



Adamawa State

(Education Sector)

2023 – 2025 Medium-Term Sector Strategy (MTSS)

August 2022

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Foreword

Adamawa State has developed a high-level policy document known as Adamawa State Development Plan (SDP). This document contained all the implementable policies of the sectors of the economy of the State. The preparation of the SDP was through an all-inclusive process involving a wide spectrum of stakeholders, including the Public Sector Agencies, Civil Society Organizations, etc. The Plan broadly encapsulates the socio-economic development and reform agenda of the State with clearly defined Vision, Mission, Overall Strategic Priorities and Policy Objectives. It outlines for almost all sectors what policy objectives and targets are to be pursued over the medium-term and the underlying strategies for their attainment.

Before the initiation of this reform, Adamawa State Government has demonstrated serious commitment to resuscitating the State Education Sector by initiating pro-poor policies that are aimed at providing access and quality education for the citizens of the State through improved funding and institutional strengthen of the Sector. The policy environment for education service delivery has also undergone structural adjustments to avoid duplication and wastages in the provision and delivery of educational services in the State. The supports extended to the State by International Development Partners (IDPs), most especially UNICE through the Ministry of Education & Human Capital Development in collaboration with Ministry for Tertiary and Professional Education led to the development of different Education Sector Plans. The presence of USAID through the State2State Project had supported the State to develop 'Adamawa State Development Plan', which contained and consolidated all the policies of different sectors of the State economy.

Having the Development Plan is important but its implementation is more essential and this encourages the State to sought for the support of USAID / State2State to start piloting the implementation of the SDP with three (3) critical sectors namely Education, Health and WASH through the development of MTSSs. Therefore, the 2023 – 2025 Education Sector Medium-Term Sector Strategy (MTSS) of the State is hereby developed with technical support of USAID / State2State with involvement and participation of all education stakeholders. The MTSS being a bridge between State Development Plan and Annual Budget, is a three-year plan, subject to annual review, to ensure that the objectives, targets and strategies set out in the Education Sector, as contained in the Development Plan, are attained. This marked a serious departure from the traditional budgeting systems and procedures to result-based budgeting in line with best practices.

This document is developed with the aim of aligning the 2023 – 2025 MTSS with realities on the ground in line with philosophy of this Administration. I would therefore like to conclude by inviting all stakeholders of the Sector to maximally support the State Government giant stride in ensuring effective implementation of this MTSS so as to facilitate the achievement of its objectives and set targets.



Rt. Hon. Ahmadu Umaru Fintiri
Executive Governor
Adamawa State

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My special gratitude and appreciation go to Honourable Commissioners of the Ministry of Education & Human Capital Development and Ministry for Tertiary & Professional Education, who in spite of their tight schedules, worked tirelessly and extended their political supports towards successful completion of this document, which will go a long way in changing the lives of the people of Adamawa State for the better.

My sincere appreciation also goes to the USAID and State2State Project Adamawa State in particular and Country Office in general, for their technical support especially in the area of capacity building of Education Sector Planning Team (SPT) and in actualizing the development of this MTSS.

I would not conclude without extending my warm appreciation and congratulation to the Executive Secretary, Adamawa State Planning Commission, who inspired us in actualizing our dream of coming up with the document. I also thanked the Education Sector Planning Team who have actively participated and contributed in developing this critical and important document which will, in no small measure, improve all education indices to make Adamawa State among the best in term of education services delivery and competencies to favourably compete with sister States in the Federation.

To all those who contributed in one way or the other in the development of this document, whose numerous names could not be mentioned, I said thank you and May God reward you all with His bounties of opportunities and goodies.

Finally, I hope this document would continue to serve as a useful guide for implementing Education Sector's budget in the most effective, transparent, and accountable manner in order to pave way for sustainable development of our dear State, Adamawa State.



Dr Mary Paninga
Executive Chairman
Adamawa State Planning Commission

Table of Acronyms

Acronym	Definition
AN FE	Adult & Non-formal Education
ASPR	Annual Sector Performance Review
BCC	Budget Call Circular
COHA	Coordination of Humanitarian Affairs
ECCD	Early Child Care Development
ERGP	Economic Recovery Growth Plan
ESOP	Education Sector Operational Plan
FAAC	Federation Accounts Allocation Committee
IDP	Internally Displaced People
JENA	Joint Education Needs Assessment
KPIs	Key Performance Indicators
MTSS	Medium Term Sector Strategy
MDAs	Ministries, Departments and Agencies
M&E	Monitoring and Evaluation
NFIs	Non-Food Items
PTAs	Parent Teachers' Associations
SBMCs	School Based Management Committees
SPT	Sector Planning Team
SDP	State Development Plan
SESOP	State Education Sector Operational Plan
SESP	State Education Sector Plan
SPC	State Planning Commission
SDGs	Sustainable Development Goals
UNICEF	United Nations International Children Education Fund
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene

Executive Summary

The attainment of national and international goals in education requires critical and unusual approach to move the entire Sector in the provision of accessible, inclusive and quality education. To do this, the process of planning and budgeting must be geared towards linking annual budget to high level policies of the State Government in a transparent manner without compromising macro-economic stability. The Education Sector is now witnessing a rapid transformation, including the development of the State Education Sector Plan (SESP), Education Sector Operational Plan (ESOP) backed with improved Government attention and support. The State Development Plan (SDP) was also developed to serve as reference point of any intervention, including education. These and many other reasons inform the need by the Education Sector to develop and adopt the Medium-Term Sector Strategy (MTSS) for the 2023 – 2025 medium-term period

In developing this MTSS, the Sector had undertaken extensive consultations with key stakeholders, including Sector Planning Team members, representatives of Development Partners who have interest in education and most importantly policy makers, in order to ensure inclusion of various inputs into the plan.

The high-level policy documents on education, both from International, National and State specific were reviewed, adopted, compressed and integrated into the medium-term plan. The detail analysis of historical performance of the Education Sector was conducted, which provided the basis for projecting future performances. The Education Sector has determined to pursue five strategic objectives which were derived from the State and Sector's high-level policy documents such as the State Development Plan (SDP) and the State Education Sector Operational Plan (SESOP). The strategic objectives are also in conformity with and derived from the Sustainable Development Goals (SDGs) and Economic Recovery and Growth Plan (ERGP).

The Sector has identified some targets to be achieved over the three-year medium-term period and this requires undertaking so many projects and activities that will be accommodated within the resource constrained provided by State Planning Commission (SPC). While some targets, like new recruitment of qualified teachers to reduce pupils-qualified teacher ratio gap are to be achieved through the implementation of recurrent expenditure component (personnel costs), others are to be pursued with 2023 – 2025 capital expenditure indicative enveloped of N6,962,398,600, N12,553,710,081 and N11,315,114,206 which covered the proposed projects and activities of 2023, 2024 and 2025 respectively. The projects were first of all prioritized using specially designed Excel-based Template before using Costing Template which was also specially designed for this purpose.

Apart from the normal administrative process of monitoring inputs, process and outputs, an Annually Sector Performance Review (ASPR) will be conducted. This, as part of Performance Management, will be used to monitor the results, to ascertain what are achieved, strategies used in achieving them, what went according to plan and what are the challenges, if the plans were not achieved. The recommendations will be used to correct the situation and fit into the next year's MTSS roll-over.

Hon. Wilbina Jackson

Hon. Commissioner of Education and Human Capital Development
Adamawa State

Chapter One: Introduction

I.1 Motivations for Preparing the MTSS

The main motive behind the preparation of 2023 – 2025 Medium-Term Sector Strategy (MTSS) is to translate the long-term goals contained in the State Development Plan (SDP) to pave way for its implementation in a medium-term and to be linked with annual budget. By so doing, preparation of MTSS will facilitate the actualisation and implementation of the policies contained in SDP. It also defines a set of strategic priorities to be able to respond to the issues and constraints identified in the SDP, Education Sector plans (ESP) and other education related policy documents.

Adamawa State Education Sector is convinced that preparation of MTSS considering its importance in determining strategic policy priorities, aligned that with resource allocation, within the context of forecast information on the State's macroeconomic and financial outlook. It represents medium-term expenditure estimates that are linked to clearly defined Sector objectives that are derived from overall State goal which ultimately make the Sector budget to be policy-based.

It is also in mind that the preparation of the MTSS in Adamawa State will enable effective implementation of the State Development Plan (SDP) and contribute towards the implementation of SDG Goals, National Development Plan and other National Education Policies. It would also ensure that Government expenditures are channelled towards strategic priorities as articulated in the SDP while also serving as a bridge between SDP and annual budget which makes the budget to be policy-based. Moreover, it will also promote transparency, accountability and effectiveness in governance while facilitating monitoring & evaluation and performance assessment of Government expenditures and results derived therefrom.

Most importantly, preparation of MTSS is an inducement towards achieving set objectives and targets, while at the same time encourages effective and efficient utilization of limited resources.

I.2 Summary of the Process used for the MTSS Development

The Sector Planning Team (SPT) is the driver of the MTSS, responsible for developing it. For this reason, the SPT was first of all trained to enhance their capacity to effectively discharge their noble responsibilities. The composition of the SPT was conducted with the supported of State2State prior to the commencement of 2023 - 2025 MTSS development process. The 2023 - 2025 MTSS process was kick-started with a one-day retraining of the SPT and other officials of the Sector to refresh their mind and have better understanding of their roles as well as the technicalities of how to handle the development of this important responsibility.

After the training, a 3-day MTSS Strategy Session was conducted and delivered through the employment of the following methodologies: PowerPoint presentations, syndicate sessions, presentation in plenary sessions, consultations, brainstorming, etc. The development process, after the training commenced with issues centred in and around review of high-level documents, Sector policy, current situation of the Sector and dwelled down to SWOT analysis to get the real picture of the Sector from the SPT, in addition to those contained in other policy documents. Sector Vision, Mission and Core Value was discussed and improved, Sector objectives, before attending to challenges and strategic responses, analysis of historical data on budget implementation, comparison of existing and 2023 - 2025 projections, projects prioritization, projects costing and ended up with issues related to performance management – Annual Sector Performance Review.

The process of developing 2023 - 2025 MTSS of the Sector had experienced some challenges which need to be improved and these include: Limited time of handling the MTSS Strategy Session which affect timely and quality of preparation of the MTSS document, and inconsistency or irregular participation of some key SPT members in the process, inadequate data to use as baseline to determine the targets, lack of documented price list to be use in costing, etc. Information from the top policy makers and chief executive of the Agencies regarding the level of the implementation of some projects and the share of envelop to each agency were not forthcoming as such most of the projects of 2022 budgets were recommended roll-over to 2023 as ongoing projects. These anomalies will be addressed in the course of rolling over this MTSS next year.

1.3 Summary of the Sector's Programmes, Outcomes and Related Expenditures

The summary of the programmes education Sector plans to implement in the medium-term (2023 – 2025), the outcomes of the respective programmes and the estimated costs or expenditures on the respective programmes are shown in Table I below:

Table I: Programmes, outcomes and cost/expenditures

Programme	Outcome	Budgeted Expenditure		
		2023	2024	2025
1. Basic Education -	• Access and inclusiveness increased	668,000,000	1,611,000,000	1,930,000,000
2. Mass Education Programme	• Access to basic literacy increased	60,000,000	60,000,000	60,000,000
3. Post Basic Education	• Performance of students in all external examinations improved	1,455,000,000	1,648,100,000	1,093,100,000
4. Educational Planning and Management Programme	• Educational planning and management improved	702,050,000	1,125,050,000	974,050,000
5. Science & Technical Education	• Access and inclusiveness in science and technical education sustained	640,000,000	1,430,000,000	1,230,000,000
6. Tertiary Education	• High-quality and relevance improved	3,437,348,600	6,679,560,081	6,027,964,206
Total Cost		6,962,398,600	12,553,710,081	11,315,114,206
Indicative Budget Ceiling		6,962,398,600	12,553,710,081	11,315,114,206
Indicative Budget Ceiling Less Total Cost		0	0	0

I.4 Outline of the Structure of the Document

This MTSS report is structured, documented and presented in five (5) chapters, apart from preliminaries and annexures. The chapters are sequentially organized to give a complete picture of the report.

Chapter One started with an introduction which covered the motive behind preparation of the Sector strategy, presented the summary of the process used for the development of MTSS and ends with outline of the structure of the MTSS document.

As for Chapter Two dealt with Sector and Sector policy which presented a brief introduction of the State as it relates to the summary of the State geography, climate, population dynamics, economy and other context related to the Sector. An overview of the Sector institutional structure, current situation, summary of the review of the policies, statement of the Sector mission, vision and core value as well as the Sector objectives and programmes for the MTSS period were all covered under this chapter.

Outline of major strategic challenges, Sector financial resources, projects prioritization, contributions from Sector's Development Partners, programme connections between sectors as well as Sector's strategic priorities, outline of key strategies, result framework and responsibilities & operation plan were presented under chapter three.

Chapter Four concentrated on the processes used to make expenditure projections and Capital - Recurrent expenditure comparison.

While Chapter Five dealt with conduct of Annual Sector Performance Review (ASPR) and Monitoring and Evaluation (M&E).

Chapter Two: The Sector and Policy in the State

2.1 A Brief Introduction to the State

Adamawa State, with its headquarters in Yola, was created out of the former Gongola State in 1991. The State has 21 Local Government Areas. The State administration is led by an elected Governor, while the 21 LGAs are headed by elected Executive Chairmen. The population in Adamawa is estimated to have reached 4.55 million in 2019 representing about 2.3% of the total population in the country. Out of the 4.55 million people in Adamawa, 2.4 million is estimated to be within the school age population which spans ages 3-24. Approximately 1.8 million children are eligible for pre-primary, primary and secondary education while 577,500 are eligible for post-secondary education. The active population in the State (persons aged 15-65) is estimated to be 2.4 million people, implying a dependent population of about 2.1 million (46.7% of the total population)¹. It is estimated that there are about 688,800 children aged 6-17 who were out of school in 2018.

Macroeconomic Context

Adamawa State, like other states in Nigeria, depends largely on allocations from the federal Government through the Federation Accounts Allocation Committee (FAAC) as the major source of revenue. In Nigeria, oil revenues contribute 60% of the Government's revenue. The recent global crash in oil prices and subsequent drop in demand of oil derivatives amid COVID-19 containment measures worldwide has resulted in Nigeria reducing its oil production and exports (ACAPS, 2020). This was also aggravated by challenges related to pipelines vandalization. This means reduction in financial flows and consequent FAAC allocation to Adamawa and other states in Nigeria. The major economic activity in the State is agriculture, especially farming, cattle rearing and fishing. The agricultural value chain provides employment for most of the population. Crops such as rice, millet, groundnuts, yam, cassava, cotton, sugar cane, gum Arabic, guinea corn and beans are cultivated in various parts of the State.

The impact of the Boko Haram insurgency and other insecurity related emergencies have affected farming and commercial activities in Adamawa State, resulting in decrease in the economic activities, induced poverty and consequent loss of incomes for both the Government and the citizens.

Social Context

Adamawa State has about 78% of its citizens living below the poverty line of \$1.25 per day². Inequitable distribution of income would increase the probability of the poor and the vulnerable having access to basic needs such as food, clothing, housing, health, education among others.

Humanitarian Context

The consequences of the Boko Haram insurgency and armed banditry which engulfed the State in the past decade continue to manifest in millions of people left vulnerable and in need of various humanitarian assistance. According to the IOM Displacement Tracking Matrix Report of 2019, the number of internally displaced persons in the State stands at 204,699; a massive drop from over 400,000 displaced persons in 2014. Support from both the State and Federal governments was mobilized to respond to the immediate needs of the affected population. Humanitarian partners have so far provided lifesaving water, sanitation and hygiene (WASH), Non-Food Items (NFI) and shelter assistance to over 10,000 individuals affected by the floods and the herders' attacks in Hong LGA.

