP	2,451	2,207	4,658	52.62	47.38
NURSERY ONE	8,584	7,583	16,167	53.1	46.9
NURSERY TWO	6,979	5,829	12,808	54.5	45.5
NURSERY THREE	2,914	2,751	5,665	51.44	48.56
TOTAL	20,928	18,370	39,298	53.25	46.75

AGE	MALE	FEMALE	TOTAL	% MALE	% FEMALE
Below Age 3	1,774	1,475	3,249	54.60	45.40
Age 3	4,511	3,983	8,494	53.11	46.89
Age 4	6748	5232	11980	56.33	43.67
Age 5	5695	5390	11085	51.38	48.62
Above Age 5	2200	2290	4490	49.00	51.00
TOTAL	**20928**	**18370**	**39298**	**53.25**	**46.75**

Source: NPA 2022

The enrollment data above for Early Childhood Care Education in Gombe State shows a total of 39,298 children, with boys making up 53.25% and girls 46.75%. Across different class levels, male enrollment consistently exceeds female enrollment, with percentages ranging from 51.44% to 54.5% for boys and 45.5% to 48.56% for girls. Age distribution also reveals a higher proportion of boys, particularly in younger age groups, with 54.6% of those under age 3 being male. As children get older, the gender gap narrows slightly, with girls outnumbering boys in the above age 5 group (51% female vs. 49% male). This analysis suggests that while male participation is generally higher, targeted efforts may be needed to address gender disparities, particularly in encouraging more girls to enroll and stay in school as they age.

Table *2.4.1.2 Access to and Equity in Basic Education (Primary)*

CLASS	MALE	FEMALE	TOTAL	% MALE	% FEMALE
Primary One	59611	52169	111780	53.33	46.67
Primary Two	52924	46639	99563	53.16	46.84
Primary Three	51768	44792	96560	53.61	46.39
Primary Four	45604	39030	84634	53.88	46.12
Primary Five	38766	34636	73402	52.81	47.19
Primary Six	52819	48059	100878	52.36	47.64
Total	**301492**	**265325**	**566817**	**53.19**	**46.81**
AGE	MALE	FEMALE	TOTAL	% MALE	% FEMALE
BELOW Age 6	13,501	12,123	25,624	52.69	47.31
Age 6	38,572	34,340	72,912	52.90	47.10

Age 7	46,108	39,253	85,361	54.02	45.98
Age 8	46,864	40,856	87,720	53.42	46.58
Age 9	48,761	41,759	90,520	53.87	46.13
Age 10	41,166	36,356	77,522	53.10	46.90
Age 11	49,415	44,989	94,404	52.34	47.66
ABOVE Age 11	17,105	15,649	32,754	52.22	47.78
Total	**301,492**	**265,325**	**566,817**	**53.19**	**46.81**

Source: NPA 2022

The table above shows the analysis of primary school enrollment data in Gombe State reveals a total of 566,817 students, with boys making up 53.19% and girls 46.81%. Across all primary grades, male enrollment consistently exceeds female enrollment, with the percentage of boys ranging from 52.36% to 53.88%. Age-wise, the pattern persists, with boys consistently outnumbering girls at every age level. The gender gap is most noticeable around ages 7 to 9, where boys represent over 53% of the enrolled population. However, the gap narrows slightly at ages 10 and above, particularly for those above age 11, where the percentage of girls rises to 47.78%. This data indicates that while gender parity is relatively close, targeted interventions might be necessary to boost female participation and retention, especially in the upper primary grades and specific age groups.

2.4.1.3   *Access to and Equity in Basic Education (Junior Secondary Schools)*

CLASS	MALE	FEMALE	TOTAL	MALE	FEMALE
JSS ONE	30,323	38,902	69,225	43.80	56.20
JSS TWO	33,109	26,991	60,100	55.09	44.91
JSS THREE	31,617	26,108	57,725	54.77	45.23
TOTAL	**95,049**	**92,001**	**187,050**	**51.22**	**48.78**
CLASS	MALE	FEMALE	TOTAL	MALE	FEMALE
Below Age 12	2,920	2,546	5,466	53.42	46.58
Age 12	8,883	7,736	16,619	53.45	46.55
Age 13	14,315	12,581	26,896	53.22	46.78
Age 14	14,109	15,301	29,410	47.97	52.03
ABOVE Age 14	9,519	8,523	18,042	52.76	47.24
Total	**49,746**	**46,687**	**96,433**	**51.59**	**48.41**

The table above shows the analysis of junior secondary school (JSS) enrollment data in Gombe State shows a nearly balanced gender distribution with a total of 187,050 students, comprising 50.81% male and 49.19% female. In JSS One, there is a significant female dominance with 56.2% of the students being girls. However, the trend shifts in JSS Two and JSS Three, where male students outnumber females, making up 55.09% and 54.77%, respectively. This suggests a drop in female participation as students advance through the grades. Age-wise, boys generally outnumber girls at ages 12, 13, and above 14, except at age 14, where girls represent 52.03% of the population. The overall data highlights a need for targeted efforts to retain girls in school, especially beyond JSS One, and to address factors causing gender disparity as students progress through junior secondary education.

2.4.2   Gross and Net Enrolment Rates (Pre-primary, Primary, and Junior Secondary Schools)

Table *2.4.2   Gross and Net Enrolment Rates (Pre-primary, Primary, and Junior Secondary Schools)*

LEVEL	GER			NER		
	Male	Female	Total	Male	Female	Total
ECDDE	18.43	18.44	18.44	14.46	14.16	14.32
PRIMARY	94.10	89.49	91.88	84.50	80.06	82.36
JSS	36.30	37.10	36.69	27.45	28.55	27.98

Source: NPA 2022

The table above shows analysis shows that enrollment in Early Childhood Care, Development, and Education (ECDDE) is low, with a GER of 18.44% and an NER of 14.32%, indicating that many children aged 3-5 are not receiving early education. In primary education, the GER is significantly higher at 91.88%, with an NER of 82.36%, reflecting better access and age-appropriate enrollment. However, in Junior Secondary School (JSS), the GER drops to 36.69% and the NER to 27.98%, highlighting challenges in retaining students after primary school. These figures suggest gaps in early childhood education and difficulties in transitioning from primary to secondary education.

2.4.3   Retention, Transition, Completion, Repetition and Drop-out Rates (Primary and JSS)

Table: 2.4.3   Retention, Transition, Completion, Repetition and Drop-out Rates (Primary and JSS)

LEVEL	POPN OF Age 5			NURSERY 3 ENROLMENT			COMPLETION RATE IN ECCDE			2021 COMPLETION IN PRIMARY 6		
ECCDE	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	65742	61147	126889	4730	4827	9557	7.19	7.89	7.53	35,472	29,887	65,359
PRIMARY	Age 11			PRIMARY 6 ENROLMENT			COMPLETION RATE IN PRIMARY			2022 JS 1 INTAKE		
	MALE	FEMALE	TOTAL	Male	Female	Total	Male	Female	Total	Male	Female	Total
	52499	49143	101642	18117	16256	34373	108.58	105.36	107.03	16, 617	18,634	35,251
JSS	Age 14			JS 3 ENROLMENT			COMPLETION RATE IN JSS			TRANSITION RATE		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	57,305	53,563	**110,868**	62,224	56,434	118,658	34.51	33.08	33.82	46.8	62.3	53.07

Source: NPA 2022

The table above shows analysis reveals significant gaps in enrollment and completion rates across the educational stages. At the ECCDE level, only 7.53% of children aged 5 complete Nursery 3, indicating low participation despite the large population of 126,889. In primary education, although 101,642 children are of age 11, the completion rate stands at 33.82%, with only 34,373 moving to JSS 1. The JSS level shows a completion rate of 107.03%, reflecting overage enrollment, but transition rates to higher levels highlight gender disparities, with females (62.3%) transitioning more than males (46.8%). This calls for targeted strategies to improve both participation and equitable transitions across levels.

2.4.4 Out of School Children

Table   2.4.4 Out of School Children

All in-School Ages 6-11			School Population Age (6-11)			Out-of- School		
Male	Female	Total	Male	Female	Total	Male	Female	Total
285,275	247,508	532,783	415,775	279,008	694,783	130,500	31,500	162,000

Source: NPA 2018

The table above highlights a significant gap between the school-age population (ages 6-11) and actual school enrollment. Of the 694,783 children in this age group, only 532,783 are enrolled, leaving 162,000 out-of-school. The disparity is more pronounced among males, where 130,500 are not in school compared to only 31,500 females. Despite the larger male population, the out-of-school rate is much higher for boys, indicating possible barriers that disproportionately affect

male enrollment. Addressing this gap is crucial for achieving universal basic education and ensuring equal access for both genders.

2.4.5 Special Education Programmes (Special Needs, Nomadic, Tsangaya etc)

Table 2.4.5   Special Education Programmes (Special Needs, Nomadic, Tsangaya etc)

SPECIAL PROGRAMME	LEVEL	NO OF SCHOOLS	ENROLMENT			TEACHING STAFF			PTR
			M	F	T	M	F	T	
SPECIAL NEEDS	ECCDE	2	152	162	314	3	5	8	2.00
	PRIMARY	6	3,221	3,578	6,799	1	35	36	188.86
	JSS	1	130	191	321	2	1	3	107.00
NOMADIC	ECCDE	3	40	44	84	2	5	7	12.00
	PRIMARY	48	6,663	6,274	12,937	243	106	349	37.07
FAITH BASE	ECCDE	5	179	204	383	-	15	15	25.53
	PRIMARY	10	298	255	553	51	59	110	5.03
	JSS	8	278	391	669	46	19	65	10.29

Source: NPA 2022

The table above shows data on special programs, including special needs, nomadic, and faith-based schools across ECCDE, primary, and JSS levels. Special needs programs, particularly at the primary level, face significant challenges with a high pupil-to-teacher ratio (PTR) of 188.86, despite having 36 teaching staff. The lone JSS special needs school also has an extremely high PTR of 107.00 with only three teachers for 321 students. In contrast, faith-based schools have much lower PTRs, indicating better staffing, particularly at the primary level with a PTR of 5.03. Nomadic schools cater primarily to primary students, with a PTR of 37.07, reflecting moderate staffing levels. Overall, while faith-based schools appear better resourced, special needs programs at the primary and JSS levels face critical staffing shortages, severely impacting the quality of education provided.

2.4.6 Technical and Vocational Education and Training
Table 2.4.6   Technical and Vocational Education and Training

YEAR	Male	Female	Total	Male%	Female%
2020/2021	7,317	4,020	11,337	64.5%	35.5%
2021/2022	7,276	4,144	11,420	63.7%	36.3%
2022/2023	6764	3903	10667	63.4%	36.6%

Source: SMoE 2022/23

The table above illustrates a slight decline in the percentage of male students over the three academic years from 2020 to 2023, with male representation decreasing from 64.5% to 63.4%. Conversely, the percentage of female students has increased marginally from 35.5% to 36.6%. The total student numbers showed a small fluctuation, peaking at 11,420 in 2021/2022 before slightly dropping to 10,667 in 2022/2023. This indicates a stable but shifting gender distribution, with a gradual increase in female participation.

2.4.7   Adult and Non Formal Education
Table 2.4.7   Adult and Non Formal Education

YEAR	Male	Female	Total	Male %	Female %
2020/2021	7,431	6,311	13,742	54.1%	45.9%
2021/2022	5,723	1,651	7,374	77.6%	22.4%
2022/2023	6,402	4,609	11,011	58.1%	41.9%

Source: SMoE (ANFEA) 2022/23

The table above shows a significant fluctuation in gender distribution across three academic years. In 2020/2021, males constituted 54.1% and females 45.9% of the student population, indicating a nearly balanced gender ratio. However, in 2021/2022, the proportion of males surged to 77.6% while females dropped to 22.4%, reflecting a dramatic shift. By 2022/2023, the male percentage decreased to 58.1% and females increased to 41.9%, suggesting a partial return to a more balanced ratio. The total student numbers also varied, peaking at 13,742 in 2020/2021 before declining to 7,374 in 2021/2022 and recovering to 11,011 in 2022/2023.

2.5   Quality and Efficiency
2.5.1 Number and Proportion of Qualified Teachers by level

LEVEL	GRAND TOTAL			Qualified Teacher			% OF QUALIFIED TEACHERS
	M	F	T	M	F	T	
ECCDE	460	954	1,414	357	731	1,088	76.94
PRIMARY	7,592	5,454	13,046	4,965	4,313	9,278	71.12
JSS	2,731	1,136	3,867	2,223	995	3,218	83.22

Source: NPA 2022

The table above indicates the distribution of qualified teachers across ECCDE, primary, and JSS levels. At the ECCDE level, out of 1,414 teachers, 1,088 are qualified, representing a high percentage of 76.94% of the pupil-teacher ratio. In primary schools, 9,278 out of 13,046 teachers are qualified, which is 71.12% of the total. JSS levels show the highest percentage, with 3,218

qualified teachers out of 3,867, translating to 83.22%. Overall, JSS has the highest proportion of qualified teachers relative to its total teaching staff, while ECCDE and primary levels have slightly lower percentages but still demonstrate substantial qualification levels. Notwithstanding, there is need for sustained capacity building for all teachers in the state, while non-qualified teachers should work at acquiring the basic teaching qualification of N.C.E.

2.5.2 Teacher Deployment and Distribution by LGA, Urban/Rural by level

Table 2.5.2 Teacher Deployment and Distribution by LGA, Urban/Rural by level

STATE	TEACHERS			% TEACHERS BY LOCAL GOVERNMENT		
	ECCDE	PRIMARY	JSS	ECCDE	PRIMARY	JSS
AKKO	349	1971	652	24.68	15.11	16.86
BALANGA	120	1319	427	8.49	10.11	11.04
BILLIRI	113	815	349	7.99	6.25	9.03
DUKKU	122	973	253	8.63	7.46	6.54
FUNAKAYE	45	895	219	3.18	6.86	5.66
GOMBE	196	2519	407	13.86	19.31	10.52
KALTUNGO	70	1150	503	4.95	8.81	13.01
KWAMI	63	963	282	4.46	7.38	7.29
NAFADA	61	602	119	4.31	4.61	3.08
SHONGOM	74	616	267	5.23	4.72	6.90
YAMALTU-DEBA	201	1223	389	14.21	9.37	10.06
TOTAL	1414	13046	3867	100.00	100.00	100.00

Source: NPA 2022

The table above shows the distribution of teachers across ECCDE, primary, and JSS levels in various local governments. Gombe has the highest proportion of primary teachers at 19.31%, while Akko leads in ECCDE with 24.68%. In JSS, Akko and Yamaltu-Deba have significant shares, 16.86% and 10.06%, respectively. Funakaye has the smallest share in all levels, particularly low in ECCDE and JSS. Overall, Gombe and Akko are notable for their higher teacher distributions across the levels, while other local governments have more modest contributions.

2.5.3 Pupil -Teacher Ratio (PTR) by level

Table 2.5.3 Pupil -Teacher Ratio (PTR) by level

LEVEL	Teachers	ENROLMENT	PTR	PQTR

	M	F	T	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECCDE	460	954	1,414	20,928	18,370	39,298	45.50	19.26	27.79	58.62	25.13	36.12
PRIMARY	7,592	5,454	13,046	301,492	265,325	566,817	39.71	48.65	43.45	60.72	61.52	61.09
JSS	2,731	1,136	3,867	49,144	46,010	95,154	17.99	40.50	24.61	22.11	46.24	29.57

Souce: NPA 2022

The table above presents the relationship between the number of teachers, student enrollment, and pupil-teacher ratios (PTR) at the ECCDE, primary, and JSS levels. In ECCDE, 1,414 teachers manage 39,298 students, leading to a PTR of 27.79, indicating a moderately large class size. At the primary level, 13,046 teachers handle a significantly higher enrollment of 566,817 students, resulting in a higher PTR of 43.45, reflecting overcrowded classrooms. In JSS, 3,867 teachers serve 95,154 students, giving a PTR of 24.61, which is more manageable compared to the primary level. The Primary Qualified Teacher Ratio (PQTR) shows a similar trend, highlighting the challenge of adequately managing large student populations with available teaching staff, particularly at the primary level.

2.5.4 Pupil Textbook Ratio (PTXR) by Level or Proportion of Learners with Access to Textbooks by Level

Table 2.5.4 Pupil Textbook Ratio (PTXR) by Level or Proportion of Learners with Access to Textbooks by Level

LEVEL	ENROLMENT	Number Of Available Textbooks					PTXR				
		English	Maths	Basic Science & Tech.	Social Studies	History	English	Maths	Basic Science & Tech.	Social Studies	History
ECCDE	39,298	2,039	1,434	643	953	264	19.3	27.4	61.12	41.24	148.86
PRIMARY	566,817	80,084	83,920	72,526	78,051	5,429	7.08	6.75	7.82	7.26	104.41
JSS	95,154	11,111	12,145	12,970	10,811	1,074	8.56	7.83	7.34	8.80	88.60

Source: NPA 2022

The analysis of textbook availability across ECCDE, primary, and junior secondary school levels reveals significant disparities in student-to-textbook ratios (PTXR) across subjects. At the ECCDE level, the PTXR is extremely high, particularly for basic science and technology (61.12), history (148.86), and mathematics (27.4), indicating severe shortages. In primary schools, the

PTXR is better but still concerning, with the highest ratios in history (104.41) and significant gaps in subjects like mathematics (6.75) and social studies (7.26). Junior secondary schools show relatively better distribution, with the lowest PTXR observed for Basic Science & Technology (7.34) and Mathematics (7.83). The high ratios, particularly in core subjects, underscore the critical need for more textbooks to ensure quality learning and equitable access to educational resources across levels.