¹ Adamawa State Education Sector Plan (ESP), 2020-2022 page 5 (National Bureau of Statistics; United Nations Populations Projections (2019)

² Joint Education Needs Assessment Report (JENA, 2017),

The State Government has set up a total of 6 temporal holding centers /camps in 4 LGAs (2 in Yola North, 1 in Yola South, 2 in Demsa, and 1 in Girei). The most critical needs are; Shelter /Non-Food Items (NFIs), water, sanitation and hygiene (WASH), Food and Healthcare. Improved access and security in most parts of the State continue to present unique opportunities to pilot humanitarian and development nexus programming. The United Nations Office for the Coordination of Humanitarian Affairs (OCHA) continues to provide humanitarian coordination to partners in close collaboration with the State Government.

As noted above, 688,800 children and adolescents aged 6-17 years who were out-of-school need basic education. The Government is aware that education is a right as affirmed by the International Convention on the Rights of Children and by the nation and State legislations. This plan has therefore included the establishment of basic and functional literacy centres to ensure that the children and adolescents among the internally displaced persons/refugees are accorded the right to basic education.

2.2 Overview of the sector's institutional structure

The current Adamawa State Education Sector institutional structure is adequate to enable a successful implementation of the strategies as well as deliver the outcomes expected in this MTSS document in line with the mandates. This is more so looking at the fact that, it contains all the required Agencies, Departments, Units and the Higher Institutions. The Sector has two (2) Honourable Commissioners as Chief Executive - Ministry of Education & Human Capital Development and Ministry of Tertiary & Professional Education and each Ministry is being supported by a Permanent Secretary as an Accounting Officer. The two Ministries collaborate to deal with issues that affect education Sector.

- The structure under the supervision of the Honourable Commissioner, Ministry of Education & Human Capital Development consists of five (5) Agencies and each agency is headed by a Chief Executive with departments and units for smooth implementation of the mandates. These agencies include:
 1. Ministry of Education & Human Capital Development
 2. Adamawa State Universal Basic Education Board
 3. Adamawa State Library Board
 4. Adamawa State Mass Education Board (ADSMEB)
 5. Post Primary Schools Mgt Board
 6. Education Resource Centre
- Whereas the Honourable Commissioner of Ministry of Tertiary & Professional Education supervises all Higher Institutions (including health-related)) and Scholarship Board. These covered:
 1. Ministry of Tertiary and Professional Education
 2. College of Agriculture Ganye
 3. College of Legal Studies Yola
 4. Adamawa State Polytechnic Yola
 5. College of Education Hong
 6. Adamawa State University Mubi
 7. Adamawa State Scholarship Trust Fund
 8. College of Nursing & Midwifery Yola
 9. College of Health Technology Michika

2.3 The current situation of the Sector

The Adamawa State Government considers Education to be central to its long-term stability, economic development, and poverty reduction. Therefore, the Government will support the provision of accessible, equitable, affordable, and quality education services to all its citizenry. This is geared towards building a well-educated, better skilled, and competent workforce that contributes to the economic and human development of the State. Education access will be promoted at Primary schools, secondary schools, tertiary schools, and Technical/Vocational Education. Others include Adult Literacy and Non-Formal Education like the nomadic schools and the *Almajiri* system of education³.

The Adamawa State's total public Kindergarten/ECCD enrolments stood at 9,684 out of which 4,938 were girls. The percentage of girls in Kindergarten/ECCD is 51%. Similarly, the total of public Nursery enrolments stood at 40,643 out of which 20,470 were girls. The percentage of girls in Nursery is 50%. Lastly, the total of public One-year Pre-Primary enrolments stood at 7,601 out of which 3,862 were girls. The percentage of girls in One-year Pre-Primary is 51%.

The total of public Primary Schools enrolments was 538,607; out of which 299,637 were girls which constitute 48% of the total enrolment. The public Primary enrolments of school age (6-11 years) stood at 536,320; out of which 258,415 were girls which constitute also 48% of the school age enrolment. The private Primary enrolments stood at 115,437; out of which 55,947 were girls which constitute 48% of the total enrolment. The private Primary enrolments of school age (6-11 years) stood at 101,974; out of which 49,332 were girls which constitute 48% of the school age enrolment. The combined public and private Primary enrolments were 733,711; out of which 355,584 were girls which constitute 48% of the total enrolment. The combined public and private Primary enrolments of school age (6-11 years) stood at 638,294; out of which 307,747 were girls which constitute 48% of the school age enrolment.

For the Junior Secondary Schools, the total of public JSS enrolment was 132,124; out of which 62,455 were girls which constitute 47% of the total enrolment. The public JSS enrolments of school age (12-14 years) stood at 92,824; out of which 44,054 were girls which constitute 47% of the school age enrolment. Similarly, the total of private JSS enrolments was 27,852; out of which 13,748 were girls which constitute 49% of the total enrolment. The private JSS enrolments of school age (12-14 years) stood at 20,535; out of which 10,162 were girls which constitute 49% of the school age enrolment. Finally, the combined public and private JSS enrolments was 159,976; out of which 76,203 were girls which constitute 48% of the total enrolment. Consequently, the combined public and private JSS enrolments of school age (12-14 years) stood at 113,539; out of which 54,216 were girls which constitute 48% of the school age enrolment.

The public SSS enrolments was 90,548; out of which 41,537 were girls which constitute 46% of the total enrolment. The public SSS enrolments of school age (15-17 years) stood at 65,133; out of which 30,124 were girls which constitute 46% of the school age enrolment. The total of private SSS enrolments was 17,056; out of which 8,262 were girls which constitute 48% of the total enrolment. The private SSS enrolments of school age (15-17 years) stood at 12,554; out of which 6,123 were girls which constitute 49% of the school age enrolment. Again, the combined public and private SSS enrolments was 107,604; out of which 49,799 were girls which constitute 46% of the total enrolment. The combined public and private SSS enrolments of school age (15-17 years) stood at 77,687; out of which 36,247 were girls which constitute 47% of the school age enrolment.

As for the Science and Technical education, the total of public Science and Technical junior Secondary School enrolments was 2,298; out of which 713 were girls which constitute 31% of the total enrolment.

³ Adamawa State Medium-Term Development Plan

The public Science and Technical junior Secondary School enrolments of school age (12-14 years) stood at 1,380; out of which 417 were girls which constitute 36% of the school age enrolment. On the other hand, the total of public Science and Technical Senior Secondary School enrolments was 1,337; out of which 394 were girls which constitute 30% of the total enrolment.

For the teaching staff, the total public primary school teachers stood at 19,624 and 7,410 of them have a minimum of NCE (qualified). The percentage of qualified teachers in public primary school is 86%. Similarly, the total public JSS teachers stood at 4,613; out of which 1,200 of them were qualified. The percentage of qualified teachers in public JSS is 86%. Again, the total public SSS teachers stood at 4,613; out of which 1,200 of them are qualified. The percentage of qualified teachers in public SSS is 84%. This is quite encouraging for quality education in the State.

Lastly, adequacy of classrooms contributes, immensely to quality of education. The combined pupil-classroom ratio for public Pre-primary and Primary schools stood at 76. This implies an average of 76 pupils to one classroom in public Pre-primary and Primary schools. This is a bit high for the system. Hence, urgent measures should be taken to improve the situation. Similarly, the pupil-classroom ratio of JSS stood at 47. This implies an average of 47 students to one classroom in the JSS. Again, the pupil-classroom ratio of SSS stood at 46. This implies an average of 46 students to one classroom in the SSS. This ratio needs to be reduced by building more classrooms⁴.

The development of Adamawa State relies heavily on the quality of education provided to its citizenry, being the main thrust for human capital development. There are 2,850 schools in the State, and both public and private individuals actively participate in educational development in of the State - with over 70% of the children attending public schools. The educational Sector has a lot of challenges. The State has overall literacy of 56.1% with 27.4% who never attended school due to its high cost of access among other reasons. Proximity to primary School among children is mostly between 16-30 minutes. The performance of candidates from the State in WASC has been low (between 34.04%-42.24% having five credits and above including Mathematics and English Language).

Other challenges of the Sector include: inadequate teaching materials and equipment; inadequate learning aids for all age grades of students; low performance or poor outcome as indicated in external School certificate examinations, inadequate number of qualified teaching staff, inadequate supporting staff (non-teaching) and high concentration of teachers in urban areas. Other critical challenges facing the Sector comprise of inadequate school infrastructural facilities and equipment, poor maintenance of existing structures; irregular quality assurance due to inadequate staff and logistics coupled with limited capacity of the few available staff. Similarly, the Sector was severely affected by insurgency and other form of conflicts⁵.

The shortage of resources in the Sector has also affected the operational and maintenance costs for schools and the recruitment of qualified and provision of adequate and appropriate teaching and learning materials including textbooks. It is expected that the people of the State will be educated and knowledgeable to enable them to participate in the economic, social, and political development of our nation.

A SWOT analysis was carried out on the Adamawa State Education Sector with a view to deciding on appropriate Sector Objectives, programmes, expected outcomes and targets. The results of the SWOT analysis is presented in Annex 9.

⁴ Adamawa State ASC 2018/2019

⁵ Adamawa State Medium-Term Development Plan

Key Targets

- Increase enrolment rate from 86% to 95% at all levels of schooling by 2025
- Ensure that 100% of the State children are attending basic school by 2025
- Renovate most of the dilapidated school physical infrastructure to reduce classroom - student ratio
- Employ more qualified teachers in critical areas of need to reduce the current teacher-student ratio.
- Ensure the provision of sporting facilities and WASH facilities in schools.
- Provide school pupils access to relevant textbooks
- Increase Adult Literacy and Numeracy rate to over 75%

Key Policy Actions/Broad strategies

- Construction and renovation of schools' infrastructure to make the school accessible and conducive.
- Recruitment of additional staff for both primary and secondary schools.
- Equip schools with necessary facilities (especially ICT facilities).
- Improve feeding in boarding schools.
- Ensure quality control measures for qualitative results all-round.
- Construction and rehabilitation of educational infrastructure.
- Adequately equipping workshops and laboratories to the required standards.
- Employment of skilled and qualified manpower.
- Establishment of science and technology parks.
- Continuous and prompt payment of scholarships to the students.
- Improve budget implementation.

2.4 Sector Policy

The Adamawa State Education Sector has reviewed the high-level policy documents in a bid to ascertain the consistencies of such documents with the identified policy objectives of the Sector. The documents that were reviewed include the Adamawa State Medium-Term Development Plan, the SDGs Goals, NEPAD, Nigerian Economic Recovery & Growth Plan (NERGP), National Policy on Education, and State Educational Plan.

The main policy thrust of the State Education Sector is to support the provision of accessible, equitable, affordable, and quality education services to all its citizenry. This is geared towards building a well-educated, better skilled, and competent workforce that contributes to the economic and human development of the State. The Sector has planned to improve access in pre-primary, primary, secondary, technical & vocational schools. Others include Adult Literacy and Non-Formal Education, nomadic schools and the *Almajiri* system of education. The development of Adamawa State relies heavily on the quality of education provided to its citizenry.

The policy documents that were reviewed include the following:

Sustainable Development Goals (SDGs)

The policy objectives of Adamawa State Education Sector are consistent with SDG Goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030) and its targets:

- 4.1 Universal primary and secondary education: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- 4.2 Early childhood development and universal pre-primary education: By 2030, ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education
- 4.3 Equal access to technical, vocational, and tertiary education: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- 4.4 Relevant skills for decent work: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

National Development Plan (NDP) 2021-2025

Education plays a central role in improving quality of life by increasing productivity, driving inclusive economic growth, and ultimately alleviating poverty. Investing in people and making sure every Nigerian is given the educational tools to fulfil their potential is essential to ensure equity and sustained economic growth. Providing access to quality education for all is also key to unlocking new economic opportunities for disadvantaged people.

Improving education and human capital to promote growth and development will require a dramatic increase in the quality and quantity of resources to this Sector. It is imperative to leverage the country's tremendous human capital potential and foster skills needed in the 21st century labour market. Expanding access to the education system and improving teaching quality will give every Nigerian the tools to realize their full potential, regardless of their background⁶. The specific objectives enshrined in NDP are consistent with that of Adamawa State as stipulated below:

- Improve access to Basic and Skills Driven Literacy educational services.
- Reduce the number of Out-of- School Children.
- Improve the quality of Higher Education offered in Nigerian schools.

Adamawa Medium-Term Development Plan (2022 – 2025)

The Adamawa State Development Plan (SDP) had highlighted the strategic objectives of education in the State. These strategic objectives had direct bearing with overall goals of the State and as such would work and contribute towards its achievement. These include:

- Expand access to an affordable level of qualitative education to all school-age children.
- Raise the performance of Adamawa students in all examinations, especially external examinations such as school certificate examinations, through teacher's training and retraining for professional development and effective quality control measures.
- Produce more students who are well-informed and innovative
- Orient graduates towards the world of work by focusing on employable skills
- Prepare every child for responsible citizenship through the introduction of lifelong learning skills
- Put in place standard infrastructure, teaching materials, and equipment to enhance a conducive teaching/learning environment in schools.
- Provide adequate and relevant standard teaching and learning aids to boost teaching and learning in all our schools.
- Provide and sustain access to quality science and technical education.

⁶ National Development Plan (2021-2025)

- Assure high-quality educational programmes in tertiary institutions of the State that produces highly skilled and motivated graduates that will contribute effectively to the development of the State.
- Provide and sustain access to quality science and technical education.
- Assure high-quality educational programmes in tertiary institutions of the State.

Adamawa State Education Sector Strategic Plan (SESP)

The ESP covers the period between 2020 and 2022, succeeding the Interim Sector Strategic Plan that ran between 2017 and 2019. The plan provides for areas of intervention that target improvement in pre-primary, primary and secondary education sub-sectors, and their management at State, local Government and school/community levels. There are five priority areas namely:

- Access, Equity, and Inclusiveness
- Quality and Efficiency
- Infrastructural Facilities
- System Management Efficiency
- Sustainable Funding.

Adamawa State Education Sector Operation Plan (SESOP) - 2019-2021

The 3-Year State Education Sector Operation Plan (SESOP) - 2019-2021 is a medium-term plan which contains an outline of the operational programme to be implemented every three years of SESP. It detailed and costed the activities to be implemented in 2019, 2020 and 2021 at the first instant, and is expected to review this annually and re-plan every three years until SESP is fully implemented. The purpose of SESOP is to translate the broad goal of SESP policy and strategic objectives into programs and activities for implementation.

The Five thematic areas of SESOP will reflect on the policy objectives addressed in the SESP which are:

- Inadequate coverage and Unsatisfactory level of Meaningful Access and Inclusiveness;
- Poor level of quality and relevance;
- Infrastructural inefficiency and decay;
- Inefficient management and system inefficiency.

2.5 Statement of the sector's mission, vision and core values

Vision

To be a Sector that empowers the citizens of Adamawa State to have quality (inclusive) education that will reduce illiteracy on one hand and improve employment opportunities and general wellbeing of the people on the other.

Mission

To achieve this vision, the State will put in place a sound and goal-oriented Education System capable of addressing current challenges; ensure that its academic standards match and keep pace with key nations as well as strive to bring the State's technical education standards in line with leading international systems.

To develop social infrastructure that will address all the negative factors that affect the wellbeing and development of our citizens by providing all necessary materials & services such as good health facilities, better roads, school infrastructure, teaching/learning materials as well as highly skilled and motivated teachers.

Core Values

Teamwork

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

Transparency and Accountability

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

Equity and Justice

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

Mutual Respect

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

Professionalism

Cherish Education Service administration with adequate skills, good judgement, standard & ethical value.