2.5.5 Learning Outcomes

Learning outcomes are critical indicators of the effectiveness and quality of the educational system, serving as benchmarks for student progress and academic achievement. They provide measurable insights into what students know, understand, and can do in key subject areas such as mathematics, English, basic science, and social studies. Analyzing these outcomes helps identify gaps in teaching and learning, guiding evidence-based interventions and curriculum adjustments. Strong learning outcomes are essential for developing foundational skills, particularly in early grade reading and numeracy, which are crucial for students' long-term academic success. Recognizing this, the Federal Government introduced the National Reading Framework (NRF) to support improved learning achievements in basic education. In light of this, the USAID LEARN to READ project focuses on strengthening learning achievements by improving outcomes in early grades, particularly for Primary 1 and Primary 2, to ensure foundational literacy and numeracy skills are effectively acquired.

2.5.5.1 Monitoring of Learning Achievements/National Assessment of Learning Achievement in Basic Education/NALABE

Table 2.5.5.1   Monitoring of Learning Achievements/National Assessment of Learning Achievement in Basic Education/NALABE

Subjects	Learner Ability		Percentage of Learners By Proficiency Level (%)			
	Mean Scale Score	Standard Deviation	Below partially meets Minimum Proficiency (-348)	Partially Meets Minimum Proficiency (349 - 500)	Meets Minimum. Proficiency (501 - 663)	Exceeds Minimum Proficiency (664-)
Mathematics P3	509.95	98.18	8.99	37.28	36.19	17.54
Mathematics P5	517.16	112.88	8.74	48.57	33.92	8.77
Mathematics JS2	545.82	97.06	16.39	57.68	25.93	0.00
English P3	517.43	96.63	5.41	58.68	34.58	1.33
English P5	516.37	82.01	4.72	41.27	50.85	3.16
English JS2	473.27	86.64	9.24	66.48	24.28	0.00

Basic Sci & tech P5	528.76	87.26	2.25	34.75	57.92	5.08
Basic Sci & tech JS2	529.31	101.43	7.60	37.65	54.75	0.00
Social Studies P5	540.82	93.34	3.56	29.51	56.50	10.44
Social Studies JS2	565.92	95.05	2.24	20.29	66.64	10.84

Source: NALABE SCORECARD 2022

The table above shows the analysis of learner proficiency across various subjects at different grade levels reveals both strengths and gaps in student performance. In mathematics, a substantial portion of learners in P3 (37.28%) and P5 (48.57%) fall within the partially meets minimum proficiency category, with a significant drop in those exceeding proficiency as they progress to higher grades like JS2, where no students exceed proficiency. In English, P3 learners predominantly fall in the partially meets category (58.68%), while P5 shows an improvement with 50.85% meeting minimum proficiency. However, at the JS2 level, a concerning 66.48% of learners remain below the minimum proficiency level. Basic science and technology proficiency shows better outcomes, particularly in P5, where 57.92% of students meet minimum proficiency, although JS2 performance reveals no students exceeding this benchmark. Social studies stands out at the JS2 level, with 66.64% meeting and 10.84% exceeding proficiency, suggesting stronger outcomes compared to other subjects. Overall, while some subjects like social studies show encouraging trends, consistent challenges remain, particularly in mathematics and English at higher grade level.

2.5.5.2 Basic Education Certificate Examination (BECE)

Table 2.5.5.2 Basic Education Certificate Examination (BECE)

YEAR	MALE	FEMALE	MALE % PASS	FEMALE% PASS
2021	34,213	33,874	78%	72%
2022	35,562	36,632	81%	79%
2023	46.917	43,753	89%	81%
2024	48,834	46,769	92%	90%

Source:SMoE 2022/23

The data in the table above reflects the enrollment and performance trends of male and female students over four years, from 2021 to 2024. Both male and female enrollment numbers have steadily increased, with male enrollment rising from 34,213 in 2021 to 48,834 in 2024, and female enrollment growing from 33,874 to 46,769 in the same period. Additionally, the percentage of students passing has also improved for both genders. Male pass rates increased from 78% in 2021 to 92% in 2024, while female pass rates rose more significantly from 72% to 90%. This indicates not only a positive trend in enrollment but also an encouraging improvement

in academic performance, particularly for female students, who have made considerable gains in closing the gender performance gap over the years.

2.5.6   Basic Education Curriculum

The Gombe State Government has undertaken significant efforts to enhance the basic education curriculum, aligning it with the state's unique socio-economic and cultural needs. Through collaboration with educational stakeholders, the government has integrated local content and skills into the curriculum, emphasizing agriculture, vocational training, and digital literacy to prepare students for future opportunities. Additionally, the state has focused on strengthening early grade reading and numeracy, supported by initiatives like the National Reading Framework (NRF). Efforts to incorporate inclusive education and address issues like gender equity and climate change education are also prioritized to ensure the curriculum remains relevant, holistic, and capable of equipping learners with the knowledge and skills needed for sustainable development in Gombe State.

2.6.   School Infrastructure
2.6.1   Classroom Environment

Table: 2.6.1 Classroom Environment

Pupil Classroom Ratio/Proportion of Good Classroom	ECCDE		PRIMARY		JSS	
	PCR	PGCLR	PCR	PGCLR	PCR	PGCLR
	47.69	81.53	70.23	125.32	58.09	81.33

Source: NPA 2022

The table above reveals significant classroom challenges across all education levels. For ECCDE, a PCR of 47.69 indicates crowded class sizes, with a PGCLR of 81.53 reflecting the extent of overcrowding. Primary schools are severely impacted with a PCR of 70.23 and a PGCLR of 125.32, highlighting both high student-to-classroom ratios and a shortage of quality classrooms. JSS classrooms, with a PCR of 58.09 and a PGCLR of 81.33, also show overcrowding issues. Overall, the data underscores a critical shortage of good-quality classroom spaces, particularly at the primary level.

2.6.2 Availability of Furniture for Learners and Teachers

Table 2.6.2 Availability of Furniture for Learners and Teachers

Pupil Furniture Ratio	ECCDE	PRIMARY	JSS	Pupil Furniture Ratio (PFR)

	ENROLMENT	FURNITURE	ENROLMENT	FURNITURE	ENROLMENT	FURNITURE	ECCDE	PRIMAY	JSS
	39,298	6,066	566,817	101,817	95,154	32,043	6.48	5.57	2.97

Source: NPA 2022

The table above illustrates the Pupil Furniture Ratio (PFR) across different education levels, showing the availability of furniture relative to student enrolment. For ECCDE, with an enrolment of 39,298 and 6,066 pieces of furniture, the PFR is 6.48, indicating a low ratio of furniture per student. In Primary education, with 566,817 students and 101,817 pieces of furniture, the PFR is 5.57, reflecting even more constrained availability. At the JSS level, the PFR of 2.97, with an enrolment of 95,154 and 32,043 pieces of furniture, suggests a relatively better ratio of furniture to students compared to ECCDE and Primary levels. Overall, ECCDE and Primary levels face significant shortages in furniture compared to JSS.

2.6.3 School Safety

Table: 2.6.3 School Safety

LEVEL	No of School.	Fence/ Wall	Fence/ Wall
PRIMARY(ECCDE INCLUSIVE)	1,594	148	9
JSS	385	87	22.60

Source: NPA 2022

The table above highlights the number of schools and their fencing or wall coverage across different education levels. In Primary schools, out of 1,594 institutions, only 148 have fences or walls, representing 9% coverage. For JSS, out of 385 schools, 87 have fences or walls, translating to 22.60% coverage. This indicates a significantly lower proportion of fenced or walled facilities at the Primary level compared to JSS, revealing potential gaps in security and infrastructure at the primary education level.

2.6.4 School Health and Hygiene

Table: 2.6.4 School Health and Hygiene

LEVEL	No of School.	Health Facility	Health Facility %	Safe Water	Safe Water %	Toilets %
PRIMARY (ECCDE INCLUSIVE)	1,594	496	16	364	12	24.84

| JSS | 385 | 238 | 61.82 | 134 | 34.81 | 43.03 |

Source: NPA 2022

The table above highlights the availability of essential facilities across different school levels. At the Primary level, among 1,594 schools, only 16% have health facilities and 12% provide safe water, with 24.84% having toilets. In contrast, JSS schools show a higher availability of these facilities, with 61.82% having health facilities, 34.81% offering safe water, and 43.03% equipped with toilets. This disparity reveals that JSS schools are better served in terms of health and sanitation infrastructure compared to Primary schools, suggesting a need for significant improvements in facility provision at the Primary level to ensure a healthier and more supportive learning environment.

2.6.5   Other facilities

Table 2.6.5.1: Other facilities

LEVEL	No of School.	Source of Power	Laboratory	Library	PlayGround	incinerators
PRIMARY (ECCDE INCLUSIVE)	1,594	112	11	50	582	36
JSS	385	91	30	47	204	19

Source: NPA 2022

The table above highlights the distribution of key facilities across primary and junior secondary schools (JSS). Out of 1,594 primary schools, only small fractions have essential amenities: 112 have a power source, 11 have laboratories, 50 have libraries, 582 have playgrounds, and 36 have incinerators. Similarly, in the 385 junior secondary schools, 91 have a power source, 30 have laboratories, 47 have libraries, 204 have playgrounds, and 19 have incinerators. This reveals significant gaps in infrastructure, particularly in laboratories, libraries, and incinerators, which are critical for fostering a conducive learning environment. The limited availability of these facilities, especially in primary schools, indicates a need for targeted investments to enhance educational infrastructure and resources at both levels.

2.7   System Strenghtening and Efficiency

System strengthening is essential for promoting the successful delivery of the Universal Basic Education (UBE) programme in Gombe State by addressing the core elements of educational governance and management. Effective system strengthening involves enhancing data

management practices to ensure accurate tracking of student performance, resource allocation, and educational outcomes. Proper equipment and infrastructure are critical for creating a conducive learning environment and supporting effective teaching and learning. Strategic planning and collaboration among stakeholders, including SUBEB and LGEA, are vital for aligning objectives and maximizing impact. Capacity development for staff ensures that educators and administrators are well-equipped to implement and manage UBE initiatives effectively. Monitoring and tracking projects are crucial for ensuring accountability, evaluating progress, and making informed decisions. By integrating these components, system strengthening fosters a more efficient and responsive educational system, ultimately improving UBE delivery and achieving better educational outcomes in Gombe State.

2.7.1 Education Management Information System

Table 2.7.1 Education Management Information System

LEVEL	EMIS	PLANNING	ICT	RESEARCH AND PUBLICATION
SUBEB	6	0	7	
LGEA	6	87	5	13

Source: NPA 2022

The table above highlights the distribution of staff across key units in PRS Department —EMIS (Education Management Information System), Planning, ICT, and Research and Publication—at the SUBEB and LGEA levels. At the SUBEB level, there are 6 staff in EMIS and 7 in ICT, with no personnel allocated to Planning or Research and Publication. In contrast, at the LGEA level, there is a significant focus on Planning with 87 staff members, while EMIS and ICT have 6 and 5 staff respectively, and Research and Publication has 13 staff members. This distribution suggests a strong emphasis on planning activities at the LGEA level, while ICT support is prioritized at the SUBEB level, indicating differing focus areas between the two tiers of education management.

2.7.2 Quality Assurance and School Support Systems at SUBEB and LGEA levels

Table 2.7.2 Quality Assurance and School Support Systems at SUBEB and LGEA levels

LEVEL	Quality Assurance	School Support Officers	Zonal Supervisors
SUBEB	8	15	6
LGEA	486	87	0

Source: SUBEB

The table above presents the distribution of personnel across Quality Assurance, School Support Officers, and Zonal Supervisors at the SUBEB and LGEA levels. At the SUBEB level, there are 8 Quality Assurance officers, 15 School Support Officers, and 6 Zonal Supervisors, indicating a balanced structure for oversight and school support. In contrast, the LGEA level has a much larger number of Quality Assurance officers (486) and 87 School Support Officers, but no Zonal Supervisors. This distribution suggests that while the LGEA level focuses heavily on direct quality monitoring and school support, the supervisory role is concentrated at the SUBEB level, highlighting a tiered approach to educational oversight and support within the state.

2.7.3 Community and Civil Society Participation in Education Management and School Governance

Table   2.7.3 Community and Civil Society Participation in Education Management and School Governance

TYPE	% at ECCDE	% at PRIMARY	% at JSS
SMBC	87	91	86
NGOs/CSOs	76	56	51
FBOs	33	26	17
Community Development Association	71	86	73

Source: SUBEB 2023

The table above illustrates the involvement of various organizations in different educational levels. At ECCDE, SMBCs are highly engaged at 87%, while NGOs/CSOs contribute significantly at 76%, and Community Development Associations have a notable presence at 71%. Faith-Based Organizations (FBOs) show lower engagement at 33%. At the Primary level, SMBCs remain prominent at 91%, with Community Development Associations increasing their involvement to 86%. NGOs/CSOs experience a decrease to 56%, and FBOs contribute less at 26%. For JSS, SMBCs maintain strong engagement at 86%, while NGOs/CSOs' involvement drops further to 51%. Community Development Associations also decrease to 73%, and FBOs show the least involvement at 17%. This data highlights a consistent presence of SMBCs across all levels, a decline in NGO/CSO engagement, and varying levels of FBO and Community Development Association involvement.

2.8   Cross Cutting Issues

2.8.1 Gender and Basic Education

Gender issues in basic education often manifest as disparities in enrollment, retention, and educational outcomes between male and female students. In many states, including Gombe, girls face barriers such as cultural biases, early marriage, and limited access to educational resources, which contribute to lower enrollment and higher dropout rates compared to their male counterparts. Addressing these challenges requires targeted interventions to promote gender equity in education.

To tackle these issues, the SUBEB in collaboration with UBEC and development partners have introduced series of intiaitives targeted at improving educational opportunities for girls in basci education programme in Sokoto State. In this regrads, programmes such as advocacy and sensitization campaigns, the BESDA (Better Education Service Delivery for All) programme, AGILE (Adolescent Girls Initiative for Learning and Empowerment), and Junior Girls Model Schools Programmes and the advocacy and sensitization campaigns are pivotal in this respect. These initiatives focus on increasing girls' enrollment and retention by providing scholarships, creating safe and supportive learning environments, and implementing community-based awareness campaigns. By addressing gender-specific barriers and improving access to quality education for girls, these programs aim to enhance the Gender Parity Index (GPI), ensuring that educational opportunities are equitable and that girls have the support needed to succeed in school.

2.8.1.1 Gender Parity Index *(Pre-Primary, Primary and JSS*

Gender Parity Index (GPI) for Teachers and Learners by Level
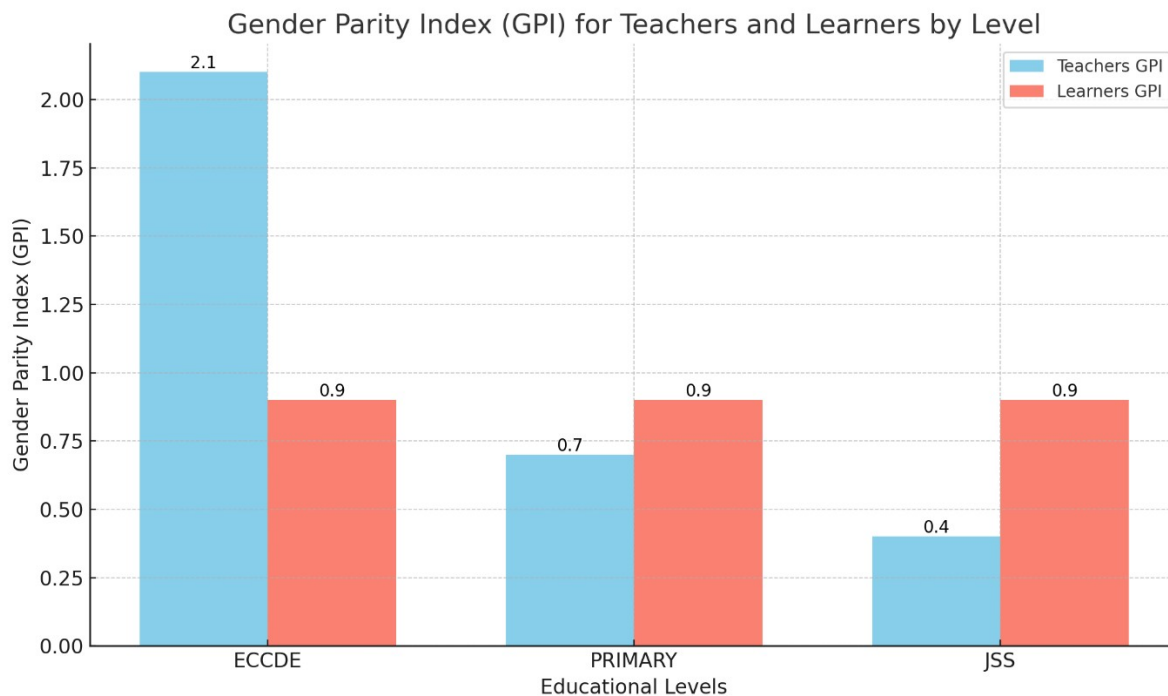
Source: NPA 2022

The figure above shows the Gender Parity Index (GPI) values for the Early Childhood Care and Development Education (ECCDE) and various educational levels reveal disparities in gender representation across different teaching and learning contexts. For ECCDE, the GPI for teachers is 2.1, indicating a higher proportion of female teachers compared to male, while the learners' GPI is 0.9, suggesting a near-equal gender distribution among students. In primary education, the GPI for teachers is 0.7, reflecting a lower proportion of female teachers compared to male, while learners' GPI remains at 0.9, showing a balanced gender ratio among students. At the Junior Secondary School (JSS) level, the teacher GPI of 0.4 highlights a significant gender imbalance with fewer female teachers, while the learners' GPI of 0.9 indicates a relatively even gender distribution among students. Overall, these figures underscore a need to address gender imbalances in teaching staff at primary and JSS levels while maintaining efforts to ensure gender equity among learners.