2.6 The Sector's objectives and programmes for the MTSS period

Adamawa State has eleven (11) strategic objectives for education Sector as contained in SDP, however due to resource constrain only four (4) objectives will be pursued the 2023 - 2025 MTSS period. The Sector objectives and programmes for the 2023 - 2025 Education Sector MTSS which the State wishes to pursue over the medium-term period and their relation to the State level goal set out in the State Development Plan are shown in Table 2 below:

Table 2: Summary of State Level Goals, Sector Level Objectives, Programmes and Outcomes

State level goal	Sector objectives	Programme	Outcome
To provide accessible, equitable, affordable, inclusive and quality education services to all its citizenry.	Expand access to an affordable level, with qualitative inclusive education to all school-age children.	Basic Education Programme	Access and inclusiveness increased
		Mass Education Programme	Access in basic education increased
	Improve the performance of Adamawa students in all examinations, especially external	Post Basic Education Programme	Performance of students improved

State level goal	Sector objectives	Programme	Outcome
	examinations such as school certificate examinations, through teacher's training and retraining for professional development and effective quality control measures.	Educational Planning and management programme	Educational planning and management improved
	Provide and sustain access to quality science and technical education.	Science & Technical Education Programme	Access and inclusiveness in science and technical education sustained
	Assure high-quality educational programmes in tertiary institutions of the State that produces highly skilled and motivated graduates that will contribute effectively to the development of the State.	Tertiary Education Programme	High-quality and relevance improved

Table 3: Goals, programmes and outcome deliverables (Results Framework)

Sector Objective	Programme	Outcome Deliverable	KPI of Outcome	Baseline (e.g., Value of Outcome in 2017)	Outcome Target		
					2023	2024	2025
Expand access to an affordable level,	Basic Education	Increase access and	Total Enrolment (pre-primary):	57,928	63,721	70,093	77,102

Sector Objective	Programme	Outcome Deliverable	KPI of Outcome	Baseline (e.g., Value of Outcome in 2017)	Outcome Target		
					2023	2024	2025
with qualitative inclusive education to all school-age children.		inclusiveness Basic education	Boys:	28,662	31,223	34,346	37,780
			Girls:	29,266	32,498	35,747	39,322
			Primary schools				
			Population:	1,141,433			
			Total Enrolment	618,274	649,188	681,647	695,280
			Gross Enrolment Rate:				
			Boys:	86	90	93	95
			Girls:	86	90	93	95
			Net Enrolment rate:	86	90	94	96
			Boys:				
			Girls:	75	79	82	84
				75	79	82	84
			Gross Intake Ratio:	74	79	83	85
			Boys:				
			Girls:				
				98	99	99	101
			Total No. of Teachers:	99	99	99	99
			Pupil--Teacher Ratio:	98	99	99	102
			No. of Qualified				
			Teacher: Qualified				
			Teacher Ratio:	19,624	20,624	21,150	21,680
			Junior Secondary schools:	32	32	32	32
			Total Enrolment:	13,717	19,704	20,656	21,069
			Gross Enrolment Rate:				
			Boys:	35	34	33	33
			Girls:				
			Net Enrolment rate:				
			Boys:				
			Girls:	132,124	153,230	155,340	163,124
			Gross Intake Ratio:				
			Boys:	43	45	46	47
			Girls:	44	45	46	47
			Total No. of Teachers:	43	46	47	48
			Pupil--Teacher Ratio:				
			Qualified Teachers:	31	33	35	36
			Qualified Teacher Ratio	31	33	34	35
				30	33	35	36
				45	47	48	49
				46	46	48	48
				44	47	48	49
				7,290	8,065	8,176	8,585
				18	19	19	19
				6,234	7,662	8,005	8,565
				21	20	19	19

Sector Objective	Programme	Outcome Deliverable	KPI of Outcome	Baseline (e.g., Value of Outcome in 2017)	Outcome Target		
					2023	2024	2025
	Mass Education Programme	Increase access to basic and Non-formal education	Basic & Adult Literacy Basic Literacy: No. of Basic Literacy centres: Enrolment: Male: Female: Literacy rate: No. of Women Centres: Enrolment:				

Note that there is no data source to populate the outcome and target columns

Sector Objective	Programme	Outcome Deliverable	KPI of Outcome	Baseline (e.g., Value of Outcome in (2017)	Outcome Target		
					2023	2024	2025
Improve the performance of Adamawa students in all examinations, especially external examinations such as school certificate examinations, through teacher's training and retraining for professional development and effective quality control measures.	Post Basic Education Programme	Improved performance of students in all external examinations	Completion rate:	39	43	44	46
			Boys:	40	45	45	47
			Girls:	37	41	43	45
			Promotion rate (SSSI):	99.98%	100%	100%	100%
			Male:	99.98%	100%	100%	100%
			Female:	99.99%	100%	100%	100%
			Repetition rate:	0.06%	0.00%	0.00%	0.00%
			Boys:	0.08%	0.00%	0.00%	0.00%
			Girls:	0.04%	0.00%	0.00%	0.00%
			Drop-out Rate:	-0.04%	-0.04%	-0.04%	-0.04%
			Male:	-0.06%	-0.06%	-0.06%	-0.06%
			Female:	-0.03%	-0.03%	-0.03%	-0.03%
			Total enrolment:	90,548	110,250	115,640	121,318
			No. of Teachers:	4,613	5,513	5,782	6,066
			Pupils-Teacher Ratio:	20	20	20	20
			Qualified Teachers	3,887	5,250	5,507	6,013
			Qualified Teacher Ratio:	23	21	21	20
				46	41	38	36
			Pupils-Classroom Ratio:				
			Number of Usable classrooms:	1,966	2,685	3,012	3,359
			% in Need of Major Repairs:	34%	23%	18%	14%
			% with insufficient seats:	67%	42%	31%	23%
			% without Good Blackboards:	51%	33%	21%	15%
			Total number of schools:	309	328	332	345
			% of Schools where some Classes are held outside:	18%	8%	4%	2%
			% without health facilities:	29%	21%	18%	13%
	Educational Planning and Management Programme	Improve educational Planning and management					

Data Source: Adamawa State ASC 2018/2019

Sector Objective	Programme	Outcome Deliverable	KPI of Outcome	Baseline (e.g., Value of Outcome in (2017)	Outcome Target		
					2023	2024	2025
Provide and sustain access to quality science and technical education.	Science and Technical Education Programme	Increased access to Science and technical education	Junior Science & Technical Schools:				
			Total Enrolment (JSS)	2,298	3,160	3,570	3,730
			Boys:	1,585	2,054	2,213	2,238
			Girls:	713	1,106	1,357	1,492
			% of Girls	31%	35%	38%	40%
			No. of schools:	9	10	12	12
			Senior Science & Technical Schools				
			Enrolment (SSS):	1,337	1,860	2,240	2,370
			Boys:	943	1,246	1,367	1,422
			Girls:	394	614	673	948
			% Girls:	29%	33%	35%	40%
			No. of Usable classrooms:	79	79	79	79
			Student-classroom Ratio:	17	24	28	30
			% in Need of Major Repairs:	54%	20%	8%	0%
			% with insufficient seats:	91%	62%	35%	0%
			% without Good Blackboards:	70%	40%	20%	0%
			Total number of schools:	10	10	10	10
			% of Schools where some Classes are held outside:	30%	15%	8%	0%
			% without health facilities:	20%	15%	10%	5%
Assure high-quality educational programmes in tertiary institutions of the State that produces highly skilled and motivated graduates that will contribute effectively to the development of the State.	Tertiary Education Programme	Improved quality and relevance of Education	No data source to capture indicators				

Data Source: Adamawa State ASC 2018/2019

Chapter Three: The Development of Sector Strategy

3.1 Outline Major Strategic Challenges in the Sector

Some of the main challenges of the Sector identified during Strategy Sessions are as follows (among others):

1. Inadequate teaching aids, materials and equipment for all age grades of students.
2. Low performance or poor outcome as indicated in external School certificate examinations.
3. Inadequate teaching and non-teaching staff
4. High concentration of teachers in urban areas;
5. Inadequate school infrastructural facilities and equipment and poor maintenance of those available.
6. Non-frequent quality assurance implementation because of lack of adequate logistics and limitations of capacity of the few available staff.
7. Adverse effect of insurgency and other conflict in the State.
8. Poor motivation for teachers
9. Lack of ICT materials and manpower.
10. Poor data management.
11. Inadequate training and re-training of staff.
12. Inadequate community engagement.
13. High rate out of school children
14. Lack of facilitators in non-formal Sector.
15. Poor regulations of private school.
16. Lack of current textbooks for library.

3.2 Strategic Responses to the Challenges

The key steps and strategies the Sector intends to deploy to address the identified challenges in Section 3.1 are presented in Annex 10. The strategies informed the choice of the programmes to be implemented and projects to be executed during this MTSS period of 2023 – 2025.

S/No	Challenges	Strategic Responses
16	Poor regulations of private school.	<ol style="list-style-type: none">1. Proper monitoring and supervision of private schools.2. Regulations of school fees in private schools.3. Government to appreciate and support private schools.4. Sensitize private schools' proprietors to establish functional PTAs and the SBMCs.
17	Lack of current textbooks for library.	<ol style="list-style-type: none">1. Provision and distribution of current textbooks to libraries.2. Sharing of learning materials electronically.

3.3 Sector Financial Resources

Tables 4 to 6 present the financial resources available to education Sector and the projections of recurrent expenditure (personnel and overhead costs).

Table 4: Summary of Year 2021 Sector Budget Data

Item	Approved Budget (N)	Amount Released (N)	Actual Expenditure (N)	Amount Released as % of Approved	Actual Expenditure as % of Releases
Personnel	15,206,610,000	14,562,741,036.82	14,562,741,036.82	95.8%	100%
Overhead	1,356,380,000	1,758,022,424.29	1,758,022,424.29	129.6%	100%
Capital	13,767,174,336	74,500,000	74,500,000	0.5%	100%

From the above table, it shows that in 2021 financial year the releases of personnel cost and overhead cost had reached about 96% and 130% respectively. However, capital expenditure releases in the same financial year was only 0.5%, meaning that, investment in education in term infrastructural facilities for the provision of conducive atmosphere for learning, procurement of instructional materials and equipment, access and quality education were not implemented as planned. It also revealed that priority attention was given to overhead cost which is more or less consumption expenditure. However, the funding of personnel costs for the fiscal year went as planned.

Table 5: Summary of 2022 Sector Budget Data

Item	Approved Budget (N)	Amount Released (N) (Jan – June)	Actual Expenditure (N) (Jan – June)	Amount Released as % of Approved	Actual Expenditure as % of Releases
Personnel	19,680,656,000	5,571,558,252.57	5,571,558,252.57	28.3%	100%
Overhead	504,043,000	425,194,446.91	425,194,446.91	84.4%	100%
Capital	8,357,385,044	265,205,759.50	265,205,759.50	3.2%	100%
Total	33,078,084,044	6,261,958,458.98	6,261,958,458.98	18.9%	100%

Table 5 revealed that in 2022 fiscal year, 74.7% of the total allocation of the Sector was allocated for recurrent expenditure (Personnel and Overhead Costs) and 25.3% was allocated to capital expenditure. As for the releases, out of the total allocation of N33.078 billion combined together for the year, as at the end of second quarter of the year a total of N6.262 billion was released to the Sector. It also indicated that the releases (half-year) for the personnel and overhead costs were 28.3% and 84.4% respectively. Thus, revealed further that only a little over N11.14 billion (equivalent to 56.6%) out of N19.68 billion will be spend for the year for payment of salaries and allowances (due to large number of retirements, deaths and other reasons for exit). The expenditure for overhead cost for the same period (half-year) went as much as N425.19 million (84.4%) out of budgetary allocation of N504.043 million for the year. It also revealed that, out of the capital expenditure allocation of N8.357 billion only N265.206 million (3.2%) was released. This indicated that capital expenditure where most of the policy priorities are implemented did not received much attention in the expenditure from January - June, 2022.

Table 6: Personnel and Overhead Costs – Existing and Projected

Cost Item	Approved 2022	Actual 2022 (Jan-Jun)	Projections (Over MTSS Period)		
			2023	2024	2025
Number of Staff					
Personnel Cost (N'000)	19,680,656	5,571,558	16,748,245	16,769,330	17,322,082
Overhead Cost (N'000)	504,043	425,194	1,413,098	1,074,502	973,607

3.4 Projects Prioritisation

The projects prioritisation was conducted where the priority projects that fit within the indicative budget ceiling allocated to Education Sector were selected. This was done with the use of designed Excel-based Projects Prioritisation and Costing Template. The results of the project prioritisation exercise presented in Table 7.

Table 7: Results of Projects Prioritisation

EDUCATION Medium Term Sector Strategy (MTSS) 2023 - 2025						Main Ministry: MINISTRY OF BASIC EDUCATION AND CAPITAL DEVELOPMENT												
S/N	Project Code (The Code of the Project in the current year's budget. If the Project is new, add 6 zeros)	Project Name (As in the current year's budget or if it is a new project, as you want it to appear in the next year's budget)	Project's Contribution to State Development Plan Goals							Project Status (Ongoing = 3; New = 1)	Likelihood of completion not later than 2025 (2023 = 3; 2024 = 2; 2025 = 1; Beyond 2025 = 0)	Nature of Project (Developmental = 3; Administrative = 1)	Total Score	Project Ranking	Physical Location: Local Government/ Multiple LGAs/ Statewide (Add comment if more than one LGA)	Project Status (Ongoing/ New)	Timelines	
			Agriculture Development	Commerce and Industry Development	Revenue Generation	People Oriented Development	Reconstruction, Rehabilitation, and Resettlement.	Human Capital Development	Social Development and Welfare								Project Commencement Year	Expected Year of Completion
1	90568021032	Completion of 2No. lecture Theatres	3	3	3	3	3	3	3	3	2	3	29	1	Yola North	Ongoing	2022	2026
2	50105170300	Construction of 1No. Classrooms of Primary School	3	3	3	3	3	3	3	3	1	3	28	2	State Wide	Ongoing	2022	2023
3	50105170300	Constr. of 3 Classrooms With Office For ECCDE.	3	3	3	3	3	3	3	3	1	3	28	2	State Wide	Ongoing	2022	2025
4	50105170300	Cont. of VIP Toilets For Primary Sch	3	3	3	3	3	3	3	3	1	3	28	2	State Wide	Ongoing	2022	2026
5	50105170300	Cons. of Science Laboratories & School Clinics	3	3	3	3	3	3	3	3	1	3	28	2	State Wide	Ongoing	2022	2026
6	50168019001	TET Fund Activities	3	3	3	3	3	3	3	3	1	3	28	2	Yola North	Ongoing	2022	2023
7	50168019001	Construction of Male and Female Hostels	3	3	3	3	3	3	3	3	1	3	28	2	Yola North	Ongoing	2022	2025
8	90568021041	TET Fund Activities	3	3	3	3	3	3	3	3	1	3	28	2	Yola North	Ongoing	2022	2023
9	90568021019	Establishment of College of Medical Science Complex	3	3	3	3	3	3	3	3	1	3	28	2	Yola North	Ongoing	2022	2025
10	90568021040	Construction of Faculty of Agriculture Complex	3	3	3	3	3	3	3	3	1	3	28	2	Yola North	Ongoing	2022	2026
11	90568021020	Construction of Faculty of Education	3	3	3	3	3	3	3	3	1	3	28	2	Yola North	Ongoing	2022	2023
12	90568021036	Cosntruction of Post graduate School	3	3	3	3	3	3	3	3	1	3	28	2	Yola North	Ongoing	2022	2026
13	90568021039	Construction of Faculty of Environmental Science Complex	3	3	3	3	3	3	3	3	1	3	28	2	Yola North	Ongoing	2022	2025
14	90568021023	Construction of Laboratory for University Clinic and Furnishing	3	3	3	3	3	3	3	3	1	3	28	2	Mubi North	Ongoing	2022	2025
15	90568021021	Construction of Library Complex	3	3	3	3	3	3	3	3	1	3	28	2	Mubi North	Ongoing	2022	2026
16	90568021037	Construction of Faculty of Social and management Sciences	3	3	3	3	3	3	3	3	1	3	28	2	Mubi North	Ongoing	2022	2026
17	50168021001	Proposed Construction of 2 No. Hostel	3	3	3	3	3	3	3	3	1	3	28	2	Mubi North	Ongoing	2022	2025
18	90568021014	Modification/completion of abandoned Maiha Scie. Sec. School	3	3	3	3	3	3	3	3	1	3	28	2	Mubi North	Ongoing	2022	2026
19	90568021015	Construction of Entrepreneurship centre	3	3	3	3	3	3	3	3	1	3	28	2	Mubi North	Ongoing	2022	2026
20	40168023001	Construction of 4 Blocks Of Hostel	3	3	3	3	3	3	3	3	1	3	28	2	Mubi North	Ongoing	2022	2026
21	50105170300	Procurement of Teachers's Tables With Chairs Prested Type	3	3	3	3	3	3	3	3	1	3	28	2	State Wide	Ongoing	2022	2026
22	50105170100	Renovation of Exam Hall GDSS Betso	3	3	3	3	3	2	3	3	1	3	27	22	Mubi North	Ongoing	2022	2024
23	50105170100	Safe School Initiative (SSI)	3	3	3	3	3	2	3	3	1	3	27	22	State Wide	Ongoing	2022	2022