2.8.1.2   **Gross and Net Enrolments/Rates by Gender by Level**

TABLE: 2.8.1.2 Gross and Net Enrolments/Rates by Gender by Level

LEVEL	POPULATION OF AGE 3-5			ENROL BY AGE			GER			NER		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECDDE	202162	187710	389872	29240	26584	55824	18.43	18.44	18.44	14.46	14.16	14.32
PRIMARY	366931	342355	709286	310075	274081	584156	94.10	89.49	91.88	84.50	80.06	82.36
JSS	162,245	151,811	**314,056**	44,543	43,337	87,880	36.30	37.10	36.69	27.45	28.55	27.98

Source: NPA 2022

The table above highlights enrollment rates and educational access across different levels of education. For Early Childhood Development and Education (ECDDE), the Gender Enrollment Ratio (GER) and Net Enrollment Ratio (NER) are notably low, at 18.44% and 14.32% respectively, indicating a substantial gap between the population of children aged 3-5 and those enrolled. At the Primary level, both GER and NER are significantly higher, with GER at 91.88% and NER at 82.36%, reflecting improved enrollment and access. However, in Junior Secondary School (JSS), GER drops to 36.69% and NER to 27.98%, showing a decline in enrollment as students advance in their education. This pattern underscores the need for targeted interventions to improve enrollment rates and access, particularly in early and secondary education.

2.8.1.3 **Gender Distribution of Teachers by Level**

Table: 2.8.1.3 Gender Distribution of Teachers by Level

LEVEL	Teachers			% Teachers by gender		
	Male	Female	Total	Male	Female	Total
ECCDE	460	954	1,414	33	67	100
PRIMARY	7,592	5,454	13,046	58	42	100
JSS	2,731	1,136	3,867	71	29	100

Source: NPA 2022

The table above reveals a significant gender imbalance in the teaching workforce across education levels. In ECCDE, females constitute a substantial majority at 67% of the 1,414 teachers, while males make up 33%. At the Primary level, males represent 58% of the 13,046 teachers, and females are 42%, showing a more balanced but still male-dominated distribution. In JSS, the gender disparity is more pronounced with males at 71% of the 3,867 teachers, and females at 29%, reflecting a notable male dominance in secondary education teaching roles

2.8.1.4 Gender Distribution of SUBEB and LGEA Staff

Table 2.8.1.4 Gender Distribution of SUBEB and LGEA Staff

LEVEL	MALE	Male %	Female	Female %	TOTAL
SUBEB	127	87	19	13	146
LGEA	986	80.4%	241	19.6%	1,227

Source: NPA 2022

The table above shows the gender distribution of personnel at the SUBEB (State Universal Basic Education Board) and LGEA (Local Government Education Authorities) levels. At the SUBEB level, there are 127 male staff members, representing 87% of the workforce, while females account for only 13% with 19 staff members, making a total of 146 employees. In the LGEA, the gender disparity is also notable, with 986 male employees (80.4%) and 241 female employees (19.6%), totaling 1,227. Overall, both levels demonstrate a significant gender imbalance, heavily favoring male representation in the education sector management structure.

2.8.2 Special Needs and Inclusive Education

Table: **2.8.2** Special Needs and Inclusive Education

LEVEL	SPECIAL NEED LEARNERS							PERCENTAGE OF SPECIAL NEEDS LEARNERS					
	VISUAL IMPAIRMENT	HEARING IMPAIRMENT	PHYSICALLY CHALLENGED	MENTALLY CHALLENGED	GIFTED/TALENTED	OTHERS	TOTAL	VISUAL IMPAIRMENT	HEARING IMPAIRMENT	PHYSICALLY CHALLENGED	MENTALLY CHALLENGED	GIFTED/TALENTED	OTHERS

ECCDE	35	10	44	36	184	4	313	11.18	3.19	14.06	11.50	58.79	1.28
PRIMA RY	345	506	715	1315	1214	672	4767	7.24	10.61	15.00	27.59	25.47	14.10
JSS	132	192	239	92	615	134	1404	9.40	13.68	17.02	6.55	43.80	9.54

Source: NPA 2022

The table above presents data on special needs learners across different education levels, highlighting their distribution and percentages. In ECCDE, special needs learners include 35 with visual impairments, 10 with hearing impairments, 44 physically challenged, 36 mentally challenged, 184 gifted/talented, and 4 categorized as others, with gifted/talented learners making up the largest percentage at 58.79%. At the Primary level, there are 345 with visual impairments, 506 with hearing impairments, 715 physically challenged, 1,315 mentally challenged, 1,214 gifted/talented, and 672 others, with mentally challenged learners constituting the highest percentage at 27.59%. In JSS, the distribution includes 132 with visual impairments, 192 with hearing impairments, 239 physically challenged, 92 mentally challenged, 615 gifted/talented, and 134 others, with gifted/talented learners representing 43.80% of the total. This data reveals a significant presence of gifted/talented learners and a high percentage of mentally challenged learners in Primary education.

2.8.3 Education in Emergencies (IDPs etc)

Age Group	2021	2022	2023
3-5 Years	3,915	5,739	7,586
6- 11 years	11,793	10,643	19,511
12- 15 years	6,641	5,114	8,471
Total	22,349	21,496	35,568

SOURCE: SEMA 2022

The data on Education in Emergencies for internally displaced persons (IDPs) from 2021 to 2023 reveals a growing number of children across all age groups in need of educational support. The number of children aged 3-5 years increased significantly from 3,915 in 2021 to 7,586 in 2023. Similarly, the 6-11 years age group saw fluctuations, with a decrease from 11,793 in 2021 to 10,643 in 2022, followed by a sharp rise to 19,511 in 2023. The 12-15 years age group experienced a decline from 6,641 in 2021 to 5,114 in 2022 but then increased to 8,471 in 2023. Overall, the total number of children in these emergency situations has risen from 22,349 in 2021 to 35,568 in 2023, highlighting the escalating educational needs of displaced children and the urgent need for targeted interventions to ensure access to education for this vulnerable population.

2.9   Summary of Key Issues from the Diagnosis

Access, Equity and Inclusion,

- High rate of Out of School Children
- Low Gender Parity Index (GPI)
- Low transition from Primary to JSS
- Low access for Special Needs Learners
- High dropout rates
- Low number of access centres
- Low number of female teachers in basic education programmes

Quality and Efficiency,

- Inadequate number of qualified teachers
- Low number of trained teachers
- High rate of poor learning outcomes in the core subjects
- Inadequate number of instructional materials
- Inadequate number of school furniture for learners and teachers
- High number of bad classrooms in basic education
- Insufficient toilet facilities in schools
- Low number of school fence and security guards
- Insufficient safe water sources in the schools
- Weak monitoring and evaluation mechanisms in schools
- Inadequate functional health facilities in schools
- Inadequate functional school facilities such as libraries, laboratories, power sources and ply grounds
- Insufficient ICT equipment in basic education schools
- Weak curriculum implementation structure in schools
- High rate of school vulnerability
- Insufficient monitoring and evaluation vehicles and motor cycles

System Strengthening and Efficiency

- Untimely availability of reliable basic education data for planning and decision making
- Low capacity of EMIS and Planning Officers at the SUBEB and LGEA
- Weak involvement of SMBCs in the implementation of UBE programmes at the school level
- Low capacity of SUBEB and LGEA staff

- Insufficient number of working equipment for SUBEB and LGEA staff such as tablets, laptops and computers
- Poor coordination and collaboration with NGOs and CSOs
- Irregular monitoring of the implementation of the SMTBESPs
- None conduct of Institutional Capacity Assessment (ICA)
- Weak budget tracking and implementation at the State level
- Non functional SUBEB website
- Weak mobilization and sensitization campaigns on UBE implementation at the rural areas
- No befitting office structure for the operations of the SUBEB
- Weak partnership with the private sector on the implementation of UBE programmes

CHAPTER THREE

3.0 The Strategic Programme

3.1 Priority Programmes

This section outlines the key priority programmes identified for the Gombe State Medium Term Basic Education Strategic Plan (SMTBESP) 2024-2027. These programmes are designed to address the most pressing challenges in the state's education sector and align with the strategic goals of improving access, quality, and sustainability in basic education. By focusing on targeted interventions and strategic initiatives, the priority programmes aim to enhance educational outcomes, address systemic issues, and build on past achievements to ensure that every child in Gombe State has the opportunity to receive a high-quality education. The selection of these programmes is guided by the needs assessment, policy frameworks, and developmental objectives outlined in the previous sections.

3.1.1 Access, Equity and Inclusiveness

- Conduct Intensive enrollment drive programme for OOSC
- Strengthen integration of IQTE programme targeting Almajiri children
- Establish additional ECCDE centres
- Recruit additional female teachers
- Establish girls model basic education schools
- Improve community mobilization and involvement in basic education programme
- Establish special needs education centres across the 3 senatorial zones
- Procure and distribute assistive technology equipment
- Introduce school feeding programme in Nigeria
- Introduce Conditional Cash Transfer projects for Girls education
- Construct safe learning spaces for learners in schools
- Promote and strengthen social & environmental safeguard in schools and communities

3.1.2 Quality and Efficiency

- Conduct of mandatory teachers development programme
- Recruit and deploy additional teachers based on need
- Procure and distribute instructional materials
- Procure and distribute teachers and learners furniture
- Establish EGR centres across the LGAs
- Domesticate National Reading Framework (NRF) in Gombe State

- Construct additional classrooms in the schools
- Renovate dilapidated classrooms
- Provide functional school facilities such as power, library, laboratories, sick bays and clinics and play grounds
- Construction safe sources of water (borehole and wells)
- Construct Digital Resource Centre in the State
- Construct and equip additional SMART Schools across the state
- Procure and distribute ICT facilities in the State
- Construct additional school fence and recruitment of security guards
- Procure and distribute additional sports equipment
- Expand the Agriculture Education Training Programme (AETP)
- Expand extra-curricular activities such as quiz and clubs
- Review and strengthen curriculum review
- Conduct of quality assurance monitoring and evaluation processes
- Recruit additional school support officers
- Conduct monitoring and learning achievement assessment in the state
- Conduct monitoring and evaluation of basic education programmes and projects
- Procure project monitoring vehicles and motor cycles

3.1.3 *System Strengthening and Efficiency*

- Conduct capacity development trainings for EMIS and Planning officers on data collection, collation, analysis and presentation
- Train Planning officers on the development of education sector plans
- Recruit and post additional EMIS and Planning officers to LGAs
- Procure and distribute modern and functional equipment for EMIS and Planning officers which includes tablets, computers, laptops, servers
- Strengthen operations of a functional GmeSUBEB website
- Conduct capacity development trainings for education managers at the SUBEB and LGEAs
- Establish and train additional SMBCs in schools
- Conduct basic education researches and surveys
- Conduct Institutional Capacity Assessment (ICA) previews on UBE implementation.

3.1.4 *Sustainable Funding*

- Conduct of funding advocacy campaigns to State House of Assembly on increased budget allocation to Basic education
- Establish additional collaboration and partnership with International Development Partners
- Payment of State counter-part funds to UBEC to access UBE funds from 2023 to date.

- Conduct state basic education stakeholders forum on improved basic education funding non state actors.
- Expand the Public Private Partnership (PPP) collaboration on improving UBE delivery.
- Conduct training for financial officers on funds management and utilization
- Advocacy to Local Government Chairmen on increased budgetary allocation for UBE programmes

3.2 SMTBESP Results Framework

The Gombe State SMTBESP (State Medium-Term Basic Education Strategic Plan) Results Framework is designed to guide the State's efforts in improving access to quality basic education, enhancing learning outcomes, and strengthening education governance. This framework provides a structured approach to monitoring and evaluating progress, linking strategic objectives to specific outcomes, outputs, and performance indicators. By setting clear targets and responsibilities, the framework helps stakeholders track the effectiveness of interventions and make data-driven decisions to ensure sustainable improvements in the education sector.

Table 3.2.1: Results Framework

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2022)	Target (2027)	Means of Verification (MoV)
POLICY: ACCESS, EQUITY and INCLUSIVENESS **Policy Objectives:** Promote universal access for all school age going school children	• Conduct of intensive enrolment drive • Establishment of ECCDE centres • Establishment of Special Needs education centres • Establish learning centres for IDPs • Conduct community sensitization and advocacy campaigns among stakeholders • Establish additional Nomadic Education Schools • Recruitment of Female teachers • Establish Girl Basic Education Schools • Introduce school feeding programme • Introduce Conditional Cash Transfers (CCT) for female enrolment and retention. • Media Campaigns and awareness on basic education programmes (Leave no Child Behind)	GER: ECCDE: PRI: JSS: NER: ECCDE PRI JSS No of Special education learners ECCDE PRY JSS No of OOSC` Number of advocacy and sensitization campaigns GPI	18.44 94.10 36.30 14.31 82..36 27.98 314 6,799 321 162,000 16 0.9	75.01 100 75.03 70 100 60 532 12,978 567 26,872 40 1	National Personnel Audit and Annual School Census

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2022)	Target (2027)	Means of Verification (MoV)
	• Establishment of additional IQTE centres • Establish 200 new primary schools • Establish 30 new JSS schools • Establish second chance schools • Establish additional NFELCs	Number of female teachers	7,544	12,753	
		Number Girl basic education schools	3	25	
		Number of children accessing school feeding programmes	0	395,352	
		Number of media campaigns	11	125	
		Number of IQTE Centres	3576	6,352	
		No of functional NFELCs	182	423	
OLICY: QUALITY and EFFICIENCY **Policy Objective:** Promote improve learning outcomes through accelerating qualitative and functional basic education inputs	• Conduct capacity development training for 2000 teachers • Recruit and deploy 2300 teachers • Construct 10,000 additional new child friendly classrooms • Renovate 30,000 child friendly classrooms • Procure and distribute 400,000 textbooks in the 4 core subjects. • Procure and distribute 100,000 supplementary reading materials • Procure and distribute 5000 teachers guide on the four core subjects	% of trained teachers	32	76	National Personnel Audit and Annual School Census
		Learners classroom ratio (LCR) ECCDE PRIMARY JSS	 81 125 81	 40 50 40	
		Learners textbook ratio (LTR) ECCDE PRIMARY JSS	 90 9 11	 30 1 1	

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2022)	Target (2027)	Means of Verification (MoV)
	• Procure and distribute teachers and learners furniture • Procure and distribute Science and Mathematics equipment • Conduct of teacher training on multi grade teaching • Procure of EGR TLMS for P1 and P2 (Mukaranta and Lets Read) • Construction of school toilets • Construction and equipping of school facilities (libraries, clinic, labs) • Construction water sources (boreholes and wells) • Procure and distribute ICT and digital literacy equipment • Procurement of monitoring vehicles (10) and motorcycles (50) • Conduct of Continuous Quality Assurance (CQA) and School supervision • Recruitment and training of school support officers • Conduct of Monitoring of Learning Assessment (MLA) for EGRA and EGMA • Construction of additional school fences. • Recruitment of school security officers • Conduct of curriculum review and evaluation meeting • Introduction of school improvement grants	Learner furniture ratio (LFR) ECCDE PRIMARY JSS Number of toilets % of school facilities % of WASH facilities in schools % of ICT equipment Number monitoring vehicles Number of CQA and SSO officers Mean Learning School average Number of school fence PRIMARY JSS Number of security officers	6 6 18 321 21 6 3 9 127 148 87 364	1 1 1 783 74 70 79 20 300 421 384 1000	

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2022)	Target (2027)	Means of Verification (MoV)
POLICY: SYSTEM MANAGEMENT EFFICIENCY **Policy Objectives:** Promote the availability of quality, timely, credible and reliable basic education data for planning and decision making	• Conduct of Annual School Census (2023/2024) • Capacity building EMIS and Planning Officers • Procure modern and quality data collection equipment – tablets, laptops, desktops and server • Capacity building for SUBEB and LGA staff • Development of Cycle 4 SMTBESP • Review meeting on the implementation of SMTBESP Cycle 4 • Recruit and post 40 number of EMIS and Planning Staff to LGAs • Conduct Institutional Capacity Assessment (ICA) for the SUBEB • Conduct of Basic education research on OOSC in Gombe.	• % of availability of ASC data • % EMIS and Planning officer trained • % of availability of ICT equipment • % of trained SUBEB and LGEA staff • % of availability of Cycle SMTBESP • Number of review implementation meetings.	100 21 13 22 79 0	100 42 70 85 10 12	National Personnel Audit and Annual School Census
POLICY: SUSTAINABLE FUNDING **Policy objectives:** **1.** Provide funding for the effective implementation of UBE programme 2. Effective utilization of UBE funds	• Conduct of funding advocacy visits to State legislature on increased budgetary allocation to UBE programme • State Government commitment Payment of Counter funds to UBEC for 2024, 2025, 2026 and 2027	• % of increase in budget allocation for UBE programme • % of accessed funds from UBEC • Number of partnerships and	43 100 4	**70** **100** **20**	National Personnel Audit and Annual School Census, State Budget Implementation Report .

Policy / Policy Objectives (Outcome Statement)	Strategy	Indicator	Baseline (2022)	Target (2027)	Means of Verification (MoV)
3. Expand additional source of UBE funds towards improving the quality of UBE delivery in Gombe State	• Collaboration and partnership with development partners • Collaboration with Private Sector Organization (PSO) on basic education implementation • Engagement with NGOs and CSOs on funding UBE programme	collaborations with SUBEBs • Number of established Private Sector Engagement (PSE)	0	**20**	

3.3 Costed Priority Progammes Plan

Table 3.3.1: Costed Priority Progammes Plan

POLICY 1: ACEESS, EQUITY AND INCLUSIVENESS

POLICY OBJECTIVE: EXPAND ACCESS AND EDUCATIONAL OPPORTUNITIES FOR ALL AGE GOING SCHOOL CHILDREN

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Conduct of intensive enrolment drive campaigns targeting OOSCs across all the LGAs	Increase access for OOSC and Alamiri children to basic education programmes	Increased enrolment rates in basic education programme	30	40	50	60	12,647,320	15,763,428	17,642,976	19,644,754	65,698,478	UBEC/SUBEB	SUBEB
Establishment of additional 400 ECCDE centres	Increase educational access for children in pre-primary ages	Improve education access for ECCDE learners	100	150	150	150	400,000,000	400,000,000	450,465,864	460,873,463	1,711,339,327	UBEC/SUBEB	SUBEB
Establish 6 Special Needs education centres	Ensure educational access for special needs learners in basic education	Increased educational access for special needs learners in basic education programmes	2	2	2	2	20,000,000	25,325,324	30,345,324	35,985,345	111,655,993	UBEC/SUBEB	SUBEB
Establish 30 safe learning centres for IDPs children and teachers	Support the development of learners in IDP camps across the state	Ensure sustained access to basic education programmes in IDP camps	5	10	10	15	50,435,345	55,196,456	60,612,149	65,387,985	231,631,935	UBEC/SUBEB	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Conduct community sensitization and advocacy campaigns among stakeholders (targeting traditional rulers, community leaders and Religious leaders, parents and State Actors)	Promote awareness amongst stakeholders in basic education programmes in the state	Ensure stakeholder participation and involvement in promoting basic education access and quality in all basic education schools	25	30	35	40	6,710,370	10,119,395	15,327,875	20,482,495	52,640,135	UBEC/SUBEB	
Construct and furnish 40 Nomadic Education Schools in rural nomadic communities	Promote access for nomadic communities	Ensure increased enrolment for nomadic learners in basic education programme	10	10	10	10	100,000,000	120,000,000	130,000,000	150,000,000	500,000,000	UBEC/SUBEB	SUBEB
Recruitment, training and posting of 400 Female teachers	Support girl child enrolment in basic education	Promote gender equity and balance in basic education schools	100	100	100	100	5,000,324	7,345,378	9,562,973	12,519,814	34,428,489	UBEC/SUBEB	SUBEB
Establish 12 Special Girls Basic Education Schools	Ensure increased girls enrollment and retention rates in basic education programmes in the State	Promote the reduction of gender gap and disparities in basic education programmes	4	4	4	4	224,724,365`	251,094,373	274,374,532	283,553,283	809,022,188	UBEC/SUBEB	SUBEB
Expand the NFELs programme and Special education learners	Ensure increased literacy amongst	Promote acquisition of functional literacy rates	300	350	400	450	30,000,000	32,000,432,	35,742,112	39,113,491	104,855,603	UBEC/SUBEB	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
	adult and non-formal education learners	and proficiencies amongst adult learners											
Expand the School Feeding programme for Learners in ECCDE and Primary 1 -3	Increased retention rates in basic education schools	Improve learners nutrition and health in basic education schools	500,000	500,000	500,000	600,000	250,755,254	350,271,110	400,732,294	450,264,254	1,452,022,912	UBEC/SUBEB	SUBEB
Introduce Conditional Cash Transfers (CCT) for female and special needs enrolment and retention.	Promote female enrolment in basic education levels	Promote female education and retention rates in basic education schools	200,000	250,000	300,000	350,000	150,384,294	200,951,270	251,831,372	265,139,853	717,922,495	UBEC/SUBEB	SUBEB
Establishment of 60 NFELCs across the state.	Ensure increased literacy proficiencies for learners in basic education	Improve access to literacy programmes at Non formal education centres	15	20	20	30	57,974,385	60,362,852	67,386,29	70,395,210	188,732,447	UBEC/SUBEB	SUBEB
Carry out Media Campaigns and awareness on basic education programmes (Leave no Child Behind) on media platforms	Promote effective awareness and partnership from all stakeholders on education	Improved collaboration and awareness on UBE programmes across all the relevant stakeholders in basic education	120	150	160	170	24,453,372	30,759,261	35,924,962	49,484,912	140,622,507	UBEC/SUBEB	SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Establishment of 200 additional IQTE centres to improve the bilingual IsDB programme	Improve formal education access for almajiri children	Promote enrolment of almajiri learners in basic education schools across the state	60	120	180	240	62,552,263	128,362,661	194,926,672	273,943,271	659,784,867	UBEC/SUBEB	SUBEB
Establish and equip 100 new primary schools in hard to reach communities	Promote educational access to hard to reach communities	Increased enrolment and retention of learners in basic education programme	20	20	20	30	200,762,217	222,842,943	249,971,371	357,732,375	1,031,308,906	UBEC/SUBEB	SUBEB
Establish 50 new JSS schools	Ensure effective transition rates to JSS level	Ensure increased enrolment of JSS at the JSS level.	10	10	10	20	123,953,362	283,271,321	310,273	353,243,284	760,778,240	UBEC/SUBEB	SUBEB
							1,495,628,506	**2,161,665,772**	**2,157,770,749**	**2,907,763,789**	**8,722,828,816**		

POLICY 2: QUALITY AND EFFICIENCY

POLICY OBJECTIVE: PROMTE EFFECTIVE IMPLEMENTATION OF QUALITATIVE UBE PROGRAMME TO ENSURE IMPROVED LEARNING OUTCOMES

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Recruitment of 10,468 additional qualified (N.C.E./B.Ed.) teachers for in core subjects in basic schools	Increased number of qualified teachers	Promote adequate number of qualified teachers in basic education schools.	2,368	2,500	2,800	2,800	2,010,234	3,433,012	4,299,192	5,101,210	14,843,648	UBEC/SUBEB	UBEC/SUBEB
Engagement of NCE Graduate Female Teachers Trainees for 2-year bond	Ensure increased number of female teachers in basic education schools	Promote the availability of increased number of female teachers	100	100	100	100	30,000,000	31,000,000	32,000,000	35,000,000	98,000,000	UBEC/SUBEB	UBEC/SUBEB
Conduct Capacity building for 5,250 which includes Head teachers & teachers of ECCDE/pre-primary schools; Education Secretaries & School Supervisors/QA; SUBEB/LGEA Education Officials, SBMCs, on a variety of areas e.g. pedagogy using Reggio Emilia Approach, psychosocial skills,	Promote intensive a capacity building for Education Managers, teachers and stakeholders in basic education programme	Promote effective and efficient teaching and learning in the basic education system to ensure qualitative outcomes and collaboration with stakeholders	5,250	5,250	5,250	5,250	60,000,00	70,000,000	80,000,000	90,000,000	240,000,000	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Curriculum, Record Keeping, TVET, Special Educ., Nomadic Education, Exams Malpractices, Drug Abuse, kidnapping, cultism, Life Skills. ICT, STEM AND SMASE													
Procurement of sets of text books in core subjects & library books for ECCDE, Primary & Junior Secondary Schools across the State. *(Including Nomadic & Special Education Schools, NFEL)*	Increase the access to textbooks in core subjects and library books for all levels, annually.	Ensure appropriate availability of high quality text Books in core subjects and Library Books procured and distributed to all schools annually.	25	30	35	35	10,500,00	15,100,000	20,000,000	30,000,000	65,100,000	UBEC/SUBEB	UBEC/SUBEB
Procurement of equipment/tool kits for 13-No existing Vocational Schools in the state.	Promote the availability of functional equipment for the vocational schools	Ensure effective and qualitative training and learning is taking place in the vocational centres	4	3	3	3	60,000,000	65,000,000	70,000,000	80,000,000	275,000,000	UBEC/SUBEB	UBEC/SUBEB
Production and distribution of 280,000-sets EGR, literacy materials in English & Hausa for the development of reading skills among pupils in P1 - P3 *(lower basic schools)* in the 11-L.G.E.A.s	Promote the effective reading/literacy skills development for learners in basic education schools	Increased learning outcomes in reading for P1 - P3 in English & Hausa languages	250,000	250,000	250,000	250,000	375,000,000	375,000,000	375,000,000	375,000,000	1,500,000,000	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Enforce the complete disarticulation & take-over of J.S.S. in line with the National Policy on Education	Promote the complete disarticulation of the JSS schools	Promote the achievement of the policy on disarticulation of JSS schools in the state	1	1	1	1	1,000,000	2,000,000	2,500,000	3,000,000	8,500,000	UBEC/SUBEB	UBEC/SUBEB
Conduct inter schools competition on an annual and termly basis to be organizing Annual Speech & Prize Giving Day	Increase the availability of extracurricular activities towards improving balanced development of learners	Improved psychosocial development of learners in basic education schools	20	20	20	20	20,000,000	25,000,000	30,000,000	35,000,000	110,000,000	UBEC/SUBEB	UBEC/SUBEB
Conduct of Quiz & Debate activities in schools (bottom-top approach) *School Level to L.G.E.A. to State levels*	Increase learners ability to develop competencies and skills for interaction and research	Promote inter school collaboration and partnership for learning and discussion	3	3	3	3	3,000,00	4,000,000	5,000,000	6,000,000	15,000,000	UBEC/SUBEB	UBEC/SUBEB
Provision of grants to functional SBMCs with articulated Action Plans	500 SBMCs with approved Action Plans, granted N1m each annually.	N1,000,000.00 grant accessed by 500 SBMCs each, annually	500	500	500	500	300,000,000	500,000,000	500,000,000	500,000,000	1,800,000	UBEC/SUBEB	UBEC/SUBEB
Conduct of routine monitoring of all schools 3-times each term by LGEA & SUBEB CQA Officials.	Promote effective monitoring of educational inputs and activities at the school levels	Ensure the attainment of minimum standards in basic education implementation in Nigeria.	1,650	1,650	1,650	1,650	45,000,000	50,000,000	55,000,000	60,000,000	1,800,000,000	UBEC/SUBEB	UBEC/SUBEB
Conduct of	Ensure	Promote teacher	1,500	1,500	1,500	1,500	3,000,	4,000,	5,000,	6,000,	210,00	UBEC/SU	UBEC/SUB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
monitoring & mentoring of head teachers in basic schools towards effective supervision in schools.	effective and efficient monitoring of school activities	monitoring and mentoring in basic education schools					000	000	000	000	0,000	BEB	EB
Procurement of 5 monitoring vehicles (hilux) for effective monitoring & supervision.	Promote effective implementation of UBE programmes and projects	Promote effective monitoring and supervision of educational programmes and projects	5	5	5	5	125,000,000	130,000,000	140,000,000	150,000,000	18,000,000	UBEC/SUBEB	UBEC/SUBEB
Procurement of 60 monitoring motor cycles for effective monitoring & supervision	Ensure effective monitoring & supervision of educational programmes and projects	Ensure qualitative implementation of UBE programme	15	15	15	15	15,000,000	16,000,000	17,000,000	18,000,000	545,000,000	UBEC/SUBEB	UBEC/SUBEB
Maintenance of Monitoring vehicles (hilux) for effective monitoring & supervision.	Increase preventive maintenance of all vehicles to ensure effective monitoring & supervision.	Ensure preventive maintenance activities administered on monitoring vehicles.	10	15	20	20	2,000,000	4,000,000	5,000,000	6,000,000	66,000,000	UBEC/SUBEB	UBEC/SUBEB
Carrying out of Maintenance of monitoring motorcycles and equipment	Promote preventive maintenance of all motorcycles to ensure effective monitoring &	Ensure preventive maintenance activities administered on monitoring motorcycles	30	45	60	60	2,000,000	2,000,000	2,000,000	3,000,000	17,000,000	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
	supervision.												
Provision of play and sports equipment grounds/ materials for basic schools	Promote effective teaching and learning at ECCDE level	Support the holistic development of the learners in basic education	1,000	1,500	2,000	3,000	150,000,000	150,000,000	150,000,000	200,000,000	650,000,000	UBEC/SUBEB	UBEC/SUBEB
Implementation of School-to-Farm Initiative in basic schools.	Promote Agricultural practices in schools	Ensure learners acquire practical skills of Agriculture in schools	300	300	350	400	50,000,000	60,000,000	70,000,00	80,000,000	190,000,000	UBEC/SUBEB	UBEC/SUBEB
Implementation of Effective School Programme (ESP) in 11 pilot schools in all the LGAs	Promote effective school system through operationalization of the ESP programme	Ensure integration of ICT in basic education programme	11	11	11	11	30,000,000	30,000,000	40,000,000	50,000,000	150,000,000	UBEC/SUBEB	UBEC/SUBEB
Capacity development for Integrated Quranic Education & NFLCs teachers	Promote effective teaching of literacy programmes for Almajiri children	Increased learning outcomes in IQTE Centers	200	200	200	200	17,000,000	20,000,000	23,000,000	25,000,000	85,000,000	UBEC/SUBEB	UBEC/SUBEB
Construction of 1,246 classrooms and Administrative Buildings for ECCDE/Pri./Jun. Sec. Schs. In the 11-LGEAs of the State.	Promote the availability of conducive and child friendly learning environment	Ensure availability of adequate and conducive learning environment in basic education	310	312	312	312	2,000,000,000	2,000,000,000	2,500,000,000	3,000,000,000	9,500,000	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
		schools											
Construction of Perimeter Wall Fence with gate & Guard house, for ECCDE/Pri./Jun. Sec. Schs. In the 11-LGEAs of the State.	Promote school safety and security of learners and teachers and school facilities	Increase the safety and security of schools through provision of school fence	2,650	2,650	2,650	2,650	500,000,000	500,000,000	500,000,000	500,000,000	2,000,000,000	UBEC/SUBEB	UBEC/SUBEB
Renovation of 1,104 classrooms and other infrastructure for ECCDE/Pri./Jun. Sec. Schs. In the 11-LGEAs of the State.	Increased the availability of conducive classrooms for learners and teachers	Promote conducive and adequate learning environment in basic education schools	276	276	276	276	1,300,000,000	1,300,000,000	1,500,000,000	1,700,000,000	5,800,000,000	UBEC/SUBEB	UBEC/SUBEB
Procure and distribute 42,000 sets of assorted furniture at 14,000 sets/annum procured & distributed to ECCDE/Pri./Jun. Sec. Sch. wards & teachers in the 11-LGEAs of the State.	Ensure conducive and child friendly learning environment	Provide learners with appropriate and adequate furniture to support effective teaching and learning in schools	14,000	14,000	14,000	14,000	308,000,000	308,000,000	322,000,000	322,000,000	1,260,000,000	UBEC/SUBEB	UBEC/SUBEB
Construction of 5000 units of 4-Pits V.I.P./Water system toilets in basic education schools (ECCDE, primary and JSSS)	Increase access to clean and child friendly and teachers toilets for leaners in basic education	Ensure availability of toilets for teachers and learners in basic education schools	35	35	35	35	101,500,000	101,500,000	101,500,000	101,500,000	406,000,000	UBEC/SUBEB	UBEC/SUBEB
Construct drilling & installation, an	Provide adequate and	Promote school hygiene practices	39	39	39	39	40,000,000	50,000,000	60,000,000	70,000,000	220,000,000	UBEC/SU	UBEC/SUB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
average of 39-electric/standby generator powered boreholes with 20,000 lit. Capacity GI-overhead tanks on Steel Stanchions & fenced annually, in Basic Schools across the State.	clean water for learners in schools	and activities through provision of clean and safe drinking water in schools										BEB	EB
Procure and distribute assorted sporting facilities/equipment for an average of 1,125 schools across the state, annually.	Improve schools sporting activities	4,500 schools supplied with assorted sporting equipment.	1,125	1,125	1,125	1,125	25,000,000	25,000,000	26,000,000	30,000,00	76,000,000	UBEC/SUBEB	UBEC/SUBEB
Establish & construct an average of 1-No. Mega NFELC annually.	Improve the quality of Adult and Non-formal education learners	Improve the literacy and numeracy proficiency for learners	2	1	1	1	350,000,000	350,000,000	350,000,000	350,000,000	1,400,000,000	UBEC/SUBEB	UBEC/SUBEB
Establishment of MODEL BASIC SCHOOLS that will be inclusive education at all levels - (ECCDE, Primary & J.S.S.).	Establish & construct an average of 2-No. Model Basic Inclusive Schools annually.	9-No. Special Model Basic Schools established at an average of 3-No./annum.	3	2	2	2	450,000,000	300,000,000	300,000,000	300,000,000	1,350,000,000	UBEC/SUBEB	UBEC/SUBEB
Construction and furnishing of 3No. IsDB-Bilingual Education Schools	Promote and support the development of formal education and	Promote effective teaching and learning in the bilingual schools	1	1	1	0	500,000,000	500,000,000	500,000,000	-	1,500,000,000	**IsDB/SUBEB**	**IsDB**