EDUCATION Medium Term Sector Strategy (MTSS) 2023 - 2025					Main Ministry: MINISTRY OF BASIC EDUCATION AND CAPITAL DEVELOPMENT														
S/N	Project Code (The Code of the Project in the current year's budget. If the Project is new, add 6 zeros)	Project Name (As in the current year's budget or if it is a new project, as you want it to appear in the next year's budget)	Project's Contribution to State Development Plan Goals							Project Status (Ongoing = 3; New = 1)	Likelihood of completion not later than 2025 (2023 = 3; 2024 = 2; 2025 = 1; Beyond 2025 = 0)	Nature of Project (Developmental = 3; Administrative = 1)	Total Score	Project Ranking	Physical Location: Local Government/ Multiple LGAs/ Statewide (Add comment if more than one LGA)	Project Status (Ongoing/ New)	Timelines		
			Agriculture Development	Commerce and Industry Development	Revenue Generation	People Oriented Development	Reconstruction, Rehabilitation, and Resettlement.	Human Capital Development	Social Development and Welfare								Project Commencement Year	Expected Year of Completion	
24	50105170100	Re-construction of fence wall at GGSSS M/Belwa	3	3	3	3	2	3	3	3	1	3	27	22	Mayo Belwa	Ongoing	2022	2025	
25	50105170100	Renovation of Storm and Fire Damages in Schools Generally	3	3	3	3	2	3	3	3	1	3	27	22	State Wide	Ongoing	2022	2026	
26	50105170100	Renovation of GSS Hong	3	3	3	3	2	3	3	3	1	3	27	22	Hong	Ongoing	2022	2023	
27	50205170100	Renovation of GSS Mubi	3	3	3	3	2	3	3	3	1	3	27	22	Gombi	Ongoing	2022	2024	
28	50105170100	Renovation of GMMC Yola	3	3	3	3	2	3	3	3	1	3	27	22	Yola North	Ongoing	2022	2025	
29	50205170100	Renovation of GGSS Yola	3	3	3	3	2	3	3	3	1	3	27	22	Yola North	Ongoing	2022	2025	
30	50168003001	Constr. Of two Laboratory, two lecture halls and 5 offices for Agricultural Technology (AGT) at Ganye	3	3	3	3	2	3	3	3	1	3	27	22	Ganye	Ongoing	2022	2026	
31	50168003001	Constr. Of two Laboratory, two lecture halls and 5 offices for Forestry Technology (FOT) at Adamawa State College	3	3	3	3	2	3	3	3	1	3	27	22	Ganye	Ongoing	2022	2026	
32	50168003001	Constr. of two laboratories, two drawing studio,two lecture halls and 5 offices for Department of Agricultural Bio-Technology	3	3	3	3	2	3	3	3	1	3	27	22	Ganye	Ongoing	2022	2026	
33	50168003001	Construction of 1No.650m2 Extension department Building	3	3	3	3	2	3	3	3	1	3	27	22	Ganye	Ongoing	2022	2026	
34	50168003001	Construction of 1No.510m2 Multipurpose theatre	3	3	3	3	2	3	3	3	1	3	27	22	Ganye	Ongoing	2022	2026	
35	50168003001	Construction of 1No.961m2 Library Building	3	3	3	3	2	3	3	3	1	3	27	22	Ganye	Ongoing	2022	2026	
36	50168003001	construction of 2NO Lab, 2 Drawing studios, 2 Lecture halls and 5 offices for Dept of Agric Tech Plus at Ganye	3	3	3	3	2	3	3	3	1	3	27	22	Ganye	Ongoing	2022	2026	
37	50168003001	contruction of 2 Lab, 2 Drawing Boards, 2 lecture halls and 5 office for Dept of animal health tech at Ganye	3	3	3	3	2	3	3	3	1	3	27	22	Ganye	Ongoing	2022	2026	
38	50168003001	construction of 2lab, 2 drawing boards and 2 lecture halls and 5 offices for Dept of Forestry Technology plus at Ganye	3	3	3	3	2	3	3	3	1	3	27	22	Ganye	Ongoing	2022	2026	
39	50168003001	Construction of 2NO. Of lab, 2 drawing studio, 2 lecture hall and 5 office at Ganye	3	3	3	3	2	3	3	3	1	3	27	22	Ganye	Ongoing	2022	2026	
40	50168004011	Procurement of 2000 No. Units of Class room Furniture	3	3	3	3	2	3	3	3	1	3	27	22	Ganye	Ongoing	2022	2026	
41	50168004011	Procurement of Library Books & Equipments	3	3	3	3	2	3	3	3	1	3	27	22	Ganye	Ongoing	2022	2026	
42	50168018001	TET Fund Activities	3	3	3	3	2	3	3	3	1	3	27	22	Yola North	Ongoing	2022	2023	
43	50168019001	Sinking of 5No. Industrial & 15No. Solar boreholes	3	3	3	3	2	3	3	3	1	3	27	22	Yola North	Ongoing	2022	2023	
44	90568021027	Supply and Installation of lecture Seats	3	3	3	3	2	3	3	3	1	3	27	22	Yola North	Ongoing	2022	2026	
45	90568021022	Provision of Laboratory equipment	3	3	3	3	2	3	3	3	1	3	27	22	Yola North	Ongoing	2022	2026	
46	50168021001	Completing ICT Centre (On Going)	3	3	3	3	2	3	3	3	1	3	27	22	Mubi North	Ongoing	2022	2026	

EDUCATION Medium Term Sector Strategy (MTSS) 2023 - 2025					Main Ministry: MINISTRY OF BASIC EDUCATION AND CAPITAL DEVELOPMENT													
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47	90568021025	Construction of Staff Quarters	3	3	3	3	3	2	3	3	1	3	27	22	Mubi North	Ongoing	2022	2024
48	90568021028	Supply and Installation of Teaching and Research Facilities	3	3	3	3	2	3	3	3	1	3	27	22	Mubi North	Ongoing	2022	2026
49	50168004011	Procurement of Office Equipments	3	3	3	3	2	3	3	3	3	1	27	22	Ganye	Ongoing	2022	2026
50	50168004011	Procurement of Office Furniture and Equipments	3	3	3	3	2	3	3	3	3	1	27	22	Ganye	Ongoing	2022	2026
51	50168018001	Road Rehabilitation Main Campus	3	3	3	3	2	3	3	3	1	3	27	22	Yola North	Ongoing	2022	2024
52	90568021016	Procuremnt of tools and Equipmnt for enterpreneurship centre	3	3	3	3	1	3	3	3	1	3	26	52	Yola North	Ongoing	2022	2026
53	50105170100	Procurement of School Furniture General	3	3	3	3	1	3	3	3	1	3	26	52	State Wide	Ongoing	2022	2026
54	50105170100	Supply of Text Books for IDPs	3	3	3	3	1	3	3	3	1	3	26	52	State Wide	Ongoing	2022	2026
55	50105170100	Construction of Villanova GSS Numan	3	3	3	3	1	3	3	3	1	3	26	52	Numan	Ongoing	2022	2023
56	50105170100	Constr. of Exam Hall at Science Sec. Sch. Sugu	3	3	3	3	1	3	3	3	1	3	26	52	Ganye	Ongoing	2022	2024
57	50105170100	Procurement of instructional materials	3	3	3	3	1	3	3	3	1	3	26	52	State Wide	Ongoing	2022	2026
58	50105170100	Purchase of white coloured schools chalks for snr. Secondary	3	3	3	3	1	3	3	3	1	3	26	52	State Wide	Ongoing	2022	2026
59	50105170100	Pur./Proc. of WAEC Science Practical Chem. & Reagents	3	3	3	3	1	3	3	3	1	3	26	52	State Wide	Ongoing	2022	2026
60	50105170100	Procurement of Technical equipments for Technical Schools	3	3	3	3	1	3	3	3	1	3	26	52	State Wide	Ongoing	2022	2025
61	50105170300	Construction of Hostel Dinning Hall With Kitchen to JSS	3	3	3	3	1	3	3	3	1	3	26	52	State Wide	Ongoing	2022	2025
62	50105170900	Reconst. & Fencing of women development centre at malamre	3	3	3	3	1	3	3	3	1	3	26	52	Yola North	Ongoing	2022	2023
63	90568021017	Procuremnt of 224Nos.HP 600m Micro Tower 3.0GHZ 4GB RAM 50GD	3	3	3	3	1	3	3	3	1	3	26	52	Yola North	Ongoing	2022	2025
64	90568021004	Extension of Water/Electricity Supply	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026
65	90568021013	Construction of conference center (400-500 seat capacity)	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026
66	90568021008	Prov of Research &Teaching Facilities(Farm Edu Res Cent etc)	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026
67	90568021010	Teaching and Research Facilities/Equipment	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026
68	90568021043	Training Capacity Building and Human Capital	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026

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69	90568022018	Special Scholarship	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026
70	90568022022	Foreign scholarship	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026
71	90568022001	Students Scholarship Allowance	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026
72	90568022016	Establishment of ICT Centre	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026
73	90568022017	Federal Related Scholarship (BEA	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026
74	90568022020	Aviation Related Courses	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2025
75	90568022021	Grants from Donors Org. -Scholarship Trust	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026
76	40168023001	Demonstration Equipment	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026
77	40168023001	Reticulation Water	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026
78	40168023001	Construction of Auditorium	3	3	3	3	1	3	3	3	1	3	26	52	Mubi North	Ongoing	2022	2026
79	50168018001	Design of Master Plan of Jambutu Campus	3	3	3	3	1	3	3	3	3	1	26	52	Yola North	Ongoing	2022	2025
80	50105170800	Purchase of 30No. Laptops for E-Library	3	3	3	3	0	3	3	3	1	3	25	80	State Wide	Ongoing	2022	2026
81	50105170100	Quality assurance management in all schools in the state	3	3	3	3	0	3	3	3	1	3	25	80	State Wide	Ongoing	2022	2023
82	50105170100	COVID-19 E-Learning Activities	3	3	3	3	1	3	2	3	1	3	25	80	State Wide	Ongoing	2022	2026
83	50168003001	Constr. Of two Laboratory, two lecture halls and 5 offices for Animal Health and Production Dept (AHP) at Ganaye	3	3	3	3	2	3	3	3	1	1	25	80	Ganye	Ongoing	2022	2026
84	50168003001	Construction of 1No.736m2 Hostel block per hostel	3	3	3	3	2	3	3	3	1	1	25	80	Ganye	Ongoing	2022	2026
85	50168004011	Extention of fence wall and increase of existing fence wall height at new permanent site	3	3	3	3	2	3	3	3	1	1	25	80	Ganye	Ongoing	2022	2026
86	50168018001	Wall Fencing of Jambutu Campus	3	3	3	3	2	3	3	3	1	1	25	80	Yola North	Ongoing	2022	2023
87	50168018001	Renovation of School Buildings	3	3	3	3	2	3	3	3	1	1	25	80	Yola North	Ongoing	2022	2026
88	50168019001	Water Project	3	3	3	3	1	3	2	3	1	3	25	80	Yola North	Ongoing	2022	2023
89	50168019001	Construction of Comprehensive Surface tank Main Campus	3	3	3	3	1	3	2	3	1	3	25	80	Yola North	Ongoing	2022	2023
90	40168023001	Library Books	3	3	3	3	0	3	3	3	1	3	25	80	Mubi North	Ongoing	2022	2023

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91	90568021024	Constr of Sasaka Building for Agricultural Economics& Extention	3	3	3	2	1	3	2	3	1	3	24	91	Yola North	Ongoing	2022	2024	
92	50105176400	Purchase of 12No. Computer Sets	2	2	2	3	0	3	3	3	3	3	24	91	Yola North	Ongoing	2022	2024	
93	50105176400	Installation of Internet Facilities	2	2	2	3	0	3	3	3	3	3	24	91	Yola North	Ongoing	2022	2024	
94	90568021026	Provi of Furniture&Eqiupt for C/r,theatre, Lab.Office,Hostel	3	3	3	3	1	3	3	3	1	1	24	91	Mubi North	Ongoing	2022	2026	
95	90568021006	Major Maintenance of Buildings	3	3	3	3	1	3	3	3	1	1	24	91	Mubi North	Ongoing	2022	2026	
96	90568021034	NUC Accreditation and Academic Facilities	2	2	2	3	1	3	3	3	1	3	23	96	Mubi North	Ongoing	2022	2026	
97	90568021029	Renovation of Academic Buildings	2	2	2	2	2	3	3	3	1	3	23	96	Mubi North	Ongoing	2022	2026	
98	50105170100	UNICEF -Ministry of Education	3	3	3	3	0	3	1	3	1	3	23	96	State Wide	Ongoing	2022	2026	
99	50168019001	Electricity Connection to Academic Area etc	3	3	3	3	2	2	2	3	1	1	23	96	Yola North	Ongoing	2022	2023	
100	50168019001	Construction of 5km fencing of the College	3	3	3	3	1	2	3	3	1	1	23	96	Yola North	Ongoing	2022	2023	
101	90568021012	Construction And Establishment of Faculty of Law	1	1	1	3	3	3	3	3	1	3	22	101	Yola North	Ongoing	2022	2026	
102	90568021011	Estab. of Faculty of Arts at Former School of Health Site	1	1	1	3	3	3	3	3	1	3	22	101	Mubi North	Ongoing	2022	2024	
103	50168004011	Constr of 1No.Block of One Storey Building of 2No. Exam Hall	1	1	2	3	2	3	3	3	1	3	22	101	Ganye	Ongoing	2022	2026	
104	50105170800	Purch/Install. of e-Library in Adamawa Library headquarter and maint	3	3	3	2	0	3	1	3	1	3	22	101	State Wide	Ongoing	2022	2026	
105	50168001014	Establishment/Provision of EMIS unit in the Ministry	2	2	2	3	0	3	2	3	1	3	21	105	Yola North	Ongoing	2022	2025	
106	000003	Conduct high level advocacy on budget increase and releases	3	3	3	3	0	1	3	1	3	1	21	105	State Wide	New	2023	2024	
107	90568021018	Procurement of 2No. of 100KVA generator	1	1	1	3	0	3	3	3	1	3	19	107	Yola North	Ongoing	2022	2025	
108	50105170100	Payment of WAEC, NECO, NABTEB and BECE Exams	2	2	2	2	0	3	3	3	1	1	19	107	State Wide	Ongoing	2022	2026	
109	50105170800	Provision of internet service at e-library	2	2	2	2	0	3	1	3	1	3	19	107	State Wide	Ongoing	2022	2026	
110	50168001014	Renovation of Offices in the Ministry of Tertiary and Professional Education	0	0	0	3	3	3	3	3	2	1	18	110	Yola North	Ongoing	2022	2024	
111	50105176400	Renovation of 4No. Office Blocks at Headquarters	0	0	0	3	3	3	3	3	1	1	17	111	Yola North	Ongoing	2022	2025	
112	50105176400	Renovation of 4No. Office Blocks at Hqtrs	0	0	0	3	3	3	3	3	1	1	17	111	Yola North	Ongoing	2022		
113	50105171000	Construction of 5No. PPSMB Zonal Offices at Yola, Ganye, Mubi	0	0	0	3	0	3	3	3	1	3	16	113	Multiple LGAs	Ongoing	2022	2025	