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
	IQTE												
Reconstruction/rehabilitation of 13-No. existing Vocational Schools in Gombe state.	Promote TVET in the state through improving the facilities for educational programmmes	Increase the availability and functionality of TVET programmmes in the State	4	4	4	4	180,000,000	200,000,000	220,000,000	220,000,000	820,000,000	UBEC/SUBEB	UBEC/SUBEB
Conduct of Learning Assessment Survey (MLA) for Primary 3, 5 and JSS 2 in the 4 core subjects	Identify key areas of learning gaps and needs towards improving learning outcomes	Improve learning outcomes in basic education schools	1	0	1	0	50,000,000	0	70,000,000	0	120,000,000	UBEC/SUBEB	UBEC/SUBEB
Procure and distribute 200,000 Early Grade Reading (EGR) materials, Mukaranta P1-6, Lets Read P 1 -3	Improve foundational literacy proficiency amongst learners	Promote appropriate acquisition of the reading skills amongst learners	50,000	50,000	50,000	50,000	10,000,000	10,000,000	10,000,000	10,000,000	40,000,000	UBEC/SUBEB	UBEC/SUBEB
Conduct intensive EARLY GRADE READING Master trainers workshop for 20 P1 and P2	Improve the capacity of teachers on implementing the National Reading Framework (NRF)	Improve reading achievements in basic education schools	20	20	20	20	5,000,000	5,000,000	5,000,000	5,000,000	20,000,000	UBEC/SUBEB	UBEC/SUBEB

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
	components												
Procure and distribute ICT and Digital Learning Content to basic education schools (Laptops, Tablets, Desktops and E-Learning Materials)	Promote the integration of ICT in basic education programme	Increased learners and teachers access to ICT component in basic education programmes	3,200	4,200	6,500	10,000	200,000,000	3,500,000,000	400,000,000	600,000,000	1,200,000,000	UBEC/SUBEB	UBEC/SUBEB
							7,216,510,234	7,206,033,012	8,420,299,192	8,935,601,210	31,778,443,648		

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POLICY OBJECTIVE 3: SYSTEM STREGHTENING AND EFFICICIENCY

POLICY OBJECTIVE: TO PROMOTE AVAILABILITY OF CREDIBLE AND RELAIBLE BASIC EDUCATION DATA MANAGEMENT SYSTEM TOWARDS EFFECTIVE PLANNING AND DECISION MAKING

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Procurement and Upgrading/maintaining of EMIS facilities and equipment in SUBEB *(software, equipment, networking, I.S.P. subscription & Training)*	Improve accountability for results in the delivery of UBE programme	Promote credible and reliable data basic education data	1	1	1	1	150,000,000	160,000,000	170,000,000	180,000,000	490,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Conduct of regular Annual School Census (ASC) for 2023to 2027	Promote annual data collection and updating of basic education information	Ensure availability of credible and reliable basic education data for planning and decision making	1	1	1	1	50,000,000	60,000,000	70,000,000	80,000,000	260,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Recruitment of 30 EMIS and Planning Officers	Increase the availability of EMIS officers in the State	Promote quality and effective data collection	4	4	3	4	1,200,000	1,300,000	1,500,000	1,600,000	5,600,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Conduct capacity development training for EMIS and Planning Officers on BAMIS	Increase EMIS and Planning Officers capacity in data management	Increase the availability of reliable and qualitative data in basic education	2	2	2	2	2,500,000	2,500,000	3,000,000	3,500,000	11,500,000		

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
attendance tools	and utilization	implementation											
Procurement and & upgrading/maintaining of EMISs in 11No. L.G.E.A.s & ANFEA. *(software, equipment, networking, I.P. subscription & Training)*	Promote reliable and credible data for planning and decision making at the LGEA	Ensure availability of credible and reliable data	1	1	1	4	80,000,000	100,000,000	150,000,000	200,000,000	530,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Conduct of workshop on ASC data cleaning and merging with UBEC NPA data	Increase credible and reliable data on basic education	Update and ensure quality basic education data for planning and decision making.	4	4	4	4	25,000,000	30,000,000	35,000,000	40,000,000	130,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Workshop for the development of Cycle 4 SMTBESP (2024-2027)	Promote the development of a comprehensive planning framework for the SUBEB	Promote holistic development to basic education programmes in the state	1	1	1	1	10,000,000	3,000,000	4,000,000	5,000,000	22,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Monitoring and review of implementation of SMTBESP Cycle 4 (2024-2027)	Review and improve on SMTBESP implementation gaps	Assess the extent of achievement of the SMTBESP implementation	3	3	3	3	10,000,000	15,000,000	20,000,000	25,000,000	70,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Conduct capacity building for Mgt. & EMIS staff of SUBEB Hq. & 11-LGEAs on data management and utilization.	Conduct One state-wide capacity building. Mgt. & EMIS Staff across the state.	Promote effective delivery and administration of SUBEB programmes	3	3	3	3	60,000,000	60,000,000	60,000,000	60,000,000	240,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Procure and distribute laptops and desktops for officers in SUBEBs for office automation	Promote automation of operations at the SUBEB level	Promote digitalization of all office operations	1	1	1	1	250,000,000	250,000,000	300,000,000	300,000,000	1,100,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Construction of an ultra-modern basic education SUBEB complex	Provide a conducive working space for staff of the SUBEB	Promote effective management and delivery of UBE programmes	1	0	0	0	700,000,000	0	0	0	700,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Conduct of training for SMBC and stakeholders on School improvement techniques to	Promote inclusiveness and involvement of SMBC in school	Increase effective and comprehensive development	3	3	3	3	30,000,000	30,000,000	45,000,000	45,000,000	150,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
include CSOs, NGOs, FBOs and CBOs in improving Non State Actors in UBE delivery	development	of schools											
							1,368,700,000	711,800,000	998,500,000	940,100,000	4,019,100,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP

POLICY OBJECTIVE 4: SUSTAINABLE FUNDING

POLICY OBJECTIVE: TO PROMOTE SUSTAINABLE FUNDING INFLOWS FOR THE EFFECTIVE IMPLEMENTATION OF UBE PROGRAMMES

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Capacity building for Finance and Accounts Staff of the Board on IPSAS and other	To strengthen the capacity of financial officers on IPSAS process and utilization for effective funds management and tracking	Increase effective financial utilization and management in basic education implementation	3	3	3	3	10,000,000	12,000,000	14,000,000	16,000,000	52,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Allocation of funds for the payment of State counterpart funds to UBEC	Ensure timely access to FGN UBE Intervention Funds	Ensure availability of funds for UBE implementation	1	1	1	1	2,000,000	3,000,000	5,000,000	6,000,000	16,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Conduct meeting with private sector organizations on Private Sector Engagement (PSE) on promoting Public Private Partnership (PPP) in UBE	To promote effective collaboration with Private Sector Organizations on implementation of UBE programmes	Promote a increased partnership and collaboration on UBE implementation	1	1	1	1	20,000,000	25,000,000	30,000,000	35,000,000	110,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
programme													
Conduct workshop for collaboration and partnership with Development Partners (Local and International)	To improve the funding and technical support for implementation of UBE programme	Expand funding, support and collaboration with IDPs in the implementation	2	2	2	2	20,000,000	21,000,000	22,000,000	23,000,000	86,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Advocacy for State Executive Council, State House of Assembly, Head of State Treasury, Permanent Secretaries of Min. of Finance & Economic Planning, opinion and community leaders to increase budget allocation and prompt release of funds to the education sector.	Promote increase budgetary allocation for implementing UBE programmes and projects	Ensure prompt and adequate release of funds for implementing UBE programmes	1	1	1	1	15,000,000	16,000,000	20,000,000	21,000,000	72,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Training of management staff and schedule	Improve the capacity of management staff on	Ensure effective and comprehensive planning of	4	4	4	4	6,000,000	13,000,000	16,000,000	21,000,000	56.000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
officers on effective result-oriented education budgeting.	effective budgeting and planning	budget in basic education											
Financial management training needs assessment of management staff, budget and accounting officers in the education sector *(State & L.G.E.A.Levels)* .	Improve budgeting and expenditure in the LGEA level	Ensure a financial management and planning for officer in the state and LGEAs	2	4	4	4	12,00 0,000	15,00 0,000	19,00 0,000	24,000 ,000	70,000,00 0	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Review of the functions and mandates of IAU to incorporate budget and expenditure tracking.	Update and review the IAU mandate to support effective budget and tracking	Increase budget and tracking of financial management	1	1	1	1	7,000, 000	7,509, 000	8,900, 000	10,722 ,000	34,131,00 0	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
Procure and install Facilities and equipment for Internal Audits Units for effective budget and expenditure tracking.	Promote effective internal audit and effective tracking of budgets	Improve expenditure tracking in UBE programme and implementati on	2	2	2	2	25,00 0,00	25,00 0,000	45,00 0,000	55,000 ,000	125,000,0 00	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP

ACTIVITIES	OUTPUTS	OUTCOMES	ANNUAL OUTPUT TARGETS				COSTS (NGN '000')				TOTAL COST	SOURCE OF FUNDS	RESPONSIBILITY
			2024	2025	2026	2027	2024	2025	2026	2027			
Conduct of quarterly Joint Stakeholders education budget and expenditure tracking meeting	Ensure stakeholders involvement in budget and expenditure tracking	Promote accountability in UBE implementation through budget and expenditure tracking	2	2	2	2	32,000,000	34,000,000	36,000,000	38,000,000	140,000,000	State Govt., SUBEB/FGN, UBEC/IDP	SUBEB/ UBEC/IDP
							124,000,000	171,509,000	215,900,000	249,722,000	761,131,000		

CHAPTER FOUR

4.0 Basic Education Financing

4.1 Introduction

Basic education financing in Gombe State is a multi-faceted process, relying on a diverse range of funding sources to meet the objectives of the Universal Basic Education (UBE) program. The primary inflows come from the Federal Government of Nigeria (FGN) through UBE intervention funds, which are matched by state-level allocations. These funds are critical in addressing both capital and recurrent expenditures, such as constructing new schools, rehabilitating existing infrastructure, procuring learning materials, and paying teachers' salaries. Additionally, Local Government Authorities (LGAs) contribute to the overall funding pool, while development partners and private sector partnerships (PPPs) play a significant role in supplementing these resources. These contributions are vital for bridging the funding gaps, ensuring that the financial needs of the UBE program are adequately met. However, the efficiency and effectiveness of fund utilization are often challenged by issues like delayed fund disbursements, bureaucratic bottlenecks, and inadequate monitoring mechanisms.

An analysis of the budget allocations and fund releases for UBE implementation in Gombe State from 2022 to 2024 reveals the key sources of capital and recurrent expenditures. During this period, the state has seen fluctuating levels of financial support, with federal intervention funds and state government allocations forming the bulk of the budget. Despite these contributions, gaps remain, particularly in the timely release of funds and the full utilization of allocated resources. Development partners and private sector involvement have helped mitigate some of these challenges, but more structured collaboration is needed to enhance the impact. This chapter provides a detailed examination of these trends, highlighting the critical areas where funding is either underutilized or insufficiently targeted. By identifying these gaps, the Gombe State SMTBESP Cycle 4 can make informed projections and strategic adjustments, ensuring that funding mechanisms are more aligned with the program's goals and the broader objective of providing quality basic education to every child in the state.

4.2   State Public Education Expenditure by level (2021-2024)

Table 4.2: State Public Education Expenditure by level (2021 - 2024)

Component	2021	2022	2023	2024
Tertiary Education	8,884,725,397.09	7,116,199,937.16	4,194,461,772.85	2,216,732,477.78
Secondary	4,269,217,497.12	4,489,592,429.30	5,145,522,189.22	3,280,085,360.09

Education				
Nomadic Agency	89,303,747.88	83,108,224.39	95,362,959.02	65,636,178.18
Basic education	4,454,123,157.15	3,010,644,268.93	133,179,156.26	499,903,786.07
Total	17,697,369,799.24	14,699,544,859.78	9568526077.35	6,062,357,802.12

Source: State Min. of Budget & Planning

The table above reveals a consistent decline in funding across various education components from 2021 to 2024. Tertiary Education experienced the most significant drop, with allocations decreasing from approximately ₦8.88 billion in 2021 to ₦2.22 billion in 2024, indicating a severe reduction in resources. Secondary Education, while showing a slight increase in 2023, also faced an overall decline from ₦4.27 billion in 2021 to ₦3.28 billion in 2024. The Nomadic Agency's funding fluctuated slightly, with a decrease from ₦89.3 million in 2021 to ₦65.6 million in 2024. Basic Education faced the steepest reduction, plummeting from ₦4.45 billion in 2021 to just ₦499.9 million in 2024. Overall, the total allocation across all components decreased sharply from ₦17.7 billion in 2021 to ₦6.06 billion in 2024, indicating significant budgetary constraints that could impact the quality and accessibility of education at all levels.

4.3   State Basic Education Expenditure (from all sources—Federal (UBE-IF, State Govt, LGAs etc) (2021-2024)

Table 4.3: State Basic Education Expenditure (from all sources—Federal (UBE-IF, State Govt, LGAs etc) (2021-2024)

Sources of funds	2021		2022		2023		2024 AS June, 2024	
	Budget	Released	Budget	Released	Budget	Released	Budget	Released
FGN UBE intervention Funds	300,000,000	36,727,914.30	715,000,000	1,661,720,799.62	1,900,000,000	1,900,000,000	0	0
State Government allocation	3,046,014,850	4,434,006,816.77	3,264,750,000	3,080,639,462.29	1,477,200,000	323,408,685.80	2,960,000,000.00	430,771,268.43
LGA funds (Staff salaries)	9,698,768,543	9,643,908,876	10,952,987,009	10,663,384,399	13,773,293,967	11,453,903,938	14,723,903,844	5,882,945,258

Source: State Min. of Budget & Planning

4.4   State Basic Education Public Recurrent and Development Expenditure

Expenditure (SUBEB)	2021	2022	2023	2024 (as at June, 2024)
Public recurrent Staff Salaries	104,441,410.21	53,568,977.29	115,724,672.88	58,769,917.64
Overhead cost and maintenance	16,246,300.00	16,656,000.02	17,454,483.38	10,362,600.00
Development Expenditure (Capital)	4,333,435,446.94	2,940,419,291.62	4,629,614,382.58	430,771,268.43

Source: State Min. of Budget & Planning

4.5   Basic Education Recurrent Expenditure (teachers' and LGEA staff salaries, running costs, etc—2021-2024)

Table 4.5: Basic Education Recurrent Expenditure (teachers' and LGEA staff salaries, running costs, etc—2021-2024)

Recurrent expenditure	2021 (₦)	2022 (₦)
State Allocation	1,519,884,078.86	715,074,135.14
Federal Allocation (UBEC Intervention)	1,519,884,078.86	715,074,135.14
TOTAL	**3,039,768,157.72**	**1,430,148,270.28**
Less (2% Project Admin)	60,795,363.15	28,602,965.41
Less (2% Agric Educ)	60,795,363.15	28,602,965.41
Less (1% Sport Dev.)	30,397,681.58	14,301,482.70
Less (2% Quality Assurance / Monitoring)	60,795,363.15	28,602,965.41
BALANCE	**2,826,984,386.68**	**1,330,037,891.36**
ALLOCATED		
Pre-Primary (5%)	141,349,219.33	66,501,894.57
Primary (60%)	1,696,190,632.01	798,022,734.82
JSS (35%)	989,444,535.34	465,513,261.98

Source: SUBEB

4.6   Support from Development Partners

Table 4.6: Support from Development Partners

Development Partner	2021	2022	2023	2024
North East Developemnt Commission (NEDC)	0	34,000,000	12,000,000	0
World Bank (BESDA)	0	3,550,449,339.56	371,875,643.94	0
USAID LEARN To Read	0	2,000,000	2,000,000	2,000,000
UNICEF	0	1,000,000	1,000,000	1,000,000
Save the Children	0	0	0	0
Global Partnership for Education (GPE)	0	1,000,000	1,000,000	1,000,000

Source: State Min. of Budget & Planning

4.7   Cost and Financial Implication of the Plan

4.7.1   Macroeconomic Assumptions and Costs Projections

In projecting the costs for the Gombe State SMTBESP (State Medium-Term Basic Education Strategic Plan) Cycle 4, several macroeconomic assumptions have been made that could significantly impact the plan's implementation if they do not hold. One critical assumption is the management of the inflationary rate, currently at 34.5%. If inflation continues to rise or remains at this high level, the cost of goods and services essential to education—such as construction materials, textbooks, and other supplies—could escalate, leading to budget overruns.