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114	50205171000	Provision of Internet Facilities at PPSMB Headquarters	0	0	0	3	0	3	3	3	1	3	16	113	Yola North	Ongoing	2022	2026	
115	50105171000	Rehab. of 3No. Office blocks with 21 offices each PPSMB HQ	0	0	0	3	2	3	3	3	1	1	16	113	Yola North	Ongoing	2022	2024	
116	50168001014	Estab of Internet facilities in the Ministry of Higher Ed	0	0	0	3	0	3	3	3	3	1	16	113	Yola North	Ongoing	2022	2024	
117	50168004011	Renov of 1No. Bkls of 13No. Offices with 7No. Toilets each a	0	0	0	3	2	3	3	3	1	1	16	113	Ganye	Ongoing	2022	2025	
118	50105170100	Payment of WACE, NECO registration for SEP, SSI and SEC	1	1	1	2	0	3	3	3	1	1	16	113	State Wide	Ongoing	2022	2026	
119	50205170100	Payment For Student Exchange Program	1	1	1	2	0	3	3	3	1	1	16	113	State Wide	Ongoing	2022	2026	
120	000001	Sensitization of teachers and students on emergency measures in the event of attack	2	2	0	3	0	3	3	1	1	1	16	113	State Wide	New	2023	2025	
121	000002	Train teachers and students on drills and other safety measures during attack	2	2	0	3	0	3	3	1	1	1	16	113	State Wide	New	2023	2025	
122	50168004011	Procurement of Toyota Corolla model 2013	0	0	0	3	0	3	3	3	2	1	15	122	Ganye	Ongoing	2022	2024	
123	50168004011	Procurement of Toyota Camry salon 2015 model 2	0	0	0	3	0	3	3	3	2	1	15	122	Ganye	Ongoing	2022	2025	
124	50168004011	Procurement of Cooling Systems	0	0	0	3	0	3	3	3	2	1	15	122	Ganye	Ongoing	2022	2025	
125	50105170100	Conduct of Biometric data on Schools	0	0	0	3	1	3	3	3	1	1	15	122	State Wide	Ongoing	2022	2026	
126	90568021035	Provision of Security Facilities	0	0	0	3	1	3	3	3	1	1	15	122	Yola North	Ongoing	2022	2026	
127	90568021038	Consultancy services	0	0	0	3	1	3	3	3	1	1	15	122	Mubi North	Ongoing	2022	2025	
128	90568021033	School Land scaping and Fencing	0	0	0	3	1	3	3	3	1	1	15	122	Mubi North	Ongoing	2022	2026	
129	40168023001	Purchase of Motor Vehicles	0	0	0	3	0	2	3	3	3	1	15	122	Mubi North	Ongoing	2022	2026	
130	50105176400	Purchase of 1No.Multi-functional printer-Mx Sharp	0	0	0	3	0	3	3	3	1	1	14	130	Yola North	Ongoing	2022	2026	
131	40168023001	Sport Centre	0	0	0	3	1	2	3	3	1	1	14	130	Mubi North	Ongoing	2022	2026	
132	50105170800	Purchase of 52No. Standard Reading Chairs	2	2	0	2	0	3	0	3	1	1	14	130	State Wide	Ongoing	2022	2026	
133	50168019001	Road construction from main gate to Administrative block	0	0	0	2	1	2	3	3	1	1	13	133	Yola North	Ongoing	2022	2023	
134	90568021009	Recreational Centers & Social Amenities	0	0	0	2	1	2	3	3	1	1	13	133	Mubi North	Ongoing	2022	2025	
135	40168023001	Construction of Bursary/Store Block	0	0	0	2	1	2	3	3	1	1	13	133	Mubi North	Ongoing	2022	2026	

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136	90568022019	Consultancy services	0	0	0	3	0	1	3	3	1	1	12	136	Mubi North	Ongoing	2022	2026
137	90568021003	Construction of Roads And Drainages (On Going Project)	0	0	0	2	1	2	2	3	1	1	12	136	Mubi North	Ongoing	2022	2026
138	50105170800	Purchase of 1No. 3-Horse power standing A/C for e-Library	0	0	0	2	0	2	1	3	3	1	12	136	State Wide	Ongoing	2022	2026
139	50105170100	Annual Natn council on edu act being handled 3ce annually	0	0	0	1	0	2	3	3	1	1	11	139	State Wide	Ongoing	2022	2026
140	50105170900	Purchase of Start up kits & Literacy Day Celebration	0	0	0	1	0	3	2	3	1	1	11	139	State Wide	Ongoing	2022	2026
141	40168023001	Landscaping of Admin Block/Construction of car park	0	0	0	2	0	1	3	3	1	1	11	139	Mubi North	Ongoing	2022	2026
142	50105176400	Purchase of 10No. File Cabinets	1	1	0	1	0	1	0	3	3	1	11	139	Yola North	Ongoing	2022	2025
143	50105170800	Purch of Dewey Decimal Classification (DDC) for 4No. Division	0	0	0	2	0	3	0	3	1	1	10	143	State Wide	Ongoing	2022	2025
144	50105170800	Purch of Catalogue Card Cabinet for 4No. Divisional Libraries	0	0	0	2	0	3	0	3	1	1	10	143	State Wide	Ongoing	2022	2026
145	90568021005	Plants Equipment and Motor Vehicles	0	0	0	2	0	1	2	3	1	1	10	143	Yola North	Ongoing	2022	2025
146	90568021042	Acquisition of Landed and Physical structures	0	0	0	2	0	1	2	3	1	1	10	143	Yola North	Ongoing	2022	2024
147	90568021030	Furnishing of Academic Buildings	0	0	0	1	0	1	3	3	1	1	10	143	Yola North	Ongoing	2022	2025
148	50105170800	Purchase of 13No. Standard Reading Carrel	1	1	0	2	0	1	0	3	1	1	10	143	State Wide	Ongoing	2022	2026
149	50105170900	Constr. of 1 No. block of 5 Offices With a Boardroom at Hqtrs	0	0	0	1	2	1	0	3	1	1	9	149	Yola North	Ongoing	2022	2024
150	50105170800	Purchase of 10No. Shelves	0	0	0	2	0	1	0	3	1	1	8	150	State Wide	Ongoing	2022	2026
151	50105170100	Payment of consultancy services	0	0	0	1	0	1	1	3	1	1	8	150	State Wide	Ongoing	2022	2026
152	90568021007	Environment/Landscaping	0	0	0	1	0	1	1	3	1	1	8	150	Yola North	Ongoing	2022	2026
153	40168023001	Construction of Car Parks at College of Health Tech. Michika	0	0	0	1	0	1	1	3	1	1	8	150	Mubi North	Ongoing	2022	2024
154	50105170800	Renovation of Offices at Headquarters	0	0	0	1	0	1	0	3	1	1	7	154	Yola North	Ongoing	2022	2026
155	50168001014	Procurement of furnitures and office equipments in the Ministry	0	0	0	1	0	1	0	3	1	1	7	154	State Wide	Ongoing	2022	2026
156	50168001014	Purchase of 5 desktop & 2 Laptop Computers with Printers (HP)	0	0	0	1	0	1	0	3	1	1	7	154	State Wide	Ongoing	2022	2026
157	50168001014	purchase of 1 Generator power plan (Malkano SP100)	0	0	0	1	0	1	0	1	3	1	7	154	State Wide	New	2022	2024
158	50105176400	Production of 1No. of Junior and Senior Secondary School	0	0	0	0	0	0	0	1	1	1	3	158	State Wide	New	2022	2026

3.5 Contributions from Sector's Development Partners

The Sector has been enjoying the support of Federal Government, Local Governments in the State, Development Partners, Private individuals, Non-governmental organizations (NGOs) and Civil Society Organizations (CSOs) and Community based Organizations (e.g. religious and traditional leaders). The Federal Government intervention such as UBEC intervention for the implementation of Basic Education, TETFund for implementation of academic related programme of Tertiary institutions greatly contribute to the development of education in the State. Better Education Service Delivery for All (BESDA) and Global Partnership on Education which come to the State as grants has contributed a lot to the increase access, enrolment and improvement quality of education in the State. The intervention and support of Development Partners such as UNICEF and USAID/State2State had meaningful impacted on the improvement of educational system and management in the State.

The private individuals establish private schools within easy reach of pupils and students thereby contribute in increasing access, quality and relevance. The contribution of SBMCs in the management of schools, and PTAs, religious and traditional rulers supported education in the State by bridging communication gaps, in enlightenment and awareness creation of the parents and entire community. Some of the supports extended in term of grants by Development Partners are shown in Table 8.

Table 8: Grants and Development Partners' Funding

Source / Description of Grant	Amount Expected (N)			Counterpart Funding Requirements (N)		
	Year 2023	Year 2024	Year 2025	Year 2023	Year 2024	Year 2025
Better Education Service Delivery for All (BESDA)	50,000,000	577,500,000	577,500,000			
Safe School Initiative (SSI)	10,000,000	23,100,000	23,100,000			
TET FUND	300,000,000	2,000,000,000	2,000,000,000			
Global Partnership for Education	300,000,000	1,097,250,000	1,097,250,000			
UNICEF -Ministry of Education	5,500,000	5,775,000	5,775,000			
Total	665,500,000	3,703,625,000	3,703,625,000			

3.6 Programme Connections Between Sectors

The Adamawa Education Sector is robust and its programmes have strong connections with almost all sectors. The Sector provides avenue for building the capacity of people working in other sectors and provides ample manpower that are employed in all sectors. Its programme therefore cut across all sectors in the State and contributes to the implementation of their mandates. These include Health sector managing the schools health clinics, WASH sector

provides water and sanitation facilities in schools, Works sector handle the provision of access roads, etc.

3.7 Identification and Treatment of Cross-cutting Projects

Cross cutting projects are projects that go beyond one Sector. Some of the education Sector projects that are cross cutting in nature include:

- Provision of WASH facilities at Primary schools: Collaborate with WASH Sector.
- Polio Vaccination for pupil under 5 years at ECCD: Conducted by State Primary Health Care Agency
- Provision of School clinics: Ministry construct the clinics with professional advice from Health Sector and after completion the clinics are manage by staff on posting from health Sector.
- Provision of access roads in the school by Ministry of Works.

3.8 Sector's Strategic Priorities

The vision and mission of Adamawa State have clearly defined the State's strategic priorities which are consistent with those highlighted in the strategy session. These are grouped and clearly shown below:

- Construction of additional classrooms in existing schools and establishing new ones to increased access to pre-primary/ECCDE, primary, junior secondary and Science& technical education.
- Continuous teacher professional development through trainings and certifications.
- Recruit and deploy teachers across the State in all levels of education.
- Provision of learning/instructional materials
- Provision of high-quality infrastructure to help learners to optimise learning, and thus improves learners' academic performances and reduces dropout rates.
- Strengthen school managers (SBMC members, principals and, head teachers) to support schools effectively through trainings, short courses and workshops.
- Resource mobilization to attract and increase funding for general education from Government, local Government councils and Development Partners.

3.9 Outline of Key Strategies

The projects that Education Sector will implement to deliver the outcomes specified for the respective programmes in Table 2, which are directly derive from the strategic responses specified in Section 3.2 and Sector priorities specified in Section 3.7 are shown in Table 9 below:

Table 9: Summary of projects' expenditures and output measures

Outcome	Project / Activity Title	Amount Spent on The Project So Far (N)	Budgeted Expenditure / Cost (N)			Output	Output KPI	Baseline (Output Value in 2017)	Output Target			Project's Budget Code	MDA Responsible
			2023	2024	2025				2023	2024	2025		
Access and inclusiveness in Basic education increased.	Construction of Classrooms With Office For ECCDE.		211,000,000	660,000,000	808,500,000	Classroom constructed	No. and % level of completion						AD SUBEB
	Construction of 1No. Classroom of Primary School		422,000,000	880,000,000	1,039,500,000	Classroom constructed	No. and % level of completion						AD SUBEB
	Construction of Hostel Dinning Hall With Kitchen to JSS		10,000,000	10,000,000	10,000,000	Hostel, Dinning Hall With Kitchen constructed	No. and % level of completion						AD SUBEB
	Cont. of VIP Toilets for Primary School		25,000,000	56,000,000	72,000,000	VIP Toilets constructed	No. and % level of completion						AD SUBEB
	Procurement of Teachers's Tables With Chairs Prested Type		-	5,000,000	-	Teachers' Tables with chairs prested type procured	No. of Teachers' Tables with chairs						AD SUBEB
Access to basic and Non-formal education increased	Constr. of 1 No. blk of 5 Offices With a Boardroom at Hqtrs		10,000,000	10,000,000	10,000,000	Block of Offices with a Boardroom constructed	% level of completion						Adamawa State Mass Education Board (ADSMEB)
	Reconst. & Fencing of women development centre at malamre		10,000,000	10,000,000	10,000,000	Women development centre fenced	% level of completion						Adamawa State Mass Education Board (ADSMEB)
	Purchase of Start up kits & Literacy Day Celebration		40,000,000	40,000,000	40,000,000	Start up kits purchased & Literacy Day Celebrated	No. of Start up kits purchased and used						Adamawa State Mass Education Board (ADSMEB)
Performance of students in all external examination improved	Procurement of instructional materials		30,000,000	50,000,000	50,000,000	Instructional materials procured	Cartons of Instructional materials						Min. of Educ. & Human Capital Devpt.
	Purchase of white coloured schools chalks for snr. Secondary		50,000,000	50,000,000	50,000,000	White coloured schools chalks procured	Catons of White coloured schools chalks						Min. of Educ. & Human Capital Devpt.
	Construction of Villanova GSS Numan		400,000,000	300,000,000	300,000,000	Villanova GSS Numan constructed	No. of classrooms constructed						Min. of Educ. & Human Capital Devpt.
	Renovation of Exam Hall GDSS Betso		10,000,000	23,100,000	23,100,000	Exam Hall renovated	Exam Hall renovated						Min. of Educ. & Human Capital Devpt.
	Procurement of School Furniture General		250,000,000	350,000,000	380,000,000	School Furniture procured	No. of School Furniture						Min. of Educ. & Human Capital Devpt.