Additionally, the plan assumes stable or moderately decreasing federal government allocations. However, given the current economic climate and the potential for a drop in these allocations due to reduced oil revenues and the broader effects of the global economic downturn, the availability of funds for basic education could be severely constrained.

Further complicating the financial outlook is Gombe State's weak economic base, characterized by a low state GDP, limited internally generated revenue (IGR), and a high poverty rate. These

factors limit the state's ability to supplement federal funding with local resources, making it heavily reliant on external funds. The state's high debt profile, at 18.4%, also restricts its fiscal flexibility, reducing the potential for borrowing to fill any funding gaps. If these macroeconomic conditions persist or worsen, they could lead to significant shortfalls in funding for the SMTBESP, jeopardizing the plan's ability to meet its targets over the next four years. Ensuring the effective implementation of the plan under these challenging circumstances will require careful financial management, enhanced revenue mobilization efforts, and possibly the renegotiation of funding commitments with development partners and the private sector.

The various sources of revenue in Gombe State which include statutory allocation from the Federation account, Value Added Tax, Internally Generated Revenue, Aids, Grants and Capital Development Funds are presented below:

Table 4.7.1: Table showing statutory allocation from the Federation account, Value Added Tax, Internally Generated Revenue, Aids, Grants and Capital Development Funds

Receipts	Cash Flow Statements 2019 (N)	Cash Flow Statements 2020 (N)	Cash Flow Statements 2021 (N)	Cash Flow Statements 2022 (N)	Cash Flow Statements 2023 (N)
Statutory Allocation	49,000,000,000.00	42,000,000,000.00	39,000,000,000.00	60,401,500,000.00	42,000,000,000.00
VAT	10,500,000,000.00	15,000,000,000.00	12,000,000,000.00	4,530,112,500.00	20,500,000,000.00
Internally Generated Revenue (IGR)	12,334,147,000.00	11,265,595,000.00	14,086,513,000.00	13,147,269,000.00	18,217,450,000.00
Aids & Grants	1,000,000,000.00	500,000,000.00	19,300,000,000.00	18,065,000,000.00	17,100,000,000.00
Capital Development Fund (CDF) Receipts	11,600,000,000.00	19,500,000,000.00	31,800,000,000.00	61,800,000,000.00	27,164,498,000.00
Others	11,200,000,000.00	0	0	0	10,000,000,000.00
Total	95,634,149,019.00	88,265,597,020.00	116,186,515,021.00	157,943,883,522.00	134,981,950,023.00

Source: State Min. of Budget & Planning

4.7.2   Financing the Plan

Financing the Gombe State SMTBESP (State Medium-Term Basic Education Strategic Plan) Cycle 4 will require a comprehensive approach, leveraging a mix of federal government allocations, state government contributions, Local Government Authority (LGA) funding, and support from development partners and private sector partnerships (PPPs). The total estimated

cost for implementing the plan over the four years includes both capital and recurrent expenditures. However, given the current economic challenges—including high inflation, limited state GDP, and a high debt profile—there is a significant risk of funding shortfalls. To bridge these gaps, the state may need to increase its internally generated revenue (IGR) through improved tax collection and innovative financing mechanisms, such as public-private partnerships. Additionally, strengthening relationships with development partners to secure more grants and concessional loans could help offset the anticipated shortfalls. The use of targeted funding strategies, such as prioritizing key interventions and optimizing the allocation of available resources, will be essential to ensure that the plan's objectives are met despite financial constraints.

Table 4.7.2 Projected funding Sources and Shortfalls (2024-2027)

Funding Source	Projected Contribution (N Billion)	Projected Shortfall (N Billion)
Federal Government Allocations	28,000,000,000	5.300,000,000
State Government Allocations	4,600,000,000	3,700,000,000
Local Government Authority (LGA) Funds	16,600,000,000	3,200,000,000
Development partners and PPPs	2,700,000,000	500,000,000
Total	**51,900,000,000**	**7,400,000,000**

Source: State Min. of Budget & Planning

The table above presents the projected contributions and shortfalls from various funding sources, totaling ₦51.9 billion in projected contributions. The Federal Government is expected to contribute the most at ₦28 billion, with a projected shortfall of ₦5.3 billion. State Government Allocations are anticipated to contribute ₦4.6 billion but face a relatively large shortfall of ₦3.7 billion, suggesting a significant gap between expected and required funds. Local Government Authority (LGA) Funds are projected to provide ₦16.6 billion, with a shortfall of ₦3.2 billion. Development partners and Public-Private Partnerships (PPPs) have a smaller projected contribution of ₦2.7 billion, with a comparatively minor shortfall of ₦500 million. The total shortfall across all sources is ₦7.4 billion, highlighting the need for additional funding strategies to bridge these gaps and fully support the planned initiatives.

4.7.3　Cost of the Sub-sector　Plan

Table 4.7.3　Cost of the Sub-sector　Plan

PILLAR	2024	2025	2026	2027	TOTAL
Access, Inclusiveness and Equity	1,495,628,506	2,161,665,772	2,157,770,749	2,907,763,789	8,722,828,816
Quality and Efficiency	7,216,510,234	7,206,033,012	8,420,299,192	8,935,601,210	31,778,443,648
System Strengthening and Accounatbility	1,368,700,000	711,800,000	998,500,000	940,100,000	4,019,100,000
Sustainable Funding	124,000,000	171,509,000	215,900,000	249,722,000	761,131,000
TOTAL	**10,204,838,740**	**10,251,007,784**	**11,792,469,941**	**13,033,186,999**	**45,281,503,464**

Source: SUBEB

The total sub sector plan cost for implementing the Cycle 4 (2024-2027) SMTBESP is **Forty-Five Billion, Two Hundred Eighty-One Million, Five Hundred Three Thousand, Four Hundred Sixty-Four** (N45,281,503,464) only. The costing considerations are projections made in line all sources of funding the UBE programme. Given that cost estimates may vary in line with macroeconomic considerations, the cost estimates are considered with probable funding gap of 13.7% of the sum.

4.8　Risks and Mitigation Measures

Table 4.8.1 : Risks and mitigation measures (Impact Probability Rating)

Table 4.8.2 : Risks and mitigation measures

S/N	Risks	Probability	Impact	Mitigation strategies
1	Political Instability and change of government policies	2	4	Ensure continuity of policies and programmes
2.	Insecurity and banditry	6	9	Establish security early warning signals for schools in vulnerable communities and engaging community stakeholders in safety and protection

3..	Natural disasters and outbreak of pandemics	2	4	Provide learning spaces and tents for learners affected by natural disasters and provision of health facilities during out breaks of pandemics
4.	Inadequate funding	6	9	Provision of adequate funds from all sources of funds to ensure sustainable funding flows in basic education programme
5.	Transfers and administrative changes	2	6	Recruitment of adequate numbers of teachers ro ensure adequate manpower
6.	Corruption and mismanagement of UBE funds	6	9	Ensure prudent utilization of UBE funds through promotion of accountability and transparency mechanisms
7.	|Socioeconomic challenges causing hunger and poverty	6	9	Provide school feeding programme and Conditional Cash transfers

CHAPTER FIVE

5.0 Monitoring and Evaluaton

5.1 Introduction

The Monitoring and Evaluation (M&E) mechanism of the Gombe State SMTBESP (State Medium-Term Basic Education Strategic Plan) Cycle 4 is designed to systematically track and assess the progress and impact of the plan's implementation. This section outlines the framework for collecting, analyzing, and using data to ensure that the plan's objectives are being met effectively and efficiently. By establishing clear performance indicators, timelines, and responsibilities, the M&E system provides a structured approach to identifying successes, addressing challenges, and making informed decisions to enhance the overall quality and outcomes of basic education in the state. This process sets the stage for understanding how continuous monitoring and rigorous evaluation will contribute to achieving the strategic goals outlined in the plan under the 4 result areas of the plan.

5.2   Monitoring and Evaluation Mechanisms

The Monitoring and Evaluation (M&E) Mechanisms for the Gombe State SMTBESP (State Medium-Term Basic Education Strategic Plan) Cycle 4 are designed to systematically track the implementation process and evaluate the effectiveness of educational interventions. These mechanisms include regular data collection, progress reporting, and plan implementation reviews, supported by periodic surveys and targeted studies. The M&E system also integrates stakeholder feedback and field observations to ensure that the plan remains responsive to real-time challenges and opportunities. By employing a mix of quantitative and qualitative assessment tools, the M&E mechanisms facilitate evidence-based decision-making, promote accountability, and ensure that the strategic objectives of the SMTBESP are achieved in a timely and efficient manner.

5.2.1   Plan Progress Reporting

This involves the systematic documentation and communication of the implementation status of the Gombe State SMTBESP (State Medium-Term Basic Education Strategic Plan) Cycle 4. This process ensures that stakeholders at all levels state government, local authorities, development partners, and the community are regularly informed about the progress, challenges, and achievements of the plan. Progress reports will be generated periodically, typically quarterly and annually, detailing the extent to which the set objectives, outcomes, and outputs are being realized. These reports will include data on key performance indicators, financial expenditures, and qualitative assessments of project activities. They serve as a critical tool for decision-making,

enabling adjustments to be made in real-time to address any emerging issues or gaps in implementation. Additionally, progress reporting fosters transparency and accountability, ensuring that all stakeholders are aligned and actively contributing to the successful delivery of the plan's goals

5.2.2   Plan Implementation Progress Reviews

These are structured evaluations conducted at specific intervals to assess the effectiveness and efficiency of the Gombe State SMTBESP (State Medium-Term Basic Education Strategic Plan) Cycle 4 implementation. These reviews involve a comprehensive analysis of the progress made toward achieving the plan's objectives, focusing on both quantitative data (such as key performance indicators and financial reports) and qualitative insights (such as stakeholder feedback and field observations). Typically conducted mid-year and annually, these reviews provide an opportunity to critically assess what is working, identify bottlenecks, and make necessary adjustments to strategies and activities. The reviews also facilitate stakeholder engagement, bringing together representatives from state and local governments, development partners, and other key actors to discuss findings and agree on corrective actions. By systematically reviewing implementation progress, these evaluations help ensure that the plan remains on track, resources are used efficiently, and the desired educational outcomes are achieved within the planned timeframe.

5.2.3   Surveys and Studies

The Surveys and Studies under the Gombe State SMTBESP (State Medium-Term Basic Education Strategic Plan) Cycle 4 involve:

- Data Collection: Conducting periodic surveys and studies to gather detailed information on various aspects of the education system, including student performance, teacher effectiveness, school infrastructure, and community involvement.
- Baseline and Endline Assessments: Implementing baseline surveys at the start of the plan and endline assessments towards the conclusion to measure changes and impacts over time.
- Targeted Research: Carrying out focused studies on specific issues, such as gender disparities in education, the impact of teacher training programs, and the effectiveness of new curriculum implementations.
- Stakeholder Feedback: Collecting input from students, teachers, parents, and other stakeholders to understand their perspectives and experiences, which can inform policy adjustments.

- Impact Evaluation: Assessing the direct and indirect effects of specific interventions on learning outcomes and educational equity, providing evidence for the success or need for revision of strategies.
- Continuous Improvement: Using the findings from surveys and studies to refine implementation approaches, ensuring that the plan is responsive to emerging needs and challenges.
- Reporting and Dissemination: Ensuring that the results of surveys and studies are effectively communicated to all relevant stakeholders to support data-driven decision-making.

5.3 Monitoring and Evaluation System

5.3.1 The Monitoring & Evaluation Framework

The Monitoring & Evaluation (M&E) Framework for the Gombe State SMTBESP (State Medium-Term Basic Education Strategic Plan) Cycle 4 provides a structured approach to tracking progress and assessing the outcomes of the plan's implementation. It outlines key performance indicators (KPIs), timelines, and responsibilities that will guide the collection, analysis, and reporting of data related to the plan's strategic objectives. By linking specific outputs to measurable outcomes, the framework ensures that the education system's goals are consistently monitored, enabling timely interventions and informed decision-making. The framework fosters transparency, accountability, and continuous improvement, ensuring that resources are effectively utilized to achieve the desired results in basic education.

Table 5.3.1: The Monitoring & Evaluation FRAMEWORK

POLICY 1: ACEESS, EQUITY AND INCLUSIVENESS

POLICY OBJECTIVE: PROMOTE EQUITABLE AND INCLUSIVE ACCESS TO BASIC EDUCATION FOR SCHOOL AGED CHILDREN

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
1	Conduct of intensive enrolment drive campaigns targeting OOSCs across all the LGAs	Number of OOSC	162,000	122,921	87,432	43,211	29,002	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
2	Establishment of additional 400 ECCDE centres	No of ECCDE Centres	312	100	200	300	400	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
3	Establish 6 Special Needs education centres	Number of Special Needs schools	42	87	132	173	203	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
4	Establish 30 safe learning centres for IDPs children and teachers	Number of IDP safe learning centres	34	64	84	104	124	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
5	Conduct community sensitization and advocacy campaigns among stakeholders	Number of advocacy campaigns and	43	102	234	312	417	Annually	National Personnel Audit (NPA) and Annual School Census

| S/N | ACTIVITES | INDICATOR | BASELINE | TARGET YEAR | | | | | FREQUENCY OF DATA COLLECTION | DATA SOURCE/MOV |
			2023	2024	2025	2026	2027			
	(targeting traditional rulers, community leaders and Religious leaders, parents and State Actors)	sensitization								(ASC)
6	Construct and furnish 40 Nomadic Education Schools in rural nomadic communities	Number of Nomadic schools	45	65	85	105	125	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
7	Recruitment, training and posting of 400 Female teachers	Number of female teachers	7,544	9,544	11,544	13,544	15,44	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
8	Establish 12 Special Girls Basic Education Schools	Number of Special Schools	3	9	15	21	27	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
9	Expand the number of NFELs programme and Special education learners	Number of NFEL	4,432	6,843	8,324	10,432	12,663	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
10	Expand the School Feeding programme for Learners in ECCDE and Primary 1 -3	Number of children accessing school feeding	200,000	300,000	400,000	500,000	600,000	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
		programme								
11	Introduce Conditional Cash Transfers (CCT) for female and special needs enrolment and retention.	Number of Girl child accessing conditional cash transfers	0	50,000	70,000	80,000	100,000	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
12	Establishment of 60 NFELCs across the state.	Number of NFELCs	365	532	745	943	11,877	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
13	Carry out Media Campaigns and awareness on basic education programmes (Leave no Child Behind) on media platforms	Number of media campaigns on Leave no child behind	26	87	216	395	415	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
14	Establishment of 200 additional IQTE centres to improve the bilingual IsDB programme	Number of IQTE centers	57	184	284	384	484	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
15	Establish and equip 100 new primary schools in hard to reach communities	Number of primary schools	1,594	1,794	1,794	1,994	2,273	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027		
16	Establish 50 new JSS schools	Number of JSS schools	384	584	784	984	1212	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

POLICY 2: QUALITY AND EFFICIENCY

POLICY OBJECTIVE: PROMOTE QUALITATIVE AND EFFECTIVE IMPLEMENTATION OF UBE PROGRAMMES TOWARDS IMPROVING LEARNING OUTCOMES AND RESULTS

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
1	Recruitment of 10,468 additional qualified (N.C.E./B.Ed.) teachers for in core subjects in basic schools	Number of qualified teachers	15,322	18,362	20,863	23,138	26,621	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
2	Engagement of NCE Graduate Female Teachers Trainees for 2-year bond	% trained NCE female teachers	38%	48%	58%	68%	78%	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
3	Conduct Capacity building for 5,250 which includes Head teachers & teachers of ECCDE/pre-primary schools; Education Secretaries & School Supervisors/QA; SUBEB/LGEA Education Officials, SBMCs, on a variety of areas e.g. pedagogy using Reggio Emilia Approach, psychosocial skills, Curriculum, Record Keeping, TVET, Special Educ., Nomadic Education, Exams Malpractices, Drug Abuse, kidnapping, cultism, Life Skills. ICT, STEM AND SMASE	% of trained teachers	56%	66%	76%	86%	96%	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
4	Procurement of sets of text books in core subjects & library books for ECCDE, Primary & Junior Secondary Schools across the State. *(Including Nomadic & Special Education Schools, NFEL)*	Pupil Textbook Ratio (PTR)	9	7	5	3	1	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
5	Procurement of equipment/tool kits for 13-No existing Vocational Schools in the state.	% of vocation school equipment	32	47	57	67	77	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
6	Production and distribution of 280,000-sets literacy materials in English & Hausa for the development of reading skills among pupils in P1 - P3 *(lower basic schools)* in the 11-L.G.E.A.s	% of available literacy materials	26	36	46	56	66	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
7	Enforce the complete disarticulation & take-over of J.S.S. in line with the National Policy on Education	% of disarticulation of JSS schools	25	45	65	85	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
8	Conduct inter schools competition on an annual and termly basis to be organizing Annual Speech & Prize Giving Day	% of schools participating in extracurricular activities	48	58	68	78	88	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
9	Conduct of Quiz & Debate activities in schools (bottom-top approach) *School Level to L.G.E.A. to State levels*	% of schools participating in	31	41	51	61	71	Annually	National Personnel Audit (NPA) and Annual School Census

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
		Quiz and debate								(ASC)
10	Provision of grants to functional SBMCs with articulated Action Plans	% of functional SBMC	78	83	88	93	98	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
11	Conduct of routine monitoring of all schools 3-times each term by LGEA & SUBEB CQA Officials.	% of schools covered by the CQA programme	13	26	36	46	56	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
12	Conduct of monitoring & mentoring training of head teachers in basic schools towards effective supervision in schools.	% of teachers trained on school supervision	37	47	57	67	77	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
13	Procurement of 5 monitoring vehicles (hilux) for effective monitoring & supervision.	Number of hilux vehicles	9	12	15	18	25	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
14	Procurement of 60 monitoring motor cycles for effective monitoring & supervision	Number of Monitoring motorcycles						Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
15	Maintenance of Monitoring vehicles (hilux) for effective monitoring & supervision	% of vehicle maintenance	23	53	73	93	113	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
16	Carrying out of Maintenance of monitoring motorcycles and equipment	% of motorcycles maintenance	32	42	53	63	73	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
17	Provision of play and sports equipment grounds/ materials for basic schools	% of schools with play equipment	21	31	41	51	61	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
18	Implementation of School-to-Farm Initiative in basic schools.	% of schools implementing school to farm programme	16	26	36	46	56	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
19	Implementation of Effective School Programme (ESP) in 11 pilot schools in all the LGAs	% of schools implementing effective school programme	0.01	1	5	10	20	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
20	Capacity development for Integrated Quranic Education & NFLCs teachers	% of trained teachers on IQTE and NFLC	11	22	33	44	55	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
21	Construction of 1,246 classrooms and Administrative Buildings for ECCDE/Pri./Jun. Sec. Schs. In the 11-LGEAs of the State.	Number of good classrooms	5,644	10,362	15,362	20,642	25,643	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
22	Construction of Perimeter Wall Fence with gate &	Number of	225	525	725	1005	1225	Annually	National Personnel

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	Guard house, for ECCDE/Pri./Jun. Sec. Schs. In the 11-LGEAs of the State.	schools with fence								Audit (NPA) and Annual School Census (ASC)
23	Renovation of 1,104 classrooms and other infrastructure for ECCDE/Pri./Jun. Sec. Schs. In the 11-LGEAs of the State.	% of good classrooms	56	66	76	86	96	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
24	Procure and distribute 42,000 sets of assorted furniture at 14,000 sets/annum procured & distributed to ECCDE/Pri./Jun. Sec. Sch. wards & teachers in the 11-LGEAs of the State.	Learner Furniture Ratio (LFR)	10	8	6	4	2	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
25	Construction of 5000 units of 4-Pits V.I.P./Water system toilets in basic education schools (ECCDE, primary and JSSS)	% of schools with toilets	13	33	53	73	93	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
26	Construct drilling & installation, an average of 39-electric/standby generator powered boreholes with 20,000 lit. Capacity GI-overhead tanks on Steel Stanchions & fenced annually, in Basic Schools across the State.	% of schools with safe water	21	35	54	74	91	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
27	Procure and distribute assorted sporting facilities/equipment for an	% of schools with sporting	9	21	42	56	73	Annually	National Personnel Audit (NPA) and Annual School Census

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	average of 1,125 schools across the state, annually.	equipment								(ASC)
28	Establish & construct an average of 1-No. Mega NFELC annually.	Number of Mega NFELC	0	4	8	12	16		Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
29	Establishment of MODEL BASIC SCHOOLS that will be inclusive education at all levels - (ECCDE, Primary & J.S.S.).	Number of model basic education schools	11	22	33	44	55		Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
30	Construction and furnishing of 3No. IsDB-Bilingual Education Schools	Number of Bilingual education schools	3	10	26	38	49		Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
31	Reconstruction/rehabilitation of 13-No. existing Vocational Schools in Gombe state.	Number of vocational centres	15	28	36	42	58		Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
32	Conduct of Learning Assessment Survey (MLA) for Primary 3, 5 and JSS 2 in the 4 core subjects	% of learning outcomes in the 4 core subjects							Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
33	Procure and distribute 200,000 Early Grade Reading (EGR) materials, Mukaranta P1-6, Lets Read P 1 -3	% of EGR learning Outcomes	29	38	49	58	76		Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
34	Conduct intensive EARLY GRADE READING Master trainers workshop for 20 P1 and P2	% of teachers trained on EGR implementation	0	10	15	20	25	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
35	Procure and distribute ICT and Digital Learning Content to basic education schools (Laptops, Tablets, Desktops and E-Learning Materials)	% of schools with ICT and Digital Learning equipment	27	47	67	87	97	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

POLICY 3: STRENGTHENING SYSTEM AND EFFICIENCY

POLICY OBJECTIVE: PROMOTE AVAILABILITY OF CREDIBLE AND RELIABLE BASIC EDUCATION DATA FOR PLANNING AND DECISION MAKING.

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
1	Procurement and Upgrading/maintaining of EMIS facilities and equipment in SUBEB *(software, equipment, networking, I.S.P. subscription & Training)*	% of functional EMIS facilities	16	37	57	77	97	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
2	Conduct of regular Annual School Census (ASC) for 2023to 2027	% of completion of ASC for each of the medium term year	67	100	100	100	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
3	Recruitment of 30 EMIS and Planning Officers	Number of PRS staff	35	45	55	65	75	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
4	Conduct capacity development training for EMIS and Planning Officers on BAMIS attendance tools	% of trained PRS staff	0	25	50	75	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
5	Procurement and & upgrading/maintaining of EMISs in 11No. L.G.E.A.s & ANFEA. *(software, equipment, networking, I.P. subscription & Training)*	% of EMIS equipment at the LGEAs	0	10	20	40	50	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
6	Conduct of workshop on ASC data cleaning and merging with UBEC NPA data	% of completion of ASC data cleaning	25	45	65	85	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
7	Workshop for the development of Cycle 4 SMTBESP (2024-2027)	% of the implementation of the SMTBESP Cycle 4	100	100	100	100	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
8	Monitoring and review of implementation of SMTBESP Cycle 4 (2024-2027)	% of Cycle 4 SMTBESP Monitoring and evaluation meetings	0	25	50	75	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
9	Conduct capacity building for Mgt. & EMIS staff of SUBEB Hq. & 11-LGEAs on data management and utilization.	% of staff SUBEB and LGEA staff trained	27	47	67	87	97	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
10	Procure and distribute laptops and desktops for officers in SUBEBs for office automation	% of completion of office automation	0	20	40	60	80	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
11	Construction of an ultra-modern basic education SUBEB complex	% of completion of SUBEB Ultra Modern	0	0	50	100	100	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
		Headquaters								
12	Conduct of training for SMBC and stakeholders on School improvement techniques to include CSOs, NGOs, FBOs and CBOs in improving Non State Actors in UBE delivery	Number of trained SBMCs and Stakeholders on UBE implementation	11	32	51	72	83	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)

POLICY 4: SUSTAINABLE FUNDING

POLICY OBJECTIVE: TO PROVIDE SUSTAINABLE FUNDING INFLOWS FOR FUNDING AND IMPLEMENTING UBE PROGRAMMES

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
1	Capacity building for Finance and Accounts Staff of the Board on IPSAS and other	% of staff trained on Finance and Accounts	10	20	30	40	50		Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
2	Allocation of funds for the payment of State counterpart funds to UBEC	% of compliance to the accessing FGN Matching grants	100	100	100	100	100		Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
3	Conduct meeting with private sector organizations on Private Sector Engagement (PSE) on promoting Public Private Partnership (PPP) in UBE programme	Number of PPP arrangements in place	0	5	10	15	20		Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
4	Conduct workshop for collaboration and partnership with Development Partners (Local and International)	Number of collaboration meetings with development partners	0	10	20	30	40		Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
5	Advocacy for State Executive Council, State House of Assembly, Head of	Number of advocacy visits to key	1	10	20	30	40		Annually	National Personnel Audit (NPA) and Annual School

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	State Treasury, Permanent Secretaries of Min. of Finance & Economic Planning, opinion and community leaders to increase budget allocation and prompt release of funds to the education sector.	stakeholders on UBE funding								Census (ASC)
6	Training of management staff and schedule officers on effective result-oriented education budgeting.	% of trained staff effective budgeting mechanisms	35	45	55	65	75	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
7	Conduct of needs assessment of management staff, budget and accounting officers in the education sector *(State & L.G.E.A.Levels)*.	% of completion of staff needs assessment	10	20	30	40	50	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
8	Review of the functions and mandates of IAU to incorporate budget and expenditure tracking.	% of compliance to the IAU for budget and expenditure tracking	45	55	65	75	85	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
9	Procure and install Facilities and equipment for Internal Audits Units for effective budget and expenditure tracking.	% of availability of audit equipment	15	35	55	65	85	Annually	National Personnel Audit (NPA) and Annual School Census (ASC)
10	Conduct of quarterly Joint Stakeholders	Number of joint	0	10	10	10	10	Annually	National Personnel

S/N	ACTIVITES	INDICATOR	BASELINE	TARGET YEAR					FREQUENCY OF DATA COLLECTION	DATA SOURCE/MOV
			2023	2024	2025	2026	2027			
	education budget and expenditure tracking meeting	stakeholders budget and expenditure tracking meetings								Audit (NPA) and Annual School Census (ASC)

CHAPTER SIX

6.0 PLAN IMPLEMENTATION ARRANGEMENT

The Plan Implementation Arrangement for the Gombe State SMTBESP (State Medium-Term Basic Education Strategic Plan) Cycle 4 outlines the structured approach and responsibilities for executing the plan's strategies and activities. This arrangement involves a coordinated effort among key stakeholders, including the State Ministry of Education, Local Government Authorities (LGAs), the State Universal Basic Education Board (SUBEB), development partners, and the private sector. Each stakeholder plays a specific role in resource mobilization, program delivery, and monitoring progress. The implementation arrangement also includes the establishment of committees and task forces to oversee different aspects of the plan, ensuring alignment with strategic objectives, effective resource utilization, and timely achievement of targets. By fostering collaboration and clear communication channels among all parties, the arrangement ensures that the plan is executed efficiently and effectively, driving meaningful improvements in the basic education sector.

6.1 Gombe State Government Coordination Framework

The State Basic Education Governance Structure for the Gombe State SMTBESP (State Medium-Term Basic Education Strategic Plan) Cycle 4 establishes the framework through which the state's basic education policies and initiatives are managed, coordinated, and implemented. At the apex of this structure is the State Ministry of Education, which provides overall leadership and strategic direction. The State Universal Basic Education Board (SUBEB) plays a central role in overseeing the implementation of basic education programs, ensuring that schools receive the necessary resources, and that educational standards are maintained. Local Government Authorities (LGAs) contribute to the governance structure by managing the day-to-day administration of schools within their jurisdictions, including teacher deployment and school management. This governance structure is supported by various committees and advisory bodies, including the State Education Committee and School-Based Management Committees (SBMCs), which ensure that community voices are integrated into decision-making processes. By clearly delineating roles and responsibilities, this structure promotes accountability, enhances

coordination among stakeholders, and ensures that the objectives of the SMTBESP are effectively achieved.

6.1.1 State Government Structure

The Education Coordination Group (ECG) comprises representatives of government MDAs, donors, international development partners, civil society and local and international Non-Governmental Organizations (NGOs) with leadership from the Ministry of Education and Human Capital Development. The ECG is responsible for coordinating support to the education sector in line with the priorities and interventions identified in the MTBESP; promoting dialogue between government and donors to have joint appreciation of the challenges and opportunities in the sector; providing technical support/assistance on policy and strategic issues in the sector and monitoring progress towards the targets and goals set in the MTBESP.

6.1.2 State Steering Committee

The State Steering Committee (SSC) will continue to provide linkage between the Ministry of Education and Human Capital Development, its agencies, other relevant Ministries and the all Development Partners supporting the State. The SSC will be responsible for providing leadership and guidance to the implementation of the MTBESP in line with the State Development Strategy and any other government program as may be determined within the plan implementation period. The SSC will meet at least once every three months to consider the status and progress made in the implementation of MTBESP.

6.1.3 State Technical Committees

The MTBESP covers interventions to be implemented not only at the state level but within the Local Government Areas as well. To facilitate the prioritization of these interventions in the state work and monitoring plans, the coordination mechanism creates 16 STCs – each appointed by the State Commissioner for Education. The Commissioner is responsible for appointing members to the STC in line with the priorities identified in the MTBESP. The committee will meet regularly – at least monthly, to consider implementation progress of state level interventions and provide status updates to the SUBEB Executive Chairman and to the National Steering Committee.

6.1.4 Local Government Technical Committee

The same structure and mode of operation as stipulated with the State Technical committees will be replicated in each of the local government areas.

6.1.5   School Based Technical Committee

The School Based Technical Committee will be the grassroots implementation team in the various schools under the leadership of the School Based Management Committees (SBMC), the Head Teachers and the Headboy/Head girl. They will work closely with the established local and state technical committees to achieve the expected results.

6.1.6   Education Partners' Coordination Group

The Education Partners' Group (EPG) includes local representatives from bilateral and multilateral development partners and other donor partners. The EPG will promote coordinated interaction between partners and government and provide support for implementation and monitoring of the MTBESP through mechanisms like Joint Sector Reviews (JSR). The EPG will also support resource mobilization for implementation of the priorities identified in the MTBESP.

There is need for improved monitoring and evaluation of Basic Education activities in the State. This will help in tracking progress/performance in the implementation of the plan.

6.1 State Basic Education Governance Structure

1) Hon. Commissioner for Basic and secodary Education

2) Hon. Commissioner of Finance.

3) Hon. Commissioner SPC

4) Chairman House Committe on Education

5) Chairman SUBEB

6) Representative of Private School Association

7) Representative Coalition of Civil Society Organizations

8) Representatives of ANCOPPS, NUT, COPSHON

6.2 Basic Education Steering committees

This will comprise of State monitoring sub-committee and State Advisory Committee.There shall be an establishment of a State monitoring sub-committee directly under the chairmanship of

the Honorable Commissioner Basic and Secondary education Education with other members to include:

1) Permanent Secretary Ministry of Education
2) Chairman SUBEB
3) Representative of Private School Association
4) Representative Coalition of Civil Society Organizations
5) Director Planning Research and Statistics MOE
6) Director Planning Research and Statistics SUBEB
7) Director Planning Research and Statistic SPC
8) Representative SAME
9) Representative, Coalition of Civil Society Organizations as assistant Secretary.

6.3 State Basic Education Technical Committee

1) Director Planning Research and Statistics SUBEB
2) Director Nomadic Education SUBEB
3) Director Academic Services SUBEB
4) Director Quality Assuarance SUBEB
5) Director Social Mobilization SUBEB
6) Director of Personnel Management SUBEB
7) Director of Finance SUBEB
8) Head of Physical Planning SUBEB
9) Head of procurement SUBEB
10) Head of Strategic planning SUBEB
11) Representative of MoBSE
12) Representative of SPC
13) Representative SAME
14) Representative of ES
15) Representative of NUT
16) Representative of SBMC

6.4 LGA education implementation committee

1) Education Secretaries

2) Director Planning Research and Statistics

3) Director Quality Assurance

4) Director Academic Service

5) Director Finance

6) Director Nomadic

7) Director Social Mobilization

8) Director Personnel Management

9) Representative SAME

10) Representative of SBMC

11) Representative of CSO

6.5 School-Based Implementation Committee

1) Traditional leader

2) Religious leaders

3) Head Teacher

4) Teacher

5) Representative of CSO

6) Pupil

6.6 Education Development Partners Committee

1) Permanent Secretary MoE

2) Executive Chairman SUBEB

3) Director Planning Research and Statistics MOE

4) Director Planning Research and Statistics SUBEB

5) Director Finance MoE

6) Director Finance SUBEB

7) Auditor SUBEB

APPENDICES

Appendix-1: Key Performance Indicator

The Key Performance Indicators (KPIs) for the Gombe State Medium Term Basic Education Strategic Plan (SMTBESP) 2024-2027 are critical tools for measuring the progress and impact of the strategic initiatives aimed at enhancing the quality and accessibility of basic education in the state. These KPIs are designed to provide clear, measurable outcomes that align with the plan's objectives, facilitating regular monitoring, evaluation, and necessary adjustments to ensure the successful implementation of education policies and programs in Gombe State.