Outcome	Project / Activity Title	Amount Spent on The Project So Far (N)	Budgeted Expenditure / Cost (N)			Output	Output KPI	Baseline (Output Value in 2017)	Output Target			Project's Budget Code	MDA Responsible
			2023	2024	2025				2023	2024	2025		
	Safe School Initiative (SSI)		65,000,000	65,000,000	65,000,000	Safe School Initiative (SSI) implemented	No. of schools supported						Min. of Educ. & Human Capital Devpt.
	Renovation of Storm and Fire Damages in Schools Generally		150,000,000	150,000,000	50,000,000	Storm and Fire damages renovated	No. of classrooms affected Storm and Fire damages renovated						Min. of Educ. & Human Capital Devpt.
	Renovation of GSS Hong		150,000,000	150,000,000	50,000,000	GSS Hong renovated	No. of classroom blocks renovated						Min. of Educ. & Human Capital Devpt.
	Renovation of GSS Mubi		150,000,000	160,000,000	50,000,000	Renovation of GSS Mubi	No. of classroom blocks renovated						Min. of Educ. & Human Capital Devpt.
	Renovation of GMMC Yola		150,000,000	200,000,000	50,000,000	GMMC Yola renovated	No. of classroom blocks renovated						Min. of Educ. & Human Capital Devpt.
	Renovation of GGSS Yola		20,000,000	70,000,000	20,000,000	Renovation of GGSS Yola	No. of classroom blocks renovated						Min. of Educ. & Human Capital Devpt.
	COVID-19 E-Learning Activities		30,000,000	80,000,000	5,000,000	COVID-19 E-Learning Activities conducted	No. of subject and programmes aired						Min. of Educ. & Human Capital Devpt.
Planning and management of education improved	UNICEF -Ministry of Education		50,500,000	65,000,000	5,000,000	UNICEF-supported projects implemented	No. of schools reached and benefitted						Min. of Educ. & Human Capital Devpt.
	Conduct of Biometric data on Schools		5,000,000	5,000,000	5,000,000	Biometric exercise for schools conducted	No. of people covered						Min. of Educ. & Human Capital Devpt.
	Payment of consultancy services		100,000,000	150,000,000	150,000,000	Consultancy services paid	Amount paid as consultancy fees						Min. of Educ. & Human Capital Devpt.
	Payment of WACE, NECO registration for SEP, SSI and SEC		25,000,000	35,000,000	35,000,000	WACE, NECO registration for SEP, SSI and SEC paid	Amount paid for WACE, NECO registration for SEP, SSI and SEC						Min. of Educ. & Human Capital Devpt.
	Payment For Student Exchange Program		-	20,000,000	35,000,000	Student Exchange Program paid	Amount paid for Students Exchange Program						Min. of Educ. & Human Capital Devpt.
	Annual National council on education		40,000,000	40,000,000	40,000,000	Annual Natn council on education attended	No. of state delegate attended						Min. of Educ. & Human Capital Devpt.

Outcome	Project / Activity Title	Amount Spent on The Project So Far (N)	Budgeted Expenditure / Cost (N)			Output	Output KPI	Baseline (Output Value in 2017)	Output Target			Project's Budget Code	MDA Responsible
			2023	2024	2025				2023	2024	2025		
	Payment of WAEC, NECO, NABTEB and BECE Exams		250,000,000	400,000,000	450,000,000	WAEC, NECO, NABTEB and BECE Exams paid	Amount paid for WAEC, NECO, NABTEB and BECE Exams paid						Min. of Educ. & Human Capital Devpt.
	Construction of 5No. PPSMB Zonal Offices at Yola, Ganye, Mub		5,000,000	5,000,000	5,000,000	PPSMB Zonal Offices constructed	No. of Offices constructed						Post Primary Schools Mgt Board
	Provision of Internet Facilities at PPSMB Headquarters		35,000,000	35,000,000	5,000,000	Internet Facilities at PPSMB Headquarters provided	No. of offices connected with Internet Facilities						Post Primary Schools Mgt Board
	Rehab. of 3No. Office blocks with 21 offices each PPSMB HQ		5,500,000	5,500,000	5,500,000	Office blocks rehabilitated	No. and % level of completion						Post Primary Schools Mgt Board
	Purchase of 12No. Computer Sets		1,000,000	2,000,000	500,000	Computer Sets purchased	No. of Computer Sets						Education Resource Centre
	Installation of Internet Facilities		40,000,000	70,000,000	60,000,000	Internet Facilities installed	No. of offices connected						Education Resource Centre
	Renovation of 4No. Office Blocks at Headquarters		-	15,000,000	5,000,000	Office Blocks renovated	No. and % level of completion						Education Resource Centre
	Renovation of 4No. Office Blocks at Hqtrs		10,000,000	10,000,000	10,000,000	Office Blocks renovated	No. and % level of completion						Education Resource Centre
	Purchase of 1No. Multi-functional printer-Mx Sharp		8,550,000	8,550,000	8,550,000	Multi-functional printer-Mx Sharp purchased	Specification of printer						Education Resource Centre
	Purchase of 30No. Laptops for E-Library		15,000,000	50,000,000	50,000,000	Laptops for E-Library purchased	No. of Laptops for E-Library						Adamawa State Library Board
	Purchase of 10No. Shelves		5,000,000	10,000,000	-	Shelves purchased	No. of Shelves						Adamawa State Library Board
	Purchase of 52No. Standard Reading Chairs		57,000,000	100,000,000	43,000,000	Standard Reading Chairs purchased	No. of Standard Reading Chairs						Adamawa State Library Board
	Renovation of Offices at Headquarters		11,000,000	11,000,000	11,000,000	Office Blocks renovated	% level of completion						Adamawa State Library Board
	Provision of internet service at e-library		8,000,000	8,000,000	8,000,000	Internet service at e-library provided	No. of Internet service point of e-library						Adamawa State Library Board

Outcome	Project / Activity Title	Amount Spent on The Project So Far (N)	Budgeted Expenditure / Cost (N)			Output	Output KPI	Baseline (Output Value in 2017)	Output Target			Project's Budget Code	MDA Responsible
			2023	2024	2025				2023	2024	2025		
	Purch/Install. of e-Library in Adamawa Lib hqtrs and maint		2,500,000	25,000,000	2,500,000	E-Library purchased and installed	No. of study points installed with e-						Adamawa State Library Board
	Conduct high level advocacy on budget increase and releases		10,000,000	25,000,000	-	High level advocacy on budget increase and releases conducted	No. of Top policy makers and influencers reached						Min. of Educ. & Human Capital Devpt.
	Sensitization of teachers and students on emergency measures in the event of attack		-	30,000,000	40,000,000	Teachers and students sensitized on emergency measures in the event of attack	No. of teachers and students sensitized						Min. of Educ. & Human Capital Devpt.
	Train teachers and students on drills and other safety measures during attack		18,000,000	-	-	Teachers and students trained	No. of teachers and students trained						Min. of Educ. & Human Capital Devpt.
Provide and sustain access to quality science and technical education.	Proc. of WAEC Science Practical Chem. & Reagents		80,000,000	180,000,000	100,000,000	WAEC Science Practical Chem. & Reagents procured	Quantity WAEC Science practical Reagents						Min. of Educ. & Human Capital Devpt.
	Cons. of Science Laboratories.& School Clinics		20,000,000	500,000,000	500,000,000	Science Labs.& School Clinics	No. and % level of completion						Min. of Educ. & Human Capital Devpt.
	Procurement of Technical equipments for Technical Schools		50,000,000	50,000,000	30,000,000	Technical equipment procured	No. Technical equipment procured						Min. of Educ. & Human Capital Devpt.
	Constr. of Exam Hall at Science Sec. Sch. Sugu		240,000,000	350,000,000	400,000,000	Exam Hall constructed	Exam Hall constructed						Min. of Educ. & Human Capital Devpt.
	Re-Construction of fence wall at GGSSS M/Belwa		250,000,000	350,000,000	200,000,000	Wall fence re-constructed	Wall fence re-constructed						Min. of Educ. & Human Capital Devpt.
Quality and Relevance improved	Constr. Of two Laboratory, two lecture halls and 5 offices for Animal Health and Production Dept (AHP) at		19,048,600	22,000,000	25,000,000	Laboratories, lecture halls and offices constructed	No. and % level of completion						College of Agriculture
	Constr. Of two Laboratory, two lecture halls and 5 offices for Agricultural Technology (AGT) at Ganye		10,000,000	80,000,000	20,000,000	Laboratories, lecture halls and offices constructed	No. and % level of completion						College of Agriculture
	Constr. Of two Laboratory, two lecture halls and 5 offices for Forestry Technology (FOT) at Adamawa State College of Agriculture Ganye		20,000,000	80,000,000	10,000,000	Laboratories, lecture halls and offices constructed	No. and % level of completion						College of Agriculture
	Construction of 1No.736m2 Hostel block per hostel		30,000,000	30,000,000	30,000,000	736m2 Hostel block constructed	% level of completion						College of Agriculture

Outcome	Project / Activity Title	Amount Spent on The Project So Far (N)	Budgeted Expenditure / Cost (N)			Output	Output KPI	Baseline (Output Value in 2017)	Output Target			Project's Budget Code	MDA Responsible
			2023	2024	2025				2023	2024	2025		
	Constr. of two laboratories, two drawing studio, two lecture halls and 5 offices for Department of Agricultural Bio-Environmental Technology at Ganye		-	22,000,000	25,000,000	Laboratories, drawing studio, lecture halls and offices constructed	% level of completion						College of Agriculture
	Construction of 1No.650m2 Extension department Building		25,000,000	27,000,000	30,000,000	650m2 Extension departmental Building constructed	650m2 Extension departmental Building constructed						College of Agriculture
	Construction of 1No.510m2 Multipurpose theatre		-	38,000,000	5,000,000	510m2 Multipurpose theatre constructed	510m2 Multipurpose theatre constructed						College of Agriculture
	Construction of 1No.961m2 Library Building		50,000,000	55,000,000	65,000,000	961m2 Library Building constructed	961m2 Library Building constructed						College of Agriculture
	Construction of 2NO Lab, 2 Drawing studios, 2 Lecture halls and 5 offices for Dept of Agric Tech Plus at Ganye		50,000,000	55,000,000	65,000,000	Lab, Drawing studios, Lecture halls and offices constructed	No. of Lab, Drawing studios, Lecture halls and offices constructed						College of Agriculture
	Contruction of 2 Lab, 2 Drawing Boards, 2 lecture halls and 5 office for Dept of animal health tech at Ganye		90,000,000	95,000,000	98,000,000	Lab, Drawing Boards, Lecture halls and offices constructed	% level of completion						College of Agriculture
	Construction of 2lab, 2 drawing boards and 2 lecture halls and 5 offices for Dept of Forestry Technology plus at Ganye		-	80,000,000	220,000,000	Lab, drawing boards, ecture halls and offices constructed	% level of completion						College of Agriculture
	Construction of 2NO. Of lab, 2 drawing studio, 2 lecture hall and 5 office at Ganye		40,000,000	66,000,000	96,000,000	Lab, drawing studio, lecture hall and offices constructed	% level of completion						College of Agriculture
	Procurement of 2000 No. Units of Class room Furniture		5,000,000	8,000,000	5,000,000	Classrooms Furniture procured	No. of Units of Classrooms Furniture						College of Legal Studies
	Procurement of Library Books & Equipments		5,000,000	8,000,000	5,000,000	Library Books & Equipment procured	No. of Library Books & Equipment						College of Legal Studies
	Extension of fence wall and increase of existing fence wall height at new permanent site		-	85,000,000	35,000,000	Wall fence extended and height of existing fence wall	% level of completion						College of Legal Studies
	Wall Fencing of Jambutu Campus		10,000,000	10,000,000	10,000,000	Wall Fence constructed	% level of completion						AD Polytechnic
	Renovation of School Buildings		5,000,000	30,000,000	10,000,000	School Buildings renovated	% level of completion						AD Polytechnic
	Road Rehabilitation Main Campus		5,000,000	15,000,000	5,000,000	Road Rehabilitated	km of Road Rehabilitated						AD Polytechnic

Outcome	Project / Activity Title	Amount Spent on The Project So Far (N)	Budgeted Expenditure / Cost (N)			Output	Output KPI	Baseline (Output Value in 2017)	Output Target			Project's Budget Code	MDA Responsible
			2023	2024	2025				2023	2024	2025		
	TET Fund Activities		260,000,000	1,200,000,000	1,200,000,000	TET Fund Activities undertaken	% level of completion						AD Polytechnic
	Electricity Connection to Academic Area etc		47,500,000	47,500,000	47,500,000	Electricity Connected	No. of offices connected with electricity						College of Education
	Water Project		20,000,000	10,000,000	10,000,000	Water Project undertaken	% level of completion						College of Education
	Construction of Comprehensive Surface tank Main Campus		8,510,000	25,000,000	20,000,000	Comprehensive Surface tank Main Campus constructed	% level of completion						College of Education
	TET Fund Activities		50,000,000	105,000,000	110,000,000	TET Fund Activities undertaken	No. and type of academic structures constructed						College of Education
	Construction of Male and Female Hostels		20,000,000	300,000,000	300,000,000	Male and Female Hostels constructed	% level of completion						College of Education
	Construction of 5km fencing of the College		10,000,000	10,000,000	10,000,000	Wall fencing of the College constructed	Length of Wall fencing constructed						College of Education
	Sinking of 5No. Industrial & 15No. Solar boreholes		24,000,000	24,000,000	24,000,000	Industrial & Solar boreholes sank	No. of Industrial & Solar boreholes sank						College of Education
	TET Fund Activities		3,000,000	150,000,000	150,000,000	TET Fund Activities undertaken	No. of academic structures constructed with TET Fund						State University
	Procurement of tools and Equipment for entrepreneurship centre		220,000,000	350,000,000	380,000,000	Tools and Equipment for entrepreneurship centre procured	No. of tools and equipment						State University
	Supply and Installation of Lecture Seats		50,000,000	50,000,000	50,000,000	Lecture Seats Supplied and Installed	No. of Lecture Seats Supplied						State University
	Establishment of College of Medical Science Complex		5,000,000	5,000,000	5,000,000	College of Medical Science Complex established	% level of completion						State University
	Construction of Faculty of Agriculture Complex		7,000,000	7,000,000	7,000,000	Faculty of Agriculture Complex constructed	% level of completion						State University
	Construction of Faculty of Education		10,000,000	100,000,000	100,000,000	Faculty of Education constructed	% level of completion						State University

Outcome	Project / Activity Title	Amount Spent on The Project So Far (N)	Budgeted Expenditure / Cost (N)			Output	Output KPI	Baseline (Output Value in 2017)	Output Target			Project's Budget Code	MDA Responsible
			2023	2024	2025				2023	2024	2025		
	Construction And Establishment of Faculty of Law		60,000,000	60,000,000	160,000,000	Faculty of Law constructed	% level of completion						State University
	Constr of Sasaka Building for Agricultural Economics & Extension		1,500,000	1,500,000	1,500,000	Sasaka Building for Agricultural Economics & Extension constructed	% level of completion						State University
	Completion of 2No. lecture		123,600,000	123,750,000	176,000,000	Lecture	% level of						State University
	Construction of Post graduate School		15,000,000	150,000,000	100,000,000	Post graduate School Constructed	% level of completion						State University
	Construction of Faculty of		15,000,000	150,000,000	100,000,000	Faculty of	% level of						State University
	Provision of Laboratory equipment		25,000,000	30,000,000	30,000,000	Laboratory equipment provided	% level of completion						State University
	Construction of Laboratory for		50,000,000	50,000,000	30,000,000	Laboratory for	% level of						State University
	Estab. of Faculty of Arts at Former School of Health Site		50,000,000	100,000,000	70,000,000	Faculty of Arts at Former School of Health Site established	% level of completion						State University
	Construction of Library		100,000,000	300,000,000	300,000,000	Library	% level of						State University
	Construction of Faculty of Social and management Sciences		10,000,000	300,000,000	10,000,000	Faculty of Social and management Sciences Constructed	% level of completion						State University
	Proposed Construction of 2		10,000,000	10,000,000	10,000,000	Hostels	% level of						State University
	Modification/completion of abandoned Maiha Scie. Sec. School		40,000,000	45,000,000	40,000,000	Maiha Science Sec. School completed	% level of completion						State University
	Construction of		10,000,000	10,000,000	10,000,000	Entrepreneurs	% level of						State University
	Completing ICT Centre (On Going)		20,000,000	2,000,000	2,000,000	ICT Centre Completed	% level of completion						State University
	Extension of Water/Electricity Supply		100,000,000	80,000,000	10,000,000	Water / Electricity Supply extended	Distance covered						State University