INDICATOR NAME	UNIT OF MEASUREMENT	B/LINE	TARGET	TARGET	TARGET	TARGET	DATA SOURCE/MEANS OF VERIFICATION	RESPONSIBILITY FOR DATA COLLECTION
		2023	2024	2025	2026	2027		
Pre-Primary Gross Enrolment Rate Total	%	18.4	28.4	28.4	28.4	28.4	NPA AND ASC	UBEC/SUBEB
Pre-Primary Gross Enrolment Rate Boys	%	18.4	28.4	28.4	28.4	28.4	NPA AND ASC	UBEC/SUBEB
Pre-Primary Gross Enrolment Rate Girls	%	18.4	28.4	28.4	28.4	28.4	NPA AND ASC	UBEC/SUBEB
Primary Gross Enrolment Rate Total	%	91.9	92.9	94.9	96.9	99.9	NPA AND ASC	UBEC/SUBEB
Primary Gross Enrolment Rate Boys	%	94.1	95.1	97.9	98.9	100	NPA AND ASC	UBEC/SUBEB
Primary Gross Enrolment Rate Girls	%	89.5	90.5	92.5	94.9	96.9	NPA AND ASC	UBEC/SUBEB
JSS Gross Enrolment Rate Total	%	36.7	46.7	56.7	66.7	76.7	NPA AND ASC	UBEC/SUBEB
JSS Gross Enrolment Rate Boys	%	36.3	56.3	76.6	96.6	100	NPA AND ASC	UBEC/SUBEB
JSS Gross Enrolment Rate Girls	%	37.1	47.1	67.1	87.1	97.1	NPA AND ASC	UBEC/SUBEB
Primary Gross Intake Rate Total	%	102.7	110.7	120.7	130.7	140.7	NPA AND ASC	UBEC/SUBEB
Primary Gross Intake Rate Boys	%	105.1	110.1	125.1	130.1	135.1	NPA AND ASC	UBEC/SUBEB
Primary Gross Intake Rate Girls	%	100.1	105.1	110.1	115.1	120.1	NPA AND ASC	UBEC/SUBEB

Indicator	Unit							
Primary 1 Repetition Rate Total	%							
Primary 1/ Primary 2 Retention Rate Total	%							
Primary 2/ Primary 3 Retention Rate Total	%							
Primary 3/ Primary 4 Retention Rate Total	%							
Primary 4/ Primary 5 Retention Rate Total	%							
Primary 5/ Primary 6 Retention Rate Total	%							
Primary to JSS Transition Rate Total	%	53.9	63.9	73.9	83.9	93.9	NPA AND ASC	UBEC/SUBEB
Primary to JSS Transition Rate Boys	%	46.8	56.8	66.8	76.8	86.9	NPA AND ASC	UBEC/SUBEB
Primary to JSS Transition Rate Girls	%	62.3	73.3	83.3	93.3	101.3	NPA AND ASC	UBEC/SUBEB
JSS 1/JSS2 Retention Rate Total	%							
JSS 2/JSS3 Retention Rate Total	%							
Primary Education Completion Rate Total	%	107.0	115.0	120.0	125.0	130.0	NPA AND ASC	UBEC/SUBEB
Primary Education Completion Rate Boys	%	108.6	115.6	120.6	125.6	130.6	NPA AND ASC	UBEC/SUBEB
Primary Education Completion Rate Girls	%	105.4	110.4	115.5	120.4	125.4	NPA AND ASC	UBEC/SUBEB
GPI Pre-Primary	Ratio	0.9	1	1	1	1	NPA AND ASC	UBEC/SUBEB
GPI Primary	Ratio	0.9	1	1	1	1	NPA AND ASC	UBEC/SUBEB
GPI JSS	Ratio	0.9	1	1	1	1	NPA AND ASC	UBEC/SUBEB
JS Education Completion Rate Total	%	28.6	38.6	48.6	58.6	68.6	NPA AND ASC	UBEC/SUBEB
JS Education Completion Rate Boys	%	29.3	39.3	49.3	59.3	69.3	NPA AND ASC	UBEC/SUBEB
JS Education Completion Rate Girls	%	27.8	37.8	47.8	57.8	67.8	NPA AND ASC	UBEC/SUBEB

							QUALITY AND EFFICIENCY	
Pre-Primary Pupil / Classroom	Ratio	30.0	30.0	30.0	30.0	30.0	NPA AND ASC	UBEC/SUBEB
Primary Pupil / Classroom	Ratio	42.0	40.0	35.0	35.0	35.0	NPA AND ASC	UBEC/SUBEB
JSS Pupil / Classroom	Ratio	37.0	35.0	35.0	35.0	35.0	NPA AND ASC	UBEC/SUBEB
Pre-Primary Pupil / Teacher	Ratio	57.0	50.0	45.0	40.0	35.0	NPA AND ASC	UBEC/SUBEB
Pre-Primary Pupil / Teacher Urban	Ratio	25.0	25.0	25.0	25.0	25.0	NPA AND ASC	UBEC/SUBEB
Pre-Primary Pupil / Teacher Rural	Ratio	21.0	25.0	25.0	25.0	25.0	NPA AND ASC	UBEC/SUBEB
Primary Pupil / Teacher	Ratio	49.0	45.0	40.0	35.0	35.0	NPA AND ASC	UBEC/SUBEB
Primary Pupil / Teacher Urban	Ratio	51.0	45.0	40.0	35.0	35.0	NPA AND ASC	UBEC/SUBEB
Primary Pupil / Teacher Rural	Ratio	47.0	45.0	40.0	35.0	35.0	NPA AND ASC	UBEC/SUBEB
JSS Student / Teacher	Ratio	54.0	45.0	40.0	35.0	35.0	NPA AND ASC	UBEC/SUBEB
JSS Student / Teacher Urban	Ratio	31.0	30.0	30.0	31.0	31.0	NPA AND ASC	UBEC/SUBEB
JSS Student / Teacher Rural	Ratio	27.0	27.0	30.0	30.0	30.0	NPA AND ASC	UBEC/SUBEB
Proportion of qualified teachers Pre-primary	%	71.1	81.1	85.1	90.1	95.1	NPA AND ASC	UBEC/SUBEB
Proportion of qualified teachers Primary	%	75.1	80.1	85.1	90.1	95.1	NPA AND ASC	UBEC/SUBEB
Proportion of qualified teachers JSS	%	73.1	78.1	83.1	87.1	92.1	NPA AND ASC	UBEC/SUBEB
Proportion of Primary learners that have access to textbooks-English	%	22.0	33.0	44.0	55.0	66.0	NPA AND ASC	UBEC/SUBEB
Proportion of Primary learners that have access to textbooks-Mathematics	%	20.0	33.0	44.0	55.0	66.0	NPA AND ASC	UBEC/SUBEB

Indicator								
Proportion of Primary learners that have access to textbooks-Basic Science and Technology	%	19.0	33.0	44.0	55.0	66.0	**NPA AND ASC**	UBEC/SUBEB
Proportion of Primary learners that have access to textbooks-Social Studies	%	22.0	33.0	44.0	55.0	66.0	**NPA AND ASC**	UBEC/SUBEB
Proportion of JS students that have access to textbooks-English	%	24.0	34.0	44.0	54.0	64.0	**NPA AND ASC**	UBEC/SUBEB
Proportion of JS students that have access to textbooks-Mathematics	%	22.0	33.0	44.0	55.0	66.0	**NPA AND ASC**	UBEC/SUBEB
Proportion of JS students that have access to textbooks-Basic Science and Technology	%	21.0	33.0	44.0	55.0	66.0	**NPA AND ASC**	UBEC/SUBEB
Proportion of JS students that have access to textbooks-Social Studies	%	23.0	33.0	44.0	55.0	66.0	**NPA AND ASC**	UBEC/SUBEB
Mathematics P3 Mean Scale Score	%	510.0	520.0	530.0	540.0	550.0	**NPA AND ASC**	UBEC/SUBEB
Mathematics P 5 Mean Scale Score	%	517.7	527.7	537.7	547.7	557.7	**NPA AND ASC**	UBEC/SUBEB
Mathematics JS2 Mean Scale Score	%	545.8	550.8	560.8	565.8	570.8	**NPA AND ASC**	UBEC/SUBEB
English P3 Mean Scale Score	%	517.4	522.4	527.4	532.4	537.4	**NPA AND ASC**	UBEC/SUBEB
English P5 Mean Scale Score	%	516.4	521.4	526.4	531.4	536.4	**NPA AND ASC**	UBEC/SUBEB
English JS2 Mean Scale Score	%	473.3	482.3	487.3	492.3	497.3	**NPA AND ASC**	UBEC/SUBEB
Basic Science & Technology P 5 Mean Scale Score	%	528.8	533.8	538.8	543.8	547.8	**NPA AND ASC**	UBEC/SUBEB
Basic Science & Technology P JS2 Mean Scale Score	%	529.3	534.3	539.3	544.3	549.3	**NPA AND ASC**	UBEC/SUBEB
Social Studies P5 Mean Scale Score	%	540.8	545.3	550.3	555.3	560.3	**NPA AND ASC**	UBEC/SUBEB
Social Studies JS2 Mean Scale Score	%	565.9	570.9	575.0	580.5	585.5	**NPA AND ASC**	UBEC/SUBEB

Proportion of Primary schools with access to Good Water source	%	12.4	22.4	32.4	42.4	54.4	**NPA AND ASC**	UBEC/SUBEB
Proportion of JSS with access to good Water source	%	34.8	44.8	54.8	64.8	74.8	**NPA AND ASC**	UBEC/SUBEB
Pupil/Toilet Primary Ratio	%	42.0	52.0	62.0	72.0	82.0	**NPA AND ASC**	UBEC/SUBEB
Pupil/Toilet JSS Ratio	%	41.0	51.0	61.0	71.0	81.0	**NPA AND ASC**	UBEC/SUBEB
Proportion of Schools with separate toilets for Boys and Girls Primary	%	48.0	58.0	68.0	78.0	88.0	**NPA AND ASC**	UBEC/SUBEB
Proportion of Schools with separate toilets for Boys and Girls JSS	%	47.0	57.0	67.0	87.0	97.0	**NPA AND ASC**	UBEC/SUBEB
Primary Schools with Library Primary	%	32.0	42.0	52.0	62.0	72.0	**NPA AND ASC**	UBEC/SUBEB
JS Schools with Library JSS	%						**NPA AND ASC**	UBEC/SUBEB
Proportion of Schools with Access to ICT facilities Primary	%	29.0	39.0	49.0	59.0	69.0	**NPA AND ASC**	UBEC/SUBEB
Proportion of Schools with Access to ICT facilities JSS	%	28.0	28.0	38.0	48.0	58.0	**NPA AND ASC**	UBEC/SUBEB
Proportion of Schools with Access to Power Primary	%	27.0	37.0	47.0	57.0	67.0	**NPA AND ASC**	UBEC/SUBEB
Proportion of Schools with Access to Power JSS	%	26.0	36.0	47.0	57.0	67.0	**NPA AND ASC**	UBEC/SUBEB
Proportion of schools with fencing Primary	%	53.0	63.0	74.0	84.0	94.0	**NPA AND ASC**	UBEC/SUBEB
Proportion of schools with fencing JSS	%	51.0	61.0	71.0	81.0	91.0	**NPA AND ASC**	UBEC/SUBEB
Proportion of Primary learners that have access to furniture (chair/table/desk)	%	63.0	73.0	83.0	93.0	100	**NPA AND ASC**	UBEC/SUBEB
Proportion of JS students that have access to furniture (chair/table/desk)	%	61.0	71.0	81.0	91.0	100	**NPA AND ASC**	UBEC/SUBEB

Proportion of JS schools That that have access to Laboratories	%	7.8	17	27	37	47	**NPA AND ASC**	UBEC/SUBEB
	SYSTEM STRENGTHENING AND ACCOUNTABILITY							
Proportion of schools with functional SBMCs -Primary	Yes/No	Yes	Yes	Yes	Yes	Yes	**NPA AND ASC**	UBEC/SUBEB
Proportion of schools with functional SBMCs -JSS	Yes/No	Yes	Yes	Yes	Yes	Yes	**NPA AND ASC**	UBEC/SUBEB
Learning assessment system in place with provision for regular implementation	Yes/No	Yes	Yes	Yes	Yes	Yes	**NPA AND ASC**	UBEC/SUBEB
Teacher Deployment Policy & Management Information System in place	Yes/No	Yes	Yes	Yes	Yes	Yes	**NPA AND ASC**	UBEC/SUBEB
Education Management Information System available	Yes/No	Yes	Yes	Yes	Yes	Yes	**NPA AND ASC**	UBEC/SUBEB
Education Management Information System functional	Yes/No	Yes	Yes	Yes	Yes	Yes	**NPA AND ASC**	UBEC/SUBEB
Availability of Inclusive Education Policy	Yes/No	Yes	Yes	Yes	Yes	Yes	**NPA AND ASC**	UBEC/SUBEB
Inclusive Education Policy in use	Yes/No	Yes	Yes	Yes	Yes	Yes	**NPA AND ASC**	UBEC/SUBEB
Emergency response mechanisms in place	Yes/No	Yes	Yes	Yes	Yes	Yes	**NPA AND ASC**	UBEC/SUBEB
	SUSTAINABLE FUNDING							
Education as Share of State Expenditure	Yes/No	Yes	Yes	Yes	Yes	Yes	**NPA AND ASC**	UBEC/SUBEB
Basic Education budget as share of State Education budget	Yes/No	Yes	Yes	Yes	Yes	Yes	**NPA AND ASC**	UBEC/SUBEB
Proportion of Basic Education Budget released	Yes/No	Yes	Yes	Yes	Yes	Yes	**NPA AND ASC**	UBEC/SUBEB
UBE-IF Matching grant accessed and up to date (2023)	Yes/No	Yes	Yes	Yes	Yes	Yes	**NPA AND ASC**	UBEC/SUBEB

APPENDIX 2: SMTBESP 2024-2027 ASSESSMENT GUIDE

(Please note that the following assessment guide will form the basis for determining the quality of your plan. You will therefore do well to take into account the criteria and indicators for the assessment).

S/N	ASSESMENT CRITERIA	ASSESSMENT INDICATOR	5	4	3	2	1	REMARKS/COMMENTS (With 5 as the highest and 1 as the lowest, please provide reasons for very high or very low marks)
1.	**Introduction**	Appropriate reference made to the successor plan (2020-2023) and rationale/purpose for new plan clearly stated.						
		Plan incorporated socio-economic, geographical, demographic, and political highlights						
		Highlights the persistent challenges of the Education Sector						
		Processes of the developing the sector plan well stated i.e. bottom up approach used, and all the relevant stakeholders involved etc.						
		Mission, vision, and goals of the education sector clearly stated						
2.	**BE -Sector ANALYSIS**	Plan informed by credible and relevant Data disaggregated by gender, location and other relevant parameters.						
		Addresses the issues of equity, access, disparities at each level of Basic education in the State,						
		Addresses the quality of basic education using both input and outcome indicator						

	variables					
	Addresses internal efficiency indicators such as completion, retention, drop-out and transition rates					
	Systems strengthening and efficiency indicators such as EMIS, SBMC functionality, Quality Assurance, teacher deployment etc. properly captured.					
	Key issues arising from BE sub-sector analysis clearly stated by pillar or policy objectives.					
3.Strategic Programme	Activities to be addressed in the Strategic programme clearly articulated					
	Activities derived from the Situation Analyses and linked to State Government's policies/strategies					
	Activities aligned with the State's sector wide Education Plan					
	Activities relate to the outputs and outcomes in the Results Framework					
	Total and activity costs appear realistic					
	Activities and costs cover key priorities of BE for the plan period					
	Matters related to emergency preparedness clearly identified and costed					
	Activities and costs cover pre-primary,					

		primary and JS levels					
4.	**Sustainable Funding**	In-depth look at the cost, financing, allocation, disbursement and utilization of resources at the various levels of education					
		Plan financing informed by the Basic Education budgets of the state					
		Funding gaps identified					
		State Education expenditure for previous years well presented					
		Contributions from LGEAs, State, FG(UBE-IF) and IDP's provided					
		Risks to the implementation of the plan clearly identified, impacts rated and mitigation measures indicated					
5.	**Monitoring and Evaluation**	Monitoring and Evaluation mechanisms clearly stated					
		M&E framework apt and relevant with all key components including activities, indicators, baselines, data sources and regularity of data collection					
		Key Performance Indicator (KPI) table properly completed with measurable outcome indicators					
		Output and outcome indicators clearly stated and measurable					
6.	**Implementation**	Plan implementation arrangement clearly					

	Arrangements	articulated						
		Implementation structures identified						
		Role of all critical stakeholders identified and clearly stated.						
		LGEA and schools and CSOs/FBOs/ CBOs assigned roles in plan implementation						
7	**Others**	Plan is coherent (all the parts neatly fit together)						
		Tables and figures apt, properly numbered and placed in the right places						
		Proposed strategies and activities linked to MSP and other basic education initiatives						
		There's ample evidence of involvement of stakeholders including SBMCs and CSOs in the planning process						
		Plan signed off by HCE or SUBEB						
		Total Score						