Outcome	Project / Activity Title	Amount Spent on The Project So Far (N)	Budgeted Expenditure / Cost (N)			Output	Output KPI	Baseline (Output Value in 2017)	Output Target			Project's Budget Code	MDA Responsible
			2023	2024	2025				2023	2024	2025		
	Construction of conference center (400-500 seat capacity)		10,000,000	10,000,000	10,000,000	Conference center (400-500 seat capacity) constructed	% level of completion						State University
	Supply and Installation of Teaching and Research Facilities		5,000,000	5,000,000	5,000,000	Teaching and Research Facilities supplied and installed	No. and type of Teaching and Research						State University
	Provision of Furniture&Equipt for C/r,theatre, Lab.Office,Hostel		150,000,000	220,000,000	350,000,000	Furniture & Equipment for Classrooms, theatre, Lab. Office, Hostel provided	No. and type of Furniture & Equipment						State University
	Provision of Research &Teaching Facilities(Farm Edu Res Cent etc)		20,000,000	20,000,000	20,000,000	Research &Teaching Facilities (Farm, Educ., Resource Centre, etc) provided	No. and type of Research &Teaching Facilities						State University
	NUC Accreditation and Academic Facilities		20,000,000	40,000,000	20,000,000	Academic Facilities procured	No. of Academic Facilities procured						State University
						NUC Accreditation exercise conducted	No. of courses accredited						State University
	Teaching and Research Facilities/Equipment		25,000,000	60,000,000	65,000,000	Teaching and Research Facilities/Equipment	Teaching and Research Facilities/Equipment						State University
	Trainning Capacity Building and Human Capital		119,250,000	220,000,000	150,000,000	Trainning Capacity Building and Human Capital	Trainning Capacity Building and Human Capital						State University
	Library Books		-	30,000,000	40,000,000	Library Books	Library Books						College of Nursing & Midwifery
	Demonstration Equipment		13,290,000	20,000,000	10,590,000	Demonstration Equipment procured	No. of Demonstration Equipment						College of Nursing & Midwifery
	Reticulation Water		-	20,000,000	10,000,000	Water Reticulation conducted	No. of pipes used and distance covered						College of Nursing & Midwifery
	Construction of 4 Blocks Of Hostel		10,000,000	10,000,000	10,000,000	Blocks Of Hostel constructed	% level of completion						College of Health Technology
	Construction of Auditorium		10,000,000	10,000,000	10,000,000	Auditorium constructed	% level of completion						College of Health Technology
	Special Scholarship		100,000,000	110,000,000	110,000,000	Special Scholarship paid	Amount expanded No. of students benefitted						Scholarship Board

Outcome	Project / Activity Title	Amount Spent on The Project So Far (N)	Budgeted Expenditure / Cost (N)			Output	Output KPI	Baseline (Output Value in 2017)	Output Target			Project's Budget Code	MDA Responsible
			2023	2024	2025				2023	2024	2025		
	Foreign scholarship		200,000,000	200,000,000	200,000,000	Foreign scholarship paid	Amount expanded No. of students benefitted						Scholarship Board
	Students Scholarship		390,000,000	300,000,000	250,000,000	Students Scholarship paid	Amount expanded No. of students benefitted						
	Grants from Donors Org: Scholarship Trust		7,650,000	8,770,081	8,374,206	Trust fund utilized	Amount expanded No. of students benefitted						Scholarship Board
	Procurement of furnitures and office equipments in the Ministry		3,000,000	3,000,000	3,000,000	Office furniture and equipment procured	No. of Office furniture and equipment procured						Ministry of Tertiary and Prof. Education
	Purchase of 5 desktop & 2 Laptop Computers with Printers (HP		20,000,000	20,000,000	20,000,000	Desktop & Laptop Computers with Printers purchased	No. of Desktop & Laptop Computers with Printers purchased						Ministry of Tertiary and Prof. Education
	Purchase of 1 Generator power plan (Maikano SP100)		3,000,000	3,000,000	3,000,000	Generator power plant (Maikano SP100) purchased	Capacity of Generator						Ministry of Tertiary and Prof. Education
	Etab of Internet facilities in the Ministry of Higher Ed		25,000,000	25,000,000	10,000,000	Internet facilities established	No. of offices connected						Ministry of Tertiary and Prof. Education
	Renovation of Offices in the Ministry of Tertiary and Proffesional Education		2,000,000	5,000,000	5,000,000	Renovation of Offices in the Ministry of Tertiary and Proffesional Education	% level of completion						Ministry of Tertiary and Prof. Education
	Procurement of Toyota Corolla model 2013		20,000,000	20,000,000	20,000,000	Toyota Corolla model 2013 procured	Model of vehicle						College of Legal Studies
	Procurement of Toyota Camry salon 2015 model 2		5,000,000	10,000,000	5,000,000	Toyota Camry salon 2015 model 2 procured	Model of vehicle						College of Legal Studies
	Procurement of Office Equipments		5,000,000	5,000,000	5,000,000	Office Equipments procured	No. and type of Office Equipments						College of Legal Studies
	Procurement of Office Furniture and Equipments		5,000,000	15,000,000	15,000,000	Office Furniture and Equipments Procured	No. and type of Office Furniture and Equipments						College of Legal Studies

Outcome	Project / Activity Title	Amount Spent on The Project So Far (N)	Budgeted Expenditure / Cost (N)			Output	Output KPI	Baseline (Output Value in 2017)	Output Target			Project's Budget Code	MDA Responsible
			2023	2024	2025				2023	2024	2025		
	Procurement of Cooling Systems		20,000,000	20,000,000	20,000,000	Cooling Systems procured	No. of Cooling Systems procured						College of Legal Studies
	Constr of 1No. Block of One Storey Building of 2No. Exam Hall		150,000,000	200,000,000	30,000,000	Block Storey Building of 2No. Exam Hall constructed	% level of completion						College of Legal Studies
	Renov of 1No. Blks of 13No. Offices with 7No. Toilets each		15,000,000	25,000,000	25,000,000	Blocks Offices with 7No. Toilets each renovated	% level of completion						College of Legal Studies
	Design of Master Plan of Jambutu Campus		2,000,000	7,040,000	2,000,000	Master Plan of Jambutu Campus designed	Master Plan of Jambutu Campus designed						State Polytechnic
	Road construction from main gate to Administrative block		5,000,000	10,000,000	-	Road constructed from main gate to Admin. block	km of Road constructed						College of Education
	Acquisition of Landed and Physical structures		25,000,000	50,000,000	25,000,000	Landed and Physical structures acquired	Amount expanded on Landed and Physical structures acquired						State University
	Plants Equipment and Motor Vehicles		35,000,000	33,000,000	35,000,000	Plants Equipment and Motor Vehicles acquired	No. of Plants Equipment and Motor Vehicles acquired						State University
	Procurement of 2No. of 100KVA generator		10,000,000	10,000,000	10,000,000	100KVA generator procured	Capacity generator						State University
	Provision of Security Facilities		45,000,000	45,000,000	45,000,000	Security Facilities provided	No. of Security Facilities provided						State University
	Procuremnt of 224Nos.HP 600m Micro Tower 3.0GHZ 4GB RAM 50GD		10,000,000	10,000,000	10,000,000	224Nos.HP 600m Micro Tower 3.0GHZ 4GB RAM 50GD procured	No. and specification						State University
	Environment/Landscaping		5,000,000	-	7,000,000	Environment / Landscaping undertaken	Area covered						State University
	Recreational Centers & Social Amenities		10,000,000	10,000,000	10,000,000	Recreational Centers established & Social Amenities provided	% level of completion						State University

Outcome	Project / Activity Title	Amount Spent on The Project So Far (N)	Budgeted Expenditure / Cost (N)			Output	Output KPI	Baseline (Output Value in 2017)	Output Target			Project's Budget Code	MDA Responsible
			2023	2024	2025				2023	2024	2025		
	Construction of Staff Quarters		10,000,000	40,000,000	10,000,000	Staff Quarters constructed	% level of completion						State University
	Renovation of Academic Buildings		10,000,000	10,000,000	10,000,000	Academic Buildings renovated	% level of completion						State University
	Major Maintenance of Buildings		120,000,000	143,000,000	160,000,000	Major Maintenance of Buildings undertaken	% level of completion						State University
	Consultancy services		45,000,000	45,000,000	30,000,000	Consultancy services paid	Consultancy services paid						State University
	School Land scaping and Fencing		10,000,000	10,000,000	10,000,000	School Land scaped and Fencing conducted	% level of completion						State University
	Landscaping of Admin Block/Construction of car park		2,000,000	2,000,000	2,000,000	Admin Block Landscaped and car park constructed	% level of completion						College of Nursing & Midwifery
	Purchase of Motor Vehicles		10,000,000	10,000,000	10,000,000	Motor Vehicles purchased	No. and specification						College of Health Technology
	Construction of Car Parks at College of Health Tech. Michika		1,000,000	8,000,000	-	Car Parks at College of Health Tech. Michika constructed	% level of completion						College of Health Technology

3.10 Results Framework

The outcome targets in Table 3 and output targets in Table 9 will assist in the performance monitoring and coming up with scorecards. These are what the strategy is expected to achieve.

The summary of expenditure and output measurement would be used as a guide to monitor the progress towards achievement of the first level of results which would be a determining factor of achieving the outcomes as shown in table 3.

3.11 Responsibilities and Operational Plan

The Sector is made up of two Ministries (Ministry of Education & Capital Development and Ministry of Tertiary & Professional Education). While Ministry of Education & Capital Development has five (5) Agencies and Parastatals, whereas Ministry of Tertiary & Professional Education has eight (8) agencies and Parastatals (higher institutions). To improve service delivery, there is need for synergy and collaboration between the components of the Sector so that unnecessary duplicity and conflict of roles can be avoided while concerted efforts to develop operational plan on an annual basis for smooth implementation of the projects under each programme should be made, which will ultimately lead to the achievement of targets. In strategic planning (MTSS) the responses are planned while the operational plan implements the responses. The implementing agencies under the supervision of Director planning prepare operational plan for smooth implementation of projects and activities as contained in MTSS.

Chapter Four: Expenditure Projection Process and Capital – Recurrent Expenditures Comparison

4.1 The process used to make Expenditure Projections

The MTSS projects were costed using the Activity Based Costing (ABC) system for both new and existing projects. The costing is done by the use of Excel-based costing template which is scientifically designed to calculate the cost of the project taking into cognizance the unit and the cost per unit. The cost of the MTSS for the entire Education Sector was determined by the aggregated cost of capital projects proposed by the Sector MDAs. These amounts have been disaggregated across the three years (2023, 2024 and 2025) of the MTSS. The detailed costs of the projects are shown under Table 9.

4.2 Capital – Recurrent Expenditures Comparison

Table 10: Capital – Recurrent Expenditures Comparison

Year	Personnel Expenditure (N' 000)	Overhead Expenditure (N' 000)	Capital Expenditure (N' 000)	Ratio of Capital to Recurrent Expenditure
Projected 2023	16,748,245	1,413,099	6,962,399	28:72
Projected 2024	16,769,331	1,074,502	12,553,710	41:59
Projected 2025	17,322,083	973,607	11,315,114	38:62

Table 10 shows that the Sector has projected a total medium-term allocation of N85.132 billion comprising of N54.84 billion, N3.461 billion and N30.831 billion for personnel, overhead and capital expenditure respectively. From the Capital-Recurrent ratio, it shows that from 2023 – 2025 medium-term period the capital expenditure allocations drastically lower than that of recurrent (personnel and overhead costs) as it indicated 28:72 in 2023, 41:59 in 2024 and 38:62 in 2025. These indicated Government is committed towards payment of salaries and allowance of teachers and recruiting additional one with less emphasis to provision of infrastructure for conducive learning environment such as construction of classrooms, provision of instructional materials and equipment, renovation and rehabilitation of classrooms structures, among others. Going by the trend of recurrent expenditure allocations, it shows that overhead cost, which is meant for facilitation of service delivery related to education decrease from N1.413 billion in 2023 to N1.075 billion in 2024 down to N0.974 billion in 2025. This would have negative implication on operation of education service delivery as well as its facilitation.

Chapter Five: Annual Performance Review and Monitoring and Evaluation

5.1 Conducting Annual Sector Review

The performance Management in the Sector is very critical in any intervention. Annual Sector Performance Reviews (ASPR) should be undertaken to ascertain progress made in achieving set targets. The main targets are those outlined in the State Development Plan (SDP), and in Tables 3 and 9 of this MTSS. The aim of the ASPR is, therefore, to review the performance of the Sector as stipulated in the MTSS. The aim of the MTSS is to achieve State policy goals through the delivery of programmes, projects and activities. The ASPR should be undertaken with a view to enhancing strategy decisions, implementation and monitoring as well as facilitating decision making at all levels of Government operations.

Outcomes from the Performance Review Reports are fed into the preparation of Sector Strategies roll-over. The ASPR preparation is the responsibility of the DPRS and M&E officers in the Sector with the support of all stakeholders. Efforts should therefore be made to strengthen the capacity of Monitoring and Evaluation officers in the Sector. The M&E Department of the State Planning Commission leading the MTSS development should also support this Sector.

5.2 Monitoring and Evaluation of the MTSS

Monitoring and evaluation is increasingly becoming an important tool in programme management in education system. It tracks not only what is being done in a programme but also brings to light whether the programme is making a difference or not. Using data from monitoring and evaluation activities keeps the education system better positioned to appreciate the impact, efficiency, and quality of the programmes and the need for future improvements. Through regular monitoring and evaluation visits data are generated to guide, predict, and compare outputs with inputs in order to assess the worth of the programmes or projects. Thus, the commitments and responsibilities for monitoring and evaluation works rest on the following;

Data Collection: This is the responsibilities of monitoring and evaluation officer of each agency in the sector. As the Unit is usually under the Planning, Research and Statistics, the DPRSs provide support to ensure that data collection is handled successfully.

Analysis of the data: The data analysis should be performed by the statisticians who working in the agency assisted by M&E officers with overall assistance from State Bureau of Statistics or State Planning commission.

Reporting of results: The report should be reported to stakeholders comprising of chief executives and head of agencies under the sector and those agencies who collaborate with sector, development partners, CSOs, CBOs, etc.

Use of the report: The monitoring and evaluation report is very useful in improving and strengthening the education system in the State. It provides areas that need to be improved and therefore help management and other stakeholders to make concerted effort to see that such areas are given the required attention.

Annex I: Attendance Sheet



EDUCATION

State2State

State2State Nigeria





















Participants Attendance Sheet													
Activity	Training and Development of Adamawa State Medium Term Sector Strategies (MTSS) for Education, Health & Wash Sectors												
Venue	AUN Hotel, Yola Town												
Date	August 2 nd – 5 th , 2022												
State	Adamawa												
S/N	Name	Gender	Age		PWD	Organization	Designation	Phone No.	Email	Sign Day1	Sign Day 2	Sign Day3	Sign Day4
			<35	35 & above									
1	Salihu Ikyasu	M		✓		MASS EDUC BOARDS	APRS	07065 8187 85	Salihukiyasu osigunla@gmail.com	✓	✓	✓	✓
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4	MUSA SHALANGWA	M		✓		YESD	ED.	08034 961694	MShalang wa@gmail.com	✓	✓	✓	✓
5	Wilmot Williams Sonu	M		✓		HARAF	Edu officer	081392 61393	WilmotWilli- ams@gmail.com	✓	✓	✓	✓



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Date	August 2 nd - 5 th , 2022												
State	Adamawa												
S/N	Name	Gender	Age		PWD	Organization	Designation	Phone No.	Email	Sign Day1	Sign Day 2	Sign Day3	Sign Day4
			<35	35 & above									
11	Hamidu BALA IBRAHIM	M		✓		Adamawa SUBEB	DPRS	08032 850793	bihamidu@gmail.com				
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13	Mohammed Faisal Asubaku	M		✓		NWT	Chairman T/Commit	0706322 1417	hadyashs1987@gmail.com				
14	ABDULKARIM SANI JAURU	M		✓		MURUMUSH PDF	HEAD OF PROGRAMS	08038 793375	abdulkarimsani33@gmail.com				
15	George Abba Shaa	M		✓		ASPC	DRPB	081385 88799	georgeabba@gmail.com				



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Date	August 2 nd - 5 th , 2022												
State	Adamawa												
S/N	Name	Gender	Age		PWD	Organization	Designation	Phone No.	Email	Sign Day1	Sign Day 2	Sign Day3	Sign Day4
			<35	35 & above									
16	Hauweli Ikonu Arelu	M		✓		NAPPS	Organising secretary	0832263136	arelokonu@adn.com	X	HL	HL	HL
17	Lohanna Kaite	m		✓		ERC GLS	JARE	0814934668	lohanakaita@adn.com	X	HL	HL	HL
18	Dr Mary Pangge	F		✓		ASX	Executive Chairman	08030168057	pangge@adn.com	X	9	9	9
19										X	X	X	
										X	X	X	

Annex 2: Trend in Adamawa's Population

	2015	2016	2017	2018	2019
Total Population	4,100,403	4,209,576	4,320,792	4,434,009	4,549,207
Population growth rate		2.66%	2.64%	2.62%	2.60%
School Age Population (3-24 years)	2,149,250	2,209,360	2,272,110	2,336,322	2,399,538
Pre-School	395,409	405,623	415,618	424,970	432,315
Primary Education	683,744	702,539	721,899	741,408	760,553
Junior Secondary	293,541	302,703	311,865	321,021	330,182
Senior Secondary	262,367	270,758	279,880	289,428	299,019
Basic and Secondary Education	1,635,062	1,681,623	1,729,262	1,776,827	1,822,070
Post-Secondary Education	514,188	527,737	542,849	559,495	577,468
% of Basic and Secondary Education	39.9%	39.9%	40.0%	40.1%	40.1%
% of Post-Secondary Education	12.5%	12.5%	12.6%	12.6%	12.7%
% School Age Population	52.4%	52.5%	52.6%	52.7%	52.7%
Active Population (15-65)	2,178,706	2,237,304	2,300,292	2,367,139	2,436,982
Dependent Population	1,921,697	1,972,273	2,020,500	2,066,870	2,112,225
Demographic Dependency Ratio	88.2%	88.2%	87.8%	87.3%	86.7%
Population Aged 35 and Below	3,208,045	3,290,121	3,372,745	3,456,041	3,540,351
As a % of Total Population	78.2%	78.2%	78.1%	77.9%	77.8%

Source: National Bureau of Statistics; United Nations Populations Projections (2019)

Annex 3: Number of Public Schools, Enrolment and Teachers

Level	Number of schools	Number of pupils			Number of teachers		
		Male	Female	Total	Male	Female	Total
All Pre-primary and Primary	1,879	300,610	282,537	583,147	12,017	7,494	19,511
Junior secondary only	480	66,849	58,583	125,432	4,271	2,380	6,651
Senior School only	279	47,485	38,016	85,501	3,257	1,131	4,388
Total	2,638	414,944	379,136	794,080	19,545	11,005	30,550

Source: Adamawa State ASC 2018/2019

Annex 4: Public and private pre-primary school enrolment by gender and LGA

LGA	Public				Private			
	Number of Schools	Pupils	Girls	% girls	Number of Schools	Pupils	Girls	% girls
DEMSA	33	3,378	1,712	51%	41	3,013	1,460	48%
FUFORE	12	1,281	616	48%	28	2,011	883	44%
GANYE	11	1,297	739	57%	32	2,376	1,147	48%
GIREI	16	1,788	902	50%	49	4,746	2,361	50%
GOMBI	35	4,837	2,395	50%	20	2,661	1,268	48%
GUYUK	29	2,752	1,459	53%	20	984	542	55%
HONG	32	2,756	1,373	50%	64	7,076	3,440	49%
JADA	7	898	464	52%	24	2,205	1,010	46%
LAMURDE	64	9,291	4,834	52%	34	3,087	1,537	50%
MADAGALI	19	1,780	932	52%	10	1,690	767	45%
MAIHA	21	2,195	1,039	47%	13	1,124	552	49%
MAYO-BELWA	14	2,413	1,034	43%	23	2,312	1,131	49%
MICHIKA	28	2,736	1,367	50%	47	4,143	1,998	48%
MUBI NORTH	14	2,567	1,301	51%	58	6,672	3,228	48%
MUBI SOUTH	10	1,087	582	54%	37	6,046	2,930	48%
NUMAN	36	4,486	2,299	51%	29	2,585	1,244	48%
SHELLENG	32	4,481	2,274	51%	12	924	441	48%
SONG	12	732	339	46%	41	3,916	1,970	50%
TOUNGO	5	319	144	45%	8	732	348	48%
YOLA NORTH	27	3,976	2,039	51%	127	11,561	5,800	50%
YOLA SOUTH	29	2,878	1,422	49%	85	8,129	4,016	49%
TOTAL	486	57,928	29,266	51%	802	77,993	38,073	49%

Source: Adamawa State ASC 2018/2019

Annex 5: Public primary school enrolment by gender and LGA

LGA	Total			Aged 6-11		
	Pupils	Girls	% girls	Pupils	Girls	% girls
DEMSA	27,381	13,696	50%	23,120	11,573	50%
FUFORE	48,654	21,835	45%	42,072	18,890	45%
GANYE	36,975	17,810	48%	33,162	15,841	48%
GIREI	25,357	12,478	49%	22,193	10,914	49%
GOMBI	33,800	16,586	49%	29,106	14,243	49%
GUYUK	23,677	11,760	50%	20,234	10,026	50%
HONG	31,669	15,769	50%	27,758	13,833	50%
JADA	33,507	15,536	46%	29,781	13,815	46%
LAMURDE	47,525	25,918	55%	39,133	20,025	51%
MADAGALI	30,927	15,039	49%	25,838	12,615	49%
MAIHA	21,683	9,489	44%	18,730	8,231	44%
MAYO-BELWA	37,346	17,859	48%	33,291	15,891	48%
MICHIKA	31,192	15,132	49%	27,390	13,237	48%
MUBI NORTH	24,116	11,630	48%	20,881	10,069	48%
MUBI SOUTH	25,381	11,871	47%	21,414	10,074	47%
NUMAN	17,020	8,443	50%	14,238	7,048	50%
SHELLENG	16,692	8,102	49%	14,503	7,121	49%
SONG	28,980	13,870	48%	25,098	12,013	48%
TOUNGO	14,989	6,402	43%	13,342	5,692	43%
YOLA NORTH	25,604	12,792	50%	23,444	11,684	50%
YOLA SOUTH	35,799	17,620	49%	31,592	15,580	49%
TOTAL	618,274	299,637	48%	536,320	258,415	48%

Source: Adamawa State ASC 2018/2019

Annex 6: Enrolment in public junior secondary school by level, gender and LGA

LGA	JSS1			JSS2			JSS3		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
DEMSA	1,272	1,220	2,492	1,170	1,077	2,247	1,108	1,062	2,170
FUFORE	1,081	714	1,795	1,124	694	1,818	992	650	1,642
GANYE	1,383	1,206	2,589	975	963	1,938	1,026	776	1,802
GIREI	1,225	1,021	2,246	857	859	1,716	905	735	1,640
GOMBI	941	1,005	1,946	987	1,021	2,008	903	928	1,831
GUYUK	894	780	1,674	850	824	1,674	669	645	1,314
HONG	1,855	1,852	3,707	1,540	1,414	2,954	1,530	1,354	2,884
JADA	1,143	800	1,943	1,070	759	1,829	1,079	732	1,811
LAMURDE	696	618	1,314	759	613	1,372	734	589	1,323
MADAGALI	1,606	1,439	3,045	1,460	1,248	2,708	1,259	1,269	2,528
MAIHA	1,145	635	1,780	838	481	1,319	721	364	1,085
MAYO-BELWA	1,125	1,038	2,163	1,281	1,174	2,455	1,249	950	2,199
MICHIKA	2,046	2,041	4,087	1,773	1,844	3,617	1,650	1,481	3,131
MUBI NORTH	1,105	939	2,044	878	804	1,682	933	765	1,698
MUBI SOUTH	1,124	881	2,005	1,120	770	1,890	1,067	773	1,840
NUMAN	749	662	1,411	859	888	1,747	743	710	1,453
SHELLENG	603	631	1,234	640	545	1,185	538	451	989
SONG	1,394	1,327	2,721	1,226	1,166	2,392	1,284	1,209	2,493
TOUNGO	315	179	494	326	222	548	181	134	315
YOLA NORTH	1,785	2,093	3,878	1,783	2,388	4,171	1,928	2,004	3,932
YOLA SOUTH	1,540	1,351	2,891	1,333	1,422	2,755	1,294	1,266	2,560
TOTAL	25,027	22,432	47,459	22,849	21,176	44,025	21,793	18,847	40,640

Source: Adamawa State ASC 2018/2019

Annex 7: Enrolment in public senior secondary school by level, gender and LGA

LGA	SS1			SS2			SS3		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
DEMSA	704	753	1,457	599	619	1,218	730	604	1,334
FUFORE	585	379	964	568	380	948	408	321	729
GANYE	722	782	1,504	735	859	1,594	865	789	1,654
GIREI	1,075	900	1,975	714	642	1,356	660	558	1,218
GOMBI	1,258	1,289	2,547	851	756	1,607	757	424	1,181
GUYUK	556	512	1,068	535	497	1,032	514	490	1,004
HONG	1,750	1,464	3,214	1,381	1,275	2,656	1,439	1,164	2,603
JADA	937	469	1,406	553	348	901	595	269	864
LAMURDE	391	335	726	413	379	792	519	449	968
MADAGALI	775	612	1,387	547	428	975	361	249	610
MAIHA	483	285	768	425	277	702	465	257	722
MAYO-BELWA	1,094	976	2,070	909	721	1,630	922	739	1,661
MICHIKA	1,293	1,198	2,491	1,308	1,102	2,410	1,056	941	1,997
MUBI NORTH	1,838	1,147	2,985	1,532	1,205	2,737	938	675	1,613
MUBI SOUTH	647	459	1,106	479	382	861	276	188	464
NUMAN	808	693	1,501	681	601	1,282	390	317	707
SHELLENG	389	417	806	341	293	634	317	285	602
SONG	940	856	1,796	790	686	1,476	760	590	1,350
TOUNGO	144	153	297	183	148	331	150	184	334
YOLA NORTH	1,539	1,650	3,189	1,494	1,337	2,831	1,144	1,055	2,199
YOLA SOUTH	833	1,046	1,879	859	885	1,744	1,087	794	1,881
TOTAL	18,761	16,375	35,136	15,897	13,820	29,717	14,353	11,342	25,695

Source: Adamawa State ASC 2018/2019

Annex 8: Enrolment in Public Science and Technical Secondary School by level, gender and LGA (JSS)

LGA	JSS1			JSS2			JSS3		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
FUFORE	110	70	180	69	66	135	80	36	116
GANYE	100	40	140	80	32	112	117	28	145
GOMBI	67	30	97	51	31	82	63	22	85
GUYUK	44	29	73	48	31	79	48	31	79
HONG	30	35	65	49	54	103	35	36	71
MICHIKA	22	16	38	12	10	22	18	6	24
NUMAN	71	16	87	73	17	90	132	22	154
SONG	11	2	13	20	8	28	-	-	-
YOLA SOUTH	93	16	109	73	13	86	69	16	85
TOTAL	548	254	802	475	262	737	562	197	759

Source: Adamawa State ASC 2018/2019

Annex 9: Sector SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none">• The political will and support to education for the secured future of the State.• The eagerness of the citizenry to be educated.• Experience teachers and school managers.• Availability of education influencers• Availability of frameworks – SDP, SESOP, ESP, etc	<p>Weaknesses</p> <ul style="list-style-type: none">• Dilapidated of structures in some institutions.• Inadequate manpower in some institutions.• Inadequate structure and rehabilitation of existing ones and provision of standard equipment in workshops, laboratories, and libraries.• Lack of sporting and extra-curricular facilities to help boost student fitness, alertness, concentration, and health.
<p>Opportunities</p> <ul style="list-style-type: none">• Availability of development Non-governmental Organizations who are considered as major stakeholders in the Sector such SBMCs, PTAs, etc.• Presence of Development Partners in the State who have interest in education.• Involvement of private individuals and philanthropists.• A large pool of highly educated citizens from which manpower can be employed and mobilized.	<p>Threats</p> <ul style="list-style-type: none">• The covid-19 pandemic and its effects on school attendance and activities• The high rate of poverty in society is seriously affecting sponsorship• Insurgency and other conflicts

Annex 10: Strategic Responses to the Challenges

S/No	Challenges	Strategic Responses
1.	Inadequate teaching aids, materials and equipment for all age grades of students, non-formal inclusive.	Provision and distribution of teaching materials and equipment.
2.	Low performance or poor outcome as indicated in external School certificate examinations.	<ol style="list-style-type: none"> 1. Recruitment of qualified teachers. 2. Regular supervision and monitoring. 3. Motivation of teachers. 4. Sensitization of parents. 5. Rewarding of best performance. 6. Provision of guidance and counselling.
3.	Inadequate teaching and non-teaching staff	<ol style="list-style-type: none"> 1. Recruitment of more qualified teachers and non-teaching staffs. 2. Retention of teachers through motivation.
4.	High concentration of teachers in urban areas	<ol style="list-style-type: none"> 1. Redeployment of teachers to rural areas. 2. Motivation of teachers in rural areas.
5.	Inadequate school infrastructural facilities and equipment and poor maintenance of those available.	<ol style="list-style-type: none"> 1. Construction of more inclusive accessible structures including schools' clinics. 2. Maintenance of existing infrastructures.
6.	Non-frequent quality assurance implementation because of lack of adequate logistics and limitations of capacity of the few available staff.	<ol style="list-style-type: none"> 1. Capacity building for the supervisors. 2. Motivation for supervisors. 3. Monitoring tools (such as ICT gadgets). 4. Provision of monitoring and supervision vehicles.
7.	Adverse effect of insurgency and other conflict in the State.	<ol style="list-style-type: none"> 1. Sensitization for teachers and students on the measures to take in the event of an attack. 2. Training of teachers and students on drills and other safety measures during attack. 3. Training of community members on measures to take in the event of an attack. 4. Construction of parameters fencing of schools at all levels.
8.	Inadequate budget and releases for the education to address the essential needs of the Sector.	Conduct high level advocacy visit to major stakeholders to support increased budget allocation and timely releases.
9.	Poor motivation for teachers	<ol style="list-style-type: none"> 1. Timely promotion/yearly increment and implementation. 2. Implementation of TSS. 3. Implementation of new policy on teachers' retirement.
10.	Lack of ICT materials and manpower in schools	<ol style="list-style-type: none"> 1. Provision of ICT materials and the equipment. 2. Recruitment of ICT teachers 3. Provision of internet services
11.	Poor data management	<ol style="list-style-type: none"> 1. Provision of ICT materials and the equipment. 2. Recruitment of ICT/EMIS officers 3. Provision of internet services
12.	Inadequate training and re-training of staff	Conduct capacity building and training of staff at all levels.

S/No	Challenges	Strategic Responses
13.	Inadequate community engagement	1. Sensitization and advocacy on the establishment of functional SBMC. 2. Training of SBMCs on their roles.
14.	High rate out of school children	1. Enrolment drive campaign 2. Provision of scholarship 3. Support parent through cash transfer (poor and vulnerable)
15	Lack of facilitators in non-formal Sector	1. Recruitment of qualified facilitators. 2. Training of facilitators